


# Appendix K

## Becoming a Tutor\*

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One of the more innovative applications of the andragogical model that I have come across is the Tutor Development Program of the Australian Department of Aviation. The program involves the use of tutors selected from all levels of the staffs of the various units of the Department. The selection excerpted here is in the introductory section of the manual, "Tutoring: Staff Development Techniques" which is distributed internally by the Department.

The program is the product of a "Program Design Group" of six staff members, several of whom participated in a workshop I did in Australia in 1978.

### Introduction

The aim of this program is to increase your skill in staff development on the job. Your role in developing staff is identified by the word *Tutor* for good reasons, apart from the fact that this approach is a new concept being introduced throughout the Department of Aviation. As a tutor, you are a key person in your work area in the development of skills, knowledge, and attitudes. You will be promoting the development of others by providing a supportive framework for the trainees' self-development.

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\* This selection is from the manual, "Tutoring," published by the Tutor Development Program of the Australian Department of Aviation (Canberra: Australian Government Publishing Service, 1983), pp. 1-5.

There are many reasons for adopting the Tutor system:

1. The financial and staffing limitations in a dynamic organization such as the Department of Aviation mean that we must aim for maximum job satisfaction as well as maximum productivity with available resources.
2. To achieve projected goals, you need to use the most effective methods of staff development.
3. A variety of on-the-job training techniques currently in use are ineffective in terms of cost and time taken.
4. In recent years major advances have been made in the field of adult learning: adults want to be self-directed in their learning, but they often need a specialist such as a Tutor to help their growth.

#### The Benefits of Being a Tutor

The Department of Aviation needs trained Tutors at all levels because staff development is essential to the effective functioning of the organization.

Tutors will become increasingly important for many reasons. But there are also reasons why you will gain immediate and long-term benefits as a Tutor:

1. Staff development skills are being specified more often in selection criteria.
2. Immediate benefits to your work group include:
  - a. Productivity increases.
  - b. Greater job satisfaction for your staff.
  - c. Development is easily adapted to fit in with normal work schedules.
  - d. Reduced time away from the job.
  - e. Building of good work relationships.
3. You are seen to be effective if your work group is effective.

#### Why Use These Staff Development Techniques?

The most common technique used for on-the-job training is that of telling or showing someone a new task or procedure. Not only is this technique inefficient and time-consuming, but the learners become dependent on trainers to

solve their future problems. Learners are often treated in the same way as children and are only given instructions on what to do, rather than learning by experience to solve their own problems. Tutors need to be skilled in the field of adult learning.

The Tutor program will give you experience in various aspects of this field. The reasons for developing the techniques used in this program are:

1. Finance is not available to train staff at central locations.
2. On-the-job development must be introduced but using only proven techniques.
3. On-the-job learning covers the real problems faced at work rather than contrived case studies designed for classroom training.
4. Learning must be seen to be a normal part of work life, not something that occurs occasionally in a classroom.

Most adults have a mature and natural interest in self-directed learning:

1. When faced with a problem, they seek solutions.
2. They want to work out ways to learn which are appropriate to their past experience.
3. They prefer active rather than passive learning.
4. They want to work with someone like a Tutor who is genuinely interested in their development but does not act in the role of a conventional teacher.

An effective Tutor will need to develop skills and attitudes which facilitate learning. The learners can expect the Tutor to assist in aspects such as:

1. Identifying the needs for learning.
2. Designing learning objectives.
3. Creating a positive environment where learning is seen to be worthwhile.
4. Designing experiences and projects which are interesting and appropriate.

The attitude you display as a Tutor will be seen as positive by the learner if you:

1. Tolerate errors so long as learning occurs.
2. Acknowledge achievement, even though the learner usually knows what his achievements have been.
3. Give expert support when needed.
4. Are a good listener.

### Description of the Program

The program is divided into three phases. All officers nominated by their branches will undertake the first phase of the program and, on completion, proceed to the third stage of on-the-job experiential learning.

#### Phase 1: Reading and Research

This book provides basic information about the role of a tutor. During this phase you should examine your own development needs as a Tutor so that you are fully prepared for the third phase, experiential learning on the job. Contact the Staff Development Officers in the Regional Office if you want additional information or assistance; further information is available in any of the areas covered in this book.

#### Phase 2: Group Activity for Tutor Coordinators

Branches will be asked to nominate senior officers who will become Tutor coordinators. A more detailed description of their role is given in Part III. These officers will, in addition to completing Phase 1, undertake further development in the skills required for organizational analysis which will help them in their role as coordinators.

This phase includes:

1. Setting your own learning objectives.
2. Getting experience in the various aspects of the process of adult learning.
3. Analyzing whether you have achieved your objectives and what additional development you intend to undertake.
4. Preparations for introducing programs in your own work area.

#### Phase 3: On the Job

You will introduce a program under observation and be informed of your progress. This is the point at which your skills will be progressively improved, provided you adopt a positive attitude. You should also look for opportunities to develop other tutors to support you, because we need to have the Tutor system operating successfully at all levels in the department. You will be kept informed of relevant staff development news after you return to the job so that both you and your staff know about information affecting career development.

Later on, you will find a more detailed explanation of adult learning techniques. At this stage I will merely give you an idea of the abilities you should aim to develop:

#### Preparation for Learning

Being able to identify the type of physical environment which will assist learning (lighting, equipment, and accommodation). Knowing what factors will assist or hinder learning, such as your attitudes or those of your work group, and being able to maintain a positive "climate." Knowing how to work out, with the learner, what needs to be learned and what benefits will result.

#### Developing a Program

Being able to clarify objectives jointly with the learner in terms which enable him to know whether those objectives have been achieved and whether further learning is needed. In conjunction with the learner, designing experiences aimed at reaching the objectives. Being able to identify resources which assist learning, such as procedure manuals, equipment, books and brochures, and other internal or external staff development opportunities.

#### Conducting a Program

Assisting the learner to reach the objectives through your active support. Providing guidance through any difficulties. Knowing where to find additional assistance, such as training techniques, rotation opportunities, or whatever also is needed.

#### Evaluation of Outcomes

Knowing how to assess the results of learning against the objectives set earlier. Being able to clarify, with the learner, what further learning is important. The skill in encouraging further self-development through such techniques as delegation, visits to other groups, projects, or job rotation.

#### Starting the Program

Now that you have a general idea of the way the Tutor Department program is intended to operate, you should be aware of some reactions to this approach to adult learning:

1. While it is an effective method, it is new to most people who are used to classroom-style learning. You need to help the learners to make the changes as comfortably as possible. They need to see it as aiding mature, self-directed people more effectively than the traditional teacher-student approach.

2. Most of our past education or learning has involved being told what to learn, when to learn it, and how to learn it. For this reason, some people find it difficult to actively plan their own learning. This also involves planning the time for learning to occur. A surprising number of people need assistance in planning a schedule so that they do tasks according to their relative importance. You will experience this need for planning and scheduling your own time when completing the work in Phase 1 of this program. Remember that you will not be able to proceed to Phases 2 and 3 unless you are fully conversant with the material in this Phase 1 workbook.
3. Make sure you locate a place where you can complete your work for Phase 1. You will need to find about 20-30 hours, depending on your past experience.