<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities &amp; Expectations</td>
<td>5</td>
</tr>
<tr>
<td>The Mentoring Mission</td>
<td>5</td>
</tr>
<tr>
<td>Explanation of the Part-Time Mentor Employee Position</td>
<td>6</td>
</tr>
<tr>
<td>Duties of Tutor Mentors</td>
<td>6</td>
</tr>
<tr>
<td>Time Commitment for Tutor Mentors</td>
<td>7</td>
</tr>
<tr>
<td>Time Away from Mentoring</td>
<td>8</td>
</tr>
<tr>
<td>Failure to Meet Expectations</td>
<td>9</td>
</tr>
<tr>
<td>Tracking &amp; Receiving Payments</td>
<td>9</td>
</tr>
<tr>
<td>Completing Mentor Payroll</td>
<td>9</td>
</tr>
<tr>
<td>2015 Pay Periods</td>
<td>10</td>
</tr>
<tr>
<td>Mentor Earnings Workbook</td>
<td>10</td>
</tr>
<tr>
<td>Mentor Earnings Survey</td>
<td>17</td>
</tr>
<tr>
<td>Mentor Hours Entry</td>
<td>20</td>
</tr>
<tr>
<td>Communication</td>
<td>25</td>
</tr>
<tr>
<td>Mentor Email Accounts</td>
<td>25</td>
</tr>
<tr>
<td>AIM (AOL Instant Messenger)</td>
<td>25</td>
</tr>
<tr>
<td>Tutor Support Guidelines</td>
<td>26</td>
</tr>
<tr>
<td>Communication with Provider Management</td>
<td>26</td>
</tr>
<tr>
<td>Communication with Your Mentoring Team</td>
<td>26</td>
</tr>
<tr>
<td>Contact</td>
<td>28</td>
</tr>
<tr>
<td>Senior Mentor</td>
<td>28</td>
</tr>
<tr>
<td>Provider Management</td>
<td>28</td>
</tr>
<tr>
<td>Meetings with Tutor.com</td>
<td>29</td>
</tr>
<tr>
<td>Mock Session Information</td>
<td>29</td>
</tr>
<tr>
<td>Setting Availability for Mock Sessions</td>
<td>29</td>
</tr>
<tr>
<td>Mock Session Limitations</td>
<td>31</td>
</tr>
<tr>
<td>Mock Session Guidelines</td>
<td>31</td>
</tr>
<tr>
<td>Purpose of the Mock Session</td>
<td>31</td>
</tr>
<tr>
<td>Conducting Mock Sessions</td>
<td>32</td>
</tr>
<tr>
<td>AIM Addresses for Managers</td>
<td>32</td>
</tr>
<tr>
<td>Mock Session Quality Reviews</td>
<td>33</td>
</tr>
<tr>
<td>Tutor Reviews</td>
<td>34</td>
</tr>
<tr>
<td>Tutor Assignment</td>
<td>34</td>
</tr>
<tr>
<td>Review Frequency</td>
<td>34</td>
</tr>
<tr>
<td>Review Length</td>
<td>35</td>
</tr>
</tbody>
</table>
The Focus of Reviews .......................................................................................................................... 36

How to Complete a Review ............................................................................................................. 37
  Selecting sessions for review ........................................................................................................... 37
  Identifying Sessions for the Skills Center ...................................................................................... 38
  Feedback to tutors – Completing the Form .................................................................................... 39
  Feedback to tutors – Content of Feedback .................................................................................... 41
  Level of Quality ............................................................................................................................... 42
  Tutor Perspective ............................................................................................................................. 43
  Summary .......................................................................................................................................... 43

Status Changes ................................................................................................................................. 44

Standards ......................................................................................................................................... 44
  Probationary Period ......................................................................................................................... 44
  Tutor 1 Status ................................................................................................................................ 44
  Tutor 2 Status ................................................................................................................................ 45
  Tutor 3 Status ................................................................................................................................ 45

Probationary Tutor Tracking Form ................................................................................................. 47

Mentor Training Recommendations ............................................................................................... 48
  Recommending Potential Mentor School Candidates ....................................................................... 48
  Tutor Inquiries about Mentor School Attendance ........................................................................... 48
  Other Points to Consider .................................................................................................................. 48

Advisories & Terminations .............................................................................................................. 49

Advisory Guidelines .......................................................................................................................... 49

Advisory Letter Templates .............................................................................................................. 52

Advisory Initiation ............................................................................................................................. 52

Advisory Follow-up ............................................................................................................................ 53

Termination Request ......................................................................................................................... 53

Quality Control ................................................................................................................................. 54

QC Sessions ..................................................................................................................................... 54
  Types of Sessions ............................................................................................................................. 54
  Distribution ....................................................................................................................................... 54
  Follow-Up ......................................................................................................................................... 54

Inactive Tutors ................................................................................................................................ 55

System Emails ................................................................................................................................. 55

Effective Team Management ........................................................................................................... 55

Timely responses ............................................................................................................................... 55

Timely completion of duties (QC sessions, reviews, monthly reports) ......................................... 56

Efficiency Tips .................................................................................................................................. 56
  Organization ..................................................................................................................................... 56
Responsibilities & Expectations

The Mentoring Mission

The goal of the Tutor Mentoring program is to promote and encourage high quality tutoring sessions among all of Tutor.com’s Homework Help tutors by providing regular feedback to tutors on the quality of their sessions.

Mentors at Tutor.com have dual responsibilities. Their first responsibility is to make it possible for every tutor to have direct access to someone at Tutor.com who can answer questions about policies and best practices – something quite important given that all of our tutors work remotely.

Mentors’ second responsibility is ensuring that the students who come to Tutor.com for help always receive high quality help from a great tutor. We have determined that session transcripts, student comments, tutor comments, average tutor ratings, accept/decline rates, online percentage, and connection rates provide key data to determine whether the sessions conducted by each tutor meet our key criteria. The tools, policies, guidelines, and procedures included in these manuals are designed to provide mentors and senior mentors with access to all of this necessary data in order to meet both of their responsibilities.

The two key criteria for session and comment review are:
- Did the session meet the student’s needs?
- Was the content of the session educationally sound?

When reviewing either sessions or comments, mentors should keep these two criteria in mind.

The key criteria for providing feedback to tutors are:
- Provide feedback only on issues relating to whether the session met the student’s needs and whether it was educationally sound.
- Provide feedback on recurring issues, not issues that appear randomly in sessions unless of course the issue is one of incorrect content or is a serious violation of policy.
- Recognize strengths as well as weaknesses.
- Direct tutors to resources for those areas that require improvement.
- Keep in mind that every tutor is expected to be proficient at content and at tutoring. If a tutor is not proficient and cannot quickly become proficient when notified of areas of improvement and provided resources, then that tutor is not ready to be tutoring with Tutor.com. We do not train tutors.

Communication is a vital key to the success of this program. Once you begin mentoring, you will be assigned a Senior Mentor. Your Senior Mentor will review both your regular tutoring sessions as well as
conduct regular reviews of the reviews you complete for your tutors. If you should ever have any questions, suggestions, comments or concerns, you should never hesitate to contact your Senior Mentor, or PM rep – Kimberly Randall (Kimberly.Randall@tutor.com), Leslie Taylor (Leslie.Taylor@review.com), Kelly Adam (Kelly.Adam@tutor.com), Sarah Snyder (Sarah.Snyder@tutor.com) or Jen Boller (Jennifer.Boller@tutor.com).

**Explanation of the Part-Time Mentor Employee Position**

Mentors have always provided support, encouragement, and information to tutors on their teams. As part-time employees, Mentors are expected to assume a sense of ownership for the quality of the sessions conducted by the tutors on their teams. As you review a session, ask yourself, would I have been pleased with that session? Would I have wanted a family member to have experienced that session? If the answer is, “No”, then think about what can you do to help that tutor to improve to the level that s/he will be able to conduct a session that meets these standards.

Mentors perform key tutor support and quality control duties, which include:

- Monitoring each tutor’s progress towards removal from probation and initiating the removal from probation process with the Senior Mentor
- Monitoring the tutor’s progress towards change of status to tutor 2 or 3 and initiating that process with the Senior Mentor
- Taking action when a tutor is not meeting the standards for tutoring set by our company
- Carefully monitoring tutors on your team for recommendations for change of status, recommendations to become mentors, and recommendations for disciplinary action
- Making recommendations to Provider Management for resources that tutors could use to improve the quality of their sessions, policy changes, and procedural changes
- Responding to tutors’ questions in a timely fashion
- Keeping Senior Mentors informed of concerns noted and emergent issues for their teams.

**Duties of Tutor Mentors**

1. Being available to provide “mentoring” within the guidelines and caps in place for a minimum of 8-10 hours per week when necessary, as dictated by tutor volume.

2. Maintaining responsibility for the performance of your mentoring team, including but not limited to:
   - Preparation of advisories for tutors when necessary.
   - Providing recommendations for status changes for tutors.
   - Monitoring quality of tutors' sessions and providing additional resources as needed.
   - Completion if Monthly Quality reports

3. Reviewing sessions and providing feedback to the tutor on those sessions. Mentoring teams normally consist of a mixture of new and experienced tutors.
4. Being available to respond to emails/messages from tutors, Senior Mentor and Provider Management staff in a timely way (within 48 hours).

5. Scheduling availability for and conducting mock sessions.

6. Providing recommendations for monthly tutor awards.

7. Attending mentor meetings about 1-2 times a year.

8. Reviewing writing samples and participating in special projects, such as the development of resources for tutors as requested by Provider Management, as the need arises. (voluntary duties).

**Time Commitment for Tutor Mentors**

Mentors can expect to spend a minimum 8-10 hours per week completing their mentoring duties. The actual amount of time you will spend depends on the number of tutors you have as well as your participation in other mentoring activities (both optional and mandatory). The number of tutors on your team may vary depending on mentoring needs. There will be times when a mentor is not completing 8-10 hours of mentoring work, based on a lower volume of tutors needing support. However, it is the expectation that all mentors have this amount of time available each week should the need arise to take on additional tutors or responsibilities.

Team space updates should be completed regularly as availability changes, or when requested by Provider Management, by completing the survey located here: [http://www.surveymonkey.com/s/QQ7M86B](http://www.surveymonkey.com/s/QQ7M86B)

Seniors Mentors will regularly monitor the timeliness that mentoring duties are being completed in. If a mentor is unable to complete the mentoring duties (e.g. completing reviews according to the schedule for his/her tutors), s/he will be contacted to determine what is causing the delays and if any action needs to be taken.

Provider Management will always take each situation on a case-by-case basis and will work with Mentors during times when less time is available to them for mentoring duties. It is the responsibility of each Mentor to contact his/her Provider Management Representative to request help if needed.

Should tutors fail to receive regular feedback from the Mentor, they may be moved to other Mentors. It is unfair to the tutors to not receive the regular feedback they need to improve their tutoring skills.

- If a Probationary tutor should go more than 11 days without a review, the Mentor will be contacted to determine the reason for the delay in completing the review and if s/he will be able to fulfill his/her mentoring duties.
- If a Mentor is noted to have late reviews for 3 weeks in a row, the Mentor will be contacted to determine the reason for the delay in completing the reviews and if s/he will be able to fulfill his/her mentoring duties. Several tutors may be moved from the Mentor's team to allow the Mentor more time to complete reviews according to the review schedule.
• If the issue of late reviews persists, the remainder of the tutors will be transferred and the Mentor’s part-time mentoring position will be terminated.

In the case of voluntary resignation, your resignation should be in writing and submitted at least two weeks prior to your planned departure date so that we can arrange for an appropriate transition. As this is a part-time position with Tutor.com, we do rely on your professionalism.

**Time Away from Mentoring**

(Back to Top)

Each Mentor is responsible for a team of tutors who rely on the mentor for regular reviews and timely feedback to questions and concerns. However, we understand that each mentor has obligations and commitments outside of Tutor.com. There will be occasions when time is needed for vacations, emergencies, or temporary leaves of absence. To request time off, various considerations should be made and communicated to your Senior Mentor and Provider Management representative:

• Emergencies that arise on short notice should be communicated briefly to notify management of the situation, in the event communication needs to be sent to your tutors, or changes need to be made to your team to continue regular feedback for your team.

• Planned vacations of more than 3 days should be communicated at least a week prior to commencing. Information sent should include:
  - Dates you will be away
  - Your availability status (e.g., will you be able to check email but unable to complete reviews...will you be completely out of touch, etc.)
  - Status of your team (e.g., any tutors who will need reviews in your absence, serious quality issues that need to be monitored).

You will also want to notify your team of your absence, and provide them with the contact information for your Senior Mentor.

• A temporary leave of absence (LOA) can be requested for periods of longer than 1 month, should it be needed. In cases of an LOA, your tutors will most likely be temporarily reassigned to other mentors to monitor their progress and provide regular feedback until your return. All LOA’s should be requested at least 2 weeks prior to leaving, to ensure time to reassign your tutors.
  - Prior to beginning your LOA...
    - all reviews for your tutors should be up to date.
    - you should provide your PM representative with an update of any issues of concern with tutors on your team.

Please note that Provider Management will make every effort to accommodate all requests for time off.
Failure to Meet Expectations
(Back to Top)

A failure to complete the required duties of the mentoring position may result in disciplinary action. If the Senior Mentor identifies and addresses issues of concern with the mentor and no improvement is noted, the Mentor Manager for the team will be notified. The Manager will send an email and/or schedule a phone call to speak with the mentor to discuss the issues of concern, what might be causing the issues, and a plan to resolve them going forward. A performance reprimand may or may not be issued, depending on the severity of the concerns noted. If issued, these performance reprimands do become a permanent record in the mentor’s personnel file. Should the issues of concern persist, the decision may be made to terminate the mentor’s position with the company.

Issues that may result in performance reprimands include but are not limited to:

- Failure to complete reviews according to schedule
- Failure to communicate with the Senior Mentor, tutors, or PM staff members in accordance with the stated guidelines
- Failure to submit required paperwork by stated deadlines
- Failure to effectively manage the mentoring team in a way that ensures and supports high quality service from all tutors on the team, including such items as:
  - providing satisfactory feedback and addressing issues of concern with tutors
  - handling QC sessions
  - regularly monitoring mentoring tools for emergent issues on the team
  - recommending status changes
  - initiating, monitoring, and bringing advisories to resolution
  - recommending termination due to persistent quality issues

If it is noted that a mentor has not completed any mentoring duties in a week’s time resulting in overdue responsibilities, or communicated with the senior mentor and manager the reason for the lack of work completed (e.g., on vacation, health issues, etc.), this will be considered job abandonment and it will be accepted as the voluntary termination of the mentor’s position.

Tracking & Receiving Payments

Completing Mentor Payroll
(Back to Top)

Mentors are paid every two weeks on Friday for the 2-week period ending on the previous Saturday. It is each mentor’s responsibility to ensure all hours worked and other required information are submitted every other Saturday, by 11:30pm Eastern Time. Failure to submit your earnings by the deadline will result in mentor earnings not being included in the payroll for that pay period.

Tracking and submitting mentor hours is a multistep process.

- the completion of an earnings worksheet
- entering team information into an online survey
• entering work completed on a daily basis (to the greatest extent possible) in the Empower website. (https://iac.empowerwfm.com/wfmselfserve/)

Each of these processes is described in detail below.

2016 Pay Periods
The following table notes the dates that earnings information must be entered as well as the paydays for the year.

<table>
<thead>
<tr>
<th>Entered in Empower by 11:30pm ET on...</th>
<th>Paid on...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Jan-16</td>
<td>8-Jan-16</td>
</tr>
<tr>
<td>16-Jan-16</td>
<td>22-Jan-16</td>
</tr>
<tr>
<td>30-Jan-16</td>
<td>5-Feb-16</td>
</tr>
<tr>
<td>13-Feb-16</td>
<td>19-Feb-16</td>
</tr>
<tr>
<td>27-Feb-16</td>
<td>4-Mar-16</td>
</tr>
<tr>
<td>12-Mar-16</td>
<td>18-Mar-16</td>
</tr>
<tr>
<td>26-Mar-16</td>
<td>1-Apr-16</td>
</tr>
<tr>
<td>9-Apr-16</td>
<td>15-Apr-16</td>
</tr>
<tr>
<td>23-Apr-16</td>
<td>29-Apr-16</td>
</tr>
<tr>
<td>7-May-16</td>
<td>13-May-16</td>
</tr>
<tr>
<td>21-May-16</td>
<td>27-May-16</td>
</tr>
<tr>
<td>4-Jun-16</td>
<td>10-Jun-16</td>
</tr>
<tr>
<td>18-Jun-16</td>
<td>24-Jun-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entered in Empower by 11:30pm ET on...</th>
<th>Paid on...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Jul-16</td>
<td>8-Jul-16</td>
</tr>
<tr>
<td>16-Jul-16</td>
<td>22-Jul-16</td>
</tr>
<tr>
<td>30-Jul-16</td>
<td>5-Aug-16</td>
</tr>
<tr>
<td>13-Aug-16</td>
<td>19-Aug-16</td>
</tr>
<tr>
<td>27-Aug-16</td>
<td>2-Sep-16</td>
</tr>
<tr>
<td>10-Sep-16</td>
<td>16-Sep-16</td>
</tr>
<tr>
<td>24-Sep-16</td>
<td>30-Sep-16</td>
</tr>
<tr>
<td>8-Oct-16</td>
<td>14-Oct-16</td>
</tr>
<tr>
<td>22-Oct-16</td>
<td>28-Oct-16</td>
</tr>
<tr>
<td>5-Nov-16</td>
<td>11-Nov-16</td>
</tr>
<tr>
<td>19-Nov-16</td>
<td>25-Nov-16</td>
</tr>
<tr>
<td>3-Dec-16</td>
<td>9-Dec-16</td>
</tr>
<tr>
<td>17-Dec-16</td>
<td>23-Dec-16</td>
</tr>
<tr>
<td>31-Dec-16</td>
<td>6-Jan-17</td>
</tr>
</tbody>
</table>

Mentor Earnings Workbook
Mentors will maintain an earnings workbook for each pay period. While this file will not be submitted each pay period to Provider Management, if additional details regarding your mentor earnings are requested you will need to provide this file at that time.
The Mentors Earnings Workbook consists of four pages:
• Mentoring Earnings Worksheet
• Mentor Earnings Summary
• Tutoring Hours Record
• Daily Breakdown
Please note that cells that are performing calculations that you do not need to enter information for are locked and you will be unable to select them.

**Mentor Earnings Summary**
This page presents a summary of the information entered on the earnings worksheet. Mentors will need to enter information in all cells shaded blue.

- Mentor Name
- # of Probationary tutors on team (at the time earnings are being submitted)
- Number of Tutor 1’s on the team (at the time earnings are being submitted)
- Number of Tutor 2’s & 3’s on the team (at the time earnings are being submitted)
- Period Ending (drop down list of dates provided on form)
- State of Residence

**IMPORTANT**: Please note that for Mentors, all blue cells **MUST** be filled in and For Senior Mentors, all blue and pink cells **MUST** be filled in to ensure all formulas are working correctly.

The information provided on this page is the information you will use for the next step of the payroll process, entering team information into the online Mentor Earnings survey.

**Mentor Earnings Worksheet**
On this page, mentors will enter the information pertaining to time spent on mentoring duties during the pay period. The sheet is broken into several sections.
Reviews

<table>
<thead>
<tr>
<th>Date</th>
<th>Tutor Reviews (Mins)</th>
<th># Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Jun-13</td>
<td>80</td>
<td>3</td>
</tr>
</tbody>
</table>

Information to be included:
- Date work completed
- Minutes worked
- Number of reviews completed

Mock Sessions

The mock session section contains two types of information; for mock sessions completed and for sessions that are cancelled within 24 hours of the scheduled session time or sessions that do not connect within 10 minutes.

For completed sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Minutes</th>
<th># Completed</th>
<th>Applicant(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Jun-14</td>
<td>35</td>
<td>1</td>
<td>Bill S.</td>
</tr>
<tr>
<td>9-Jun-14</td>
<td>66</td>
<td>2</td>
<td>John D.</td>
</tr>
</tbody>
</table>

Information to be included:
- Date work completed
- Minutes worked
- Number of sessions completed
- Name of Applicant(s)

For Cancelled/Unconnected sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Jun-13</td>
<td>1</td>
</tr>
<tr>
<td>4-Jun-13</td>
<td>1</td>
</tr>
</tbody>
</table>

Team Support

Information to be included:
- Date work completed
- Minutes worked
Also include in this section is a breakdown of how much Tutor Support time is available (based on the number of tutors on the team as entered on the Earnings Summary worksheet) and the number of minutes remaining, based on time recorded for the pay period. The tutor support cap is **7.5 mins/tutor/pay period** (which is two weeks).

### Miscellaneous

<table>
<thead>
<tr>
<th>Date</th>
<th>Mins (Mentor)</th>
<th>Mins (Senior)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Jun-13</td>
<td>10</td>
<td></td>
<td>Session review for PM</td>
</tr>
</tbody>
</table>

Information to be included:
- Date work completed
- Minutes worked
- Function completed

### Daily Breakdown

This page presents a daily breakdown of the number of hours and minutes worked on all mentoring duties for each day during the pay period. This information can be used to enter daily time worked in the Empower earnings system. The time worked is also presented in decimal format for easy comparison to Empower entries.

**IMPORTANT**

Mentors who work in the states of California, Colorado, Kentucky, Minnesota, Nevada, Oregon, Vermont, and Washington are entitled to a paid 10-minute rest period for each 4 hours worked or major fraction thereof each day. Mentors are responsible for making a note of any rest period taken in the Earnings Survey (Google doc) where you provide further detail pertaining to your time worked. The rest period should be taken as close to the middle of your shift as practical.

The earnings worksheet is set up to include time for your paid rest break based on the state of residence you enter.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
<th>Minutes</th>
<th>Empower Hours</th>
<th>Lunch Break</th>
<th>Number of Work Breaks Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>16-Aug-15</td>
<td>3</td>
<td>0</td>
<td>3.83</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>17-Aug-15</td>
<td>0</td>
<td>40</td>
<td>3.67</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**The 10 minute rest break will be included in total minutes worked and should be included as its own line entry in Empower, with a comment that this time was for a paid rest break.**
Also included on this page you will see a running total of how many combined tutoring and mentoring hours you have achieved for each week of the pay period for more accurate management of time spent to ensure you are planning accordingly to not exceed 30 hours for the week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
<th>Minutes</th>
<th>Average Rating</th>
<th>Lunch Break</th>
<th>Number of Work Breaks</th>
<th>Total Tutoring Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>16-Aug-15</td>
<td>3</td>
<td>50</td>
<td>3.83</td>
<td>1</td>
<td>3.83</td>
<td>3.83</td>
</tr>
<tr>
<td>Monday</td>
<td>17-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuesday</td>
<td>18-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wednesday</td>
<td>19-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Thursday</td>
<td>20-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Friday</td>
<td>21-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Saturday</td>
<td>22-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sunday</td>
<td>23-Aug-15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Tutoring Hours Recorded**
This page will allow mentors to enter the number of hours tutored each day to more closely monitor their combined tutoring and mentoring time. The tutoring hours worked can be easily access from the Settings and Tools portion of the classroom software, which you can reach by right clicking on the classroom icon in the system tray.

In the Tools section, select “View my billing information.”

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Scheduled Hours</th>
<th>Online Hours</th>
<th>Rated Sessions</th>
<th>Average Rating</th>
<th>Minutes Waiting</th>
<th>Minutes in Session</th>
<th>Session Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1/2015</td>
<td>6/15/15</td>
<td>19</td>
<td>16.19</td>
<td>8</td>
<td>5.0000</td>
<td>170</td>
<td>867</td>
<td>$229.00</td>
</tr>
<tr>
<td>7/1/2015</td>
<td>7/15/15</td>
<td>19</td>
<td>16.22</td>
<td>10</td>
<td>5.0000</td>
<td>158</td>
<td>1,058</td>
<td>$265.03</td>
</tr>
</tbody>
</table>
By clicking on the Session Earnings, you will see a breakdown of total minutes for each day of that month that you were tutoring, or online waiting during your scheduled tutoring hours.

This information can be copied into Excel to quickly see how many minutes were worked on each day.

To do this:

1. Click and drag to select/highlight the data contained in the table.

2. Once highlighted, select **CTRL + C** to copy the data.

3. In a blank Excel sheet, select a cell and select **CTRL + V** to paste the date.

4. While not necessary, you may want to clean up the date slightly for easier viewing by...
   a. Deselect the option for Text Wrapping on the Developer Tab.
b. Double-click on one of the column dividers to “autofit” the columns.

![Autofit columns](image)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W/4/2015 9:00</td>
<td>13:43</td>
</tr>
<tr>
<td>2</td>
<td>W/4/2015 12:30</td>
<td>13:43</td>
</tr>
<tr>
<td>3</td>
<td>W/4/2015 9:00</td>
<td>13:43</td>
</tr>
<tr>
<td>4</td>
<td>W/4/2015 12:30</td>
<td>13:43</td>
</tr>
<tr>
<td>5</td>
<td>W/4/2015 9:00</td>
<td>13:43</td>
</tr>
</tbody>
</table>

![Highlighted cells](image)

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
<th>Minutes</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/4/2015 9:00</td>
<td>$14.50</td>
<td>13:43</td>
<td>$212.85</td>
</tr>
<tr>
<td>W/4/2015 9:00</td>
<td>$14.50</td>
<td>13:43</td>
<td>$212.85</td>
</tr>
<tr>
<td>W/4/2015 9:00</td>
<td>$14.50</td>
<td>13:43</td>
<td>$212.85</td>
</tr>
</tbody>
</table>

To determine how much time was spent tutoring for any given day, you simply need to highlight the cells in the Minutes row for the date of interest.

![Highlighted cells](image)

Once you highlighted the cells, you will see in the lower right corner the ‘Sum’, or total minutes spent on tutoring work for that day.

![Total Minutes Tutored](image)

This number should be rounded to the nearest whole number and entered in the coinciding cell on the Tutoring Hours Recorded sheet.

![Tutoring Hours Recorded](image)
This time is then automatically added to your total time spent tutoring and mentoring for the week on the Daily Breakdown sheet.

And will be noted in the Total Tutoring Hours box on the Mentor Earnings Summary sheet, a value that will be entered in the Mentor Earnings Survey.

**Mentor Earnings Survey**

Since the previous mentor timesheets were a means to capture more than just total hours worked (e.g., average times for activities spent), this survey was created to replace that functionality. The information collected is much less granular than that which was previously being provided.

**NOTES**

- This survey must be completed by 11:30pm on the last day of the pay period, as we use the information in this survey to verify the total earnings entered. **Failure to complete this survey when mentor work is submitted may result in earnings for the pay period not being paid.**
- At any time during the survey you can select the Back button at the bottom form (NOT the browser’s back button) to revisit your entries.

The survey can be accessed at this URL: [https://docs.google.com/forms/d/1ezQL2zrckq-DM9_Wum7aRusi6nzZdQ7srkPf8mF1vw/viewform](https://docs.google.com/forms/d/1ezQL2zrckq-DM9_Wum7aRusi6nzZdQ7srkPf8mF1vw/viewform)

The first page of the survey provides important information and deadlines, as well as a link to the website where total earnings will be entered for submission to the payroll company.

On this page you will enter the following information:

- Name (first and last)
- Senior Mentor assigned to.
- Pay period end date (select from drop down list)
- Number of tutors assigned to team for each status, with Tutor 2s and 3s being combined.
- Total tutoring time.
The following page contains several sections, where you will enter the information for your mentoring duties for the pay period. Most of this information can be found on the Earnings Summary sheet.

**NOTE** The mentor earnings section of the survey does not include entries for Senior Mentoring or initial QC Session Reviews. You will be asked about these once the mentor earnings portion of the survey is completed.

The information to be entered in the Mentor Earnings section includes:

**Mock Sessions**

In this section you will enter:
- # of mock sessions completed
- # of cancellations (within 24 hours of scheduled session time) and no-shows
- Time (minutes) spent completing mock sessions (this is the total time spent for both of these categories). This number is located in the Total Minutes row.

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>Cancelled/No-Show</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total Minutes</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Tutor Reviews**

In this section you will enter:
- # of reviews completed
- # of minutes spent completing reviews

**NOTE** While we will not be focusing on individual review times, but rather average review times for the pay period, we would strongly encourage mentors to utilize the payment earnings worksheet to track time spent on individual reviews to determine if the average time is within the guidelines that are in place. Should there be a pay period when high average review times are noted, the mentor may be asked to provide detailed information pertaining to reviews completed for a short time going forward as a means to work together with provider management and ensure reviews are being completed in an efficient manner.
Team Support

In this section you will enter:

- # of minutes spent for Tutor Support.

```
Team Support 45 $11.25 4.5
```

Miscellaneous

In this section you will enter:

- # of minutes spent on Miscellaneous functions.
- Description of work completed the minutes are being entered for.

Please note that comments MUST be entered to provide details for any time spent on activities listed in the Miscellaneous section. If you have no Miscellaneous earnings to enter, please enter “NA” for the description.

Selecting “Continue” will bring up the following screen where additional comments can be added pertaining to any special circumstances encountered during the pay period.

Selecting “No” will return you to the previous page to continue entering earnings.

Selecting “Yes” will take you to the following screen.
If you are not a Senior Mentor, you should select “No” to this question. You will then be asked:

If you do not conduct initial QC reviews, which will be the case for most mentors, you should select “No” to this question.

Selecting “No” will take you to the following screen.

If you do not conduct Content Reviews, which will be the case for most mentors, you should select “No” to this question. (This section is for a very small group of folks who are working on completing content reviews for the foreign language sessions being completed).

Selecting “No” will take you to the page to submit your earnings.

Clicking the submit button will then send your survey results to Provider Management for review.

---

**Mentor Hours Entry**

**Procedure Summary**
As of 8/2/15, Tutor.com will change the procedure by which mentors and senior mentors enter hours and earnings for each payroll period. Rather than entering total earnings by the closing Saturday for each
pay period, Mentors and Senior Mentors will enter hours worked each day including start and end time and a brief description of the work performed.

**How It Works**
You may enter your hours each day or keep a record on the attached timesheet and enter them by midnight on the closing Saturday of the pay period. It is essential, however, that you maintain a daily timesheet of your start and end times of work and the work performed.

Go to: [https://iac.empowerwfm.com/wfmselfserve/](https://iac.empowerwfm.com/wfmselfserve/) (please bookmark this URL)

**Enter log-in information**

You will no longer use the separate mentor earnings account you were using previously to access the website to enter your total earnings. Both your user name and password are your **employee ID number**. This number will be provided to you at the time your access to the Empower system is created. You will be asked to change your password, which will need to be a 6 digit numeric password.

**User Name:**  Employee ID number  
**Password:**  Employee ID number

**Entering Activity**
It is important to note that tutors should continue to complete their mentor earnings spreadsheet with detailed information about the time spent on various activities as this information will be used to complete the Earnings survey, and may be requested from a mentor at any time.

**Hourly 80 Tab (please ignore the Time Off Request tab)**

Enter the start time (“In”) and the end time (“Out”) for each activity block you work each day.

**Example**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>In</th>
<th>Meal Out</th>
<th>Meal In</th>
<th>Out</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>7/5/2015</td>
<td>9:00am</td>
<td></td>
<td></td>
<td>9:40am</td>
<td>Mock Sessions</td>
</tr>
</tbody>
</table>

Information entered for comments should be basic information pertaining to the activity worked on, which could be:
- Reviews
- Communication with Tutor/Senior
- QC Session Reviews
To add more rows to enter activities for the same day, click on the icon at the right of each row. A new row will be added for that date and an additional block of time can be added. Alternatively after entering information on one row, hitting the "Return" key will create a new row and move to that row.

The icon on the right of the row can be selected to add new row for shift details (e.g., enter a meal break or add additional comments).

Entries can be removed by selecting the "x" icon on the right of side of the row to be deleted:

Rest Periods
Mentors who work in the states of California, Colorado, Kentucky, Minnesota, Nevada, Oregon, Vermont, and Washington are entitled to a paid 10-minute rest period for each 4 hours worked or major fraction thereof each day. Mentors are responsible for making a note of any rest period taken in the Earnings Survey (Google doc) where you provide further detail pertaining to your time worked. The rest period should be taken as close to the middle of your shift as practical. When you enter your time worked into the Empower system, include your rest break in the block of time you record for mentoring.

For example, if you are working from 9:00 AM to 1:00 PM you would enter 9:00AM to 1:10PM to include your 10 minute paid rest break assuming that you took the paid break. If you choose to continue to work through your rest period you will not be paid additional compensation.

All Mentors are entitled to an unpaid 30-minute meal break, generally if you work more than 5 hours. This is an addition to the 10-minute paid rest period, if applicable. It is your choice when to take this meal break, as you have quite a lot of control over the hours that you choose to work. Mentors are responsible
for recording the unpaid meal break in the Empower time system by noting the in and out time of this break in the appropriate box.

For example:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>In</th>
<th>Meal Out</th>
<th>Meal In</th>
<th>Out</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>7/19/2015</td>
<td>9:00am</td>
<td>2:00pm</td>
<td>2:30pm</td>
<td>3:00pm</td>
<td>Reviews, mock sessions, team support</td>
</tr>
</tbody>
</table>

Remember **do not include** the meal break in your paid time.

If you are unable to take your unpaid meal break, or to take it in a timely manner, you must notify your supervisor. If you do not take a full meal break, do not take your break in a timely manner, or fail to notify your supervisor, it will be presumed that you voluntarily waived the meal break.

Should you waive your meal break, mentors who are provided with 10 minute paid rest breaks would be eligible for rest breaks every 4 hours, or major fraction thereof.

**Save Your Work**

Please remember **save often**, by selecting “Submit” at the bottom of the page and especially prior to logging out of Empower.

Selecting the option to “Cancel” will delete any entries added since the last time you saved your information.

**Making Changes**

You can edit your entries within the pay period but you will not have access to this data once the pay period ends. For this reason, and to have the information you will need to complete the earnings survey you should **always** maintain and keep copies of your earnings worksheets.

**Deadline for Submission**

All hours for the pay period **MUST** be entered in Empower by **No Later Than 11:30pm** on the last day of the pay period (every other Saturday, unless notified differently due to holidays). Pay period end dates can be found [here](#).

It is best that all hours worked each day are **entered each day**. Waiting until the last minute of the pay period to enter all hours for the pay period is not practical and can easily result in the hours not being entered by the deadline. Not entering all hours by the end of the pay period will result in a delay in receiving earnings owed and a great deal of effort on the part of the payroll staff. It is **critical** that ALL hours are submitted on time and the best way to ensure that is to enter the hours as they are completed.
It is strongly suggested that the total time worked each day noted in Empower is compared to the Daily Breakdown tab of the Earnings Workbook, at a minimum once, once all entries for the pay period have been made to ensure accuracy.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>3/17/2015</td>
<td>Regular</td>
<td>0.45</td>
</tr>
<tr>
<td>Tue</td>
<td>3/18/2015</td>
<td>Regular</td>
<td>0.77</td>
</tr>
<tr>
<td>Wed</td>
<td>3/19/2015</td>
<td>Regular</td>
<td>0.67</td>
</tr>
<tr>
<td>Thu</td>
<td>3/20/2015</td>
<td>Regular</td>
<td>1.17</td>
</tr>
<tr>
<td>Fri</td>
<td>3/21/2015</td>
<td>Regular</td>
<td>0.85</td>
</tr>
<tr>
<td>Sat</td>
<td>3/22/2015</td>
<td>Regular</td>
<td>0.45</td>
</tr>
</tbody>
</table>

Once you have finished entering earnings for the day, you can log out of the website by selecting the icon in the upper right hand corner of the screen. **IMPORTANT** Always be sure you have saved your work before logging out.

**Mentor Earnings Survey**
Please ensure you are also completing the Mentor Earnings Survey at the end of each pay period, located here: https://docs.google.com/forms/d/1ezQL2zrcrq-DM9_Wum7aRusi6nZdQ7srkPJsBmmF3ww/viewform

**Earnings History**
Mentors will have access in Empower to both the current and previous pay periods. If you would like to maintain a copy of the hours you enter into Empower in addition to the earnings worksheets you maintain, the easiest way will be to take a screenshot of the information and save it as an image file.

**Tips & Tricks Troubleshooting**
- Ensure you are including an ‘a’ or ‘p’ or AM/PM (for AM and PM designation) for all time entries. If no designation is made, the system will assume that you mean AM, which can result in extensive overpayment.
- Note that you cannot have the start time for one row be the same as the end time for a previous row...this will result in receiving an error message.
- Be mindful of the total daily hours noted at the bottom of the Empower page and compare this to your daily totals on your earnings worksheet. This will allow you to see any large discrepancies and make adjustments before the end of the pay period.
- If you are having trouble making edits to entries in the current pay period, please see the Empower Troubleshooting document located here.

**Questions**
Feel free to contact your Mentor Manager with any questions you might have.

Some additional observations made following implementation of this procedure:
- Be sure you have downloaded the current earnings workbook from the Mentor Resource Area and are using that one to record your information.
- When you enter your hours in Empower, be sure to verify you are entering the correct information from the earnings worksheet. We are unable to make changes once entered and if errors are found, it will require additional work on the part of the payroll team to ensure accurate earnings are received.
• Please be reminded that there are on a handful of mentors that will utilize the QC tab of the earnings workbook...this is for the small group of initial reviewers we have. For all mentors, any time spent dealing with QC sessions falls under the umbrella of Team Support.

• When completing the survey, be sure you are entering the total time for mock sessions, not just the time spent in mock sessions. This total time also includes the time you are credited for when applicants do not connect, or cancel with less than 24 hours’ notice. You can find that value on the summary sheet here:

<table>
<thead>
<tr>
<th>Mock Sessions</th>
<th>Completed</th>
<th>8</th>
<th>226</th>
<th>$56.50</th>
<th>28.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancelled/No-Show</td>
<td>4</td>
<td>60</td>
<td>$35.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Minutes</td>
<td></td>
<td></td>
<td></td>
<td>286</td>
<td></td>
</tr>
</tbody>
</table>

Communication

Mentor Email Accounts
(Back to Top)

As a part-time employee with Tutor.com, each Mentor will be issued a @mentors.tutor.com email address. It is imperative that this email account be used for all communication pertaining to Tutor.com (e.g., with your tutors, Senior Mentor and when necessary, members of the PM staff.) This is not only for the safety of your personal email account, but also because these are Tutor.com business emails which we keep a record of. Please be advised that we may access the these email accounts for any mentor, at any time, for any reason.

AIM (AOL Instant Messenger)
(Back to Top)

AIM (AOL Instant Messenger), is the IM service that the members of Provider Management utilize. We have found this to be an invaluable tool when we are in need of a quick answer to a question, as opposed to waiting for an email response. There are times when situations being dealt with are time-sensitive in nature, and waiting up to 48 hours for a response can slow the process down. Some examples may be when someone from PM is dealing with a customer complaint, or when a mentor is in a mock session and experiencing something s/he has not encountered previously.

We do understand that the mentors do have other things going on in their lives, but we wanted to come up with a way for us (and you) to be able to retrieve time-sensitive information in a more expedient way. To address this concern, each mentor is asked to set up an AIM account. This is a free download that only takes a few moments to set up. When you sign on to work on mentoring duties, you will be required to also login to AIM. By doing this, you will be available for any quick questions we might have, and we will also be available for any questions you might need a quick response to. As we continue to grow as a
company, keeping the lines of communication open will be even more essential to the success of the mentoring program, and we feel this is the appropriate next step to facilitate this.

To download AIM:

- Go to: http://www.aim.com/
- In the upper left hand corner is a button to "Install Now." Click on this and it will walk you through the download and installation process.

Once you have set up your AIM account, or if you have a pre-existing account, please be sure to email us with your screen name so we can add it to our lists.

For time sheet purposes, any communication with a member of the PM staff can be listed in the miscellaneous section as Communication with PM, just as you would if this were an email communication.

**Please Note**: The majority of your communication should be with your senior mentor via email, as they are directly responsible for the management of your team. The IM communication was implemented for the purpose of dealing with time-sensitive situations. Please reserve IM contact with managers for emergencies, as we often are working on multiple projects and have very limited time to review/discuss situations that are presented via IM.

**Tutor Support Guidelines**

Communication is vital to the success of the mentoring program. Your timely responses to emails, requests, and questions from your Tutors, Senior Mentors and Provider Management members are essential to the smooth operation of the program.

**Communication with Provider Management**

As Mentors, you are the point of contact for most issues relating to your tutoring teams. Many of the issues that require Mentor input are time-sensitive and Provider Management staff relies on you to respond to emails **within 48 hours**. There is no cap for time spent communicating with the Provider Management staff, when discussing situations in which the PM staff is requesting information from you.

**Communication with Your Mentoring Team**

As a Mentor, you are the first point of contact for your tutors. Tutors rely on their Mentors for feedback and guidance, and it is essential that the lines of communication remain open. The Mentor is responsible for ensuring all questions from the Tutors on their teams are answered in a timely fashion. This feedback could include, but is not limited to, policy issues, technique issues, how to handle particular situations, classroom-related questions, etc.

Support for your tutor team provided outside of the reviews will depend on the number of tutors on your team. For each active tutor on your team, you will have **7.5 minutes** worth of time each pay period. This
cap is not a per tutor cap, but rather a per team cap. For example, if you have 20 active tutors on your team, it means you have a maximum of 150 minutes per pay period to use as you see fit to work with your tutors. One tutor may be dealing with few issues and only requires 5 minutes of your time, while another tutor may be struggling with issues that require 30 minutes of the mentor's time for the pay period. While we do not expect this cap to be reached every pay period by every mentor, this is the maximum amount of time that can be used per pay period. As a reference, the **average time being spent on mentor support each period** is around **4.5 minutes per pay period**. This Tutor Support Category includes, but is not limited to:

- All communication directly with tutors
- Any communication with the Senior Mentor pertaining to a tutor on your team
- All communication the Mentor initiated with a member of Provider Management pertaining to a tutor on his/her team
- Review, recommendations, preparation and/or distribution of any/all information for:
  - Status changes
  - Advisories
  - Terminations
  - Award nominations
  - Mentor candidate recommendations
  - Quality Issues
    - QC session review and support to tutor (i.e., message to address the issue)
    - Team Management time (time taken to review the information available in the mentoring tools to help you effectively manage your team).
- Preparation of any supplemental training materials (e.g., sample annotated chat logs)
  - When in need of supplemental material, mentors should first see if s/he has any available from either his/her sessions or those of a tutor on the team. If no relevant sessions are identified, the mentor should check with his/her Senior Mentor to see if s/he has any materials that will fill the need. If the Senior Mentor does not have any appropriate chat logs the mentor should then check with his/her PM representative. Any chat logs the mentor does need to annotate (i.e., if PM does not have one), should first be sent to the Senior Mentor for review.

There will be times when the most effective means of communication is a group email to the tutoring team (e.g., reiteration of procedural or policy changes that PM has previously emailed the tutors about or providing a helpful resource pertaining to a tutoring technique). Mentors should ensure that any time they are sending a group email they are using the bcc feature and are cc’ing or bcc’ing both the Senior Mentor and PM rep they work with. All group emails pertaining to any other issue should only be sent after the mentor has received approval from his/her PM representative.

Protecting the privacy of senior mentors, mentors and tutors is very important. Emails of tutors should be maintained within each mentoring team (the Mentor and Senior Mentor). They should not be shared with other Mentors, or amongst the tutors.

Please remember that the Senior Mentor is unable to provide input and suggestions on situations if s/he is unaware of what is taking place.

**Important** Mentors should ensure they are cc’ing or bcc’ing the Senior Mentor on **all** emails sent to tutors. If it is something the Senior Mentor does not need to be aware of, s/he can simply delete the
email. There is no such thing as too much information when it comes to mentoring, and it essential to always be sure the Senior Mentor remains informed.

**Contact**

There are a number of questions that could arise pertaining to the various aspects and responsibilities of mentoring. Below is a list of where to turn should mentors have questions. **Note**: Please first check the available Mentoring Resources (manuals and/or videos) prior to contacting your senior mentor. Many of the answers you will be looking for can be found in these resources.

**Senior Mentor**
The Senior Mentor should be the mentor’s first point of contact for questions they are unable to find answers for in the available mentor resources. Our Senior Mentors have a great deal of experience and are the ones most familiar with the happenings on their mentors’ teams. They will usually be able to answer most questions mentors have.

**Provider Management**
Each Senior Mentor works with one of the Mentor Managers in the PM group. The mentor’s PM Representative should be contacted by the senior mentor if the Mentor and Senior Mentor should need additional input on a situation, or if action is required for one of the mentor’s tutors. Some specific examples of when a Senior Mentor may need to contact the PM rep would be:

- To request a status change, advisory, or termination (once the Mentor and Senior Mentor have discussed and agreed on this action).
- In response to an email sent from one of the members of PM (unless the email is from a member of PM who requests that a response from the mentor be sent specifically to him/her).

Situations in which a mentor may contact the PM rep directly might include:

- A request for additional tutor information that the mentoring team does not have access to. When requesting this information, the reports will be returned to both mentor and senior mentor.
- A situation in which the mentor does not feel comfortable contacting the senior mentor (e.g., if the mentor is having difficulty working effectively with the senior mentor), the PM rep should be contacted directly by the mentor.

The majority of communication with Provider Management will take place using the Tutor/Mentor Support System (by submitting requests via [http://support.tutor.com](http://support.tutor.com)). The system was recently updated to include categories specific to the mentoring position. When submitting a mentoring support request, first select the member of PM you wish to contact, and then select the category. Please review the “Provider Management – Contact Info” file located on the Mentoring FileDepot site for information of who should receive the various requests.

**Tutor Support**
Tutors should be directed to submit a Tutor Support request for such issues as:

- Technical issues
• Payroll questions
• Classroom feature requests
• Adding/Removing subjects
• All other issues not directly related to mentoring

Tutor Support can be contacted via the following link: http://support.tutor.com

Issues not pertaining to mentoring are often best answered by a member of Tutor.com that has more information available than the members of PM do. Tutors will receive the most appropriate support when they are using the Tutor Support link for questions not directly related to mentoring.

Meetings with Tutor.com
(Back to Top)

Tutor.com will try to conduct phone meetings with all of the mentors several times a year. Attendance in these meetings is a requirement for the part-time mentoring position, unless told otherwise. Mentors should include these meetings in the miscellaneous section of the time sheet.

Mock Session Information

Setting Availability for Mock Sessions
(Back to Top)

Setting availability for mock sessions is completed by logging in to following website and selecting the option to “Set Availability.” https://prv.tutor.com/apply/login.aspx

On the Mock Session Availability page, select the days/times that you will be available for applicants to schedule a mock session with you.
Next, add a rule to your schedule and the times you are available for the mock sessions. Once you have entered the information, click the “ADD” button and the new rule will appear. You can enter as many different rules as you need.

To remove a rule previously created, click the delete button. You will be asked if you are sure you want to delete the rule. Just click OK to delete the rule and continue.

Applicants will request mock sessions using a schedule similar to the one used for setting your Homework Help hours which will allow them to select an hour block from the calendar for which a Mentor is available for one of the subjects s/he is approved for.

When an applicant has requested a mock session, the Mentor will receive a Mock Session Request email that provides the following information:

- Applicant’s first name
- Date/Time of the session
- If the applicant has elected to also tutor in Spanish

With any system email that is sent, there is always a chance it may be directed to a SPAM folder. It is important that you ensure your email is set to accept emails from the @tutor.com domain. Be sure to check your SPAM folder for these emails as well as log in and check your schedule session page or mentoring tools once a day to ensure that no appointment requests are being missed.

After receiving the Mock Session Request, the Mentor can accept or decline the request. Follow the “Set my mock session availability” link in the classroom and log in. At the top of the page, click on “View Appointments” to see the status of your requested mock sessions. The window that opens will provide you with a list of your scheduled mock sessions. From this page, you can accept or decline all mock session requests. Please remember all mock sessions should be accepted as soon as possible and that it is the expectation that the majority of all requests received will be accepted.

Once the session has been accepted, both applicant and Mentors do have the ability to cancel the session should it be necessary. Canceling a mock session should only be done when emergencies arise.

Mock sessions scheduled and pending requests can also be reviewed in the ToDo list of the mentoring tool. Please refer to the Mentor Tool Manual for additional information.
In this system, Mentors do **not** have the ability to message the applicants prior to, during or after the mock session.

At the time of the scheduled mock session, the Mentor will sign into the classroom, and select “Mock Session Mode” availability. When the applicant logs in, applicant and mentor will be connected in the classroom.

When the mock session is completed, you can select the option to “Quit Mock Session Mode”

![Mock Session Mode](image)

Be sure to include time spent in mock sessions on your time sheet in the “Mock Session” section. For the most part, mock sessions should usually take around 35-45 minutes, but the applicant could be late or have difficulty connecting that may on rare occasions result in a larger amount of time. **You should spend no more than 60 minutes on any mock session.**

### Mock Session Limitations
- Do **NOT** schedule tutoring hours to end at a time you have listed as available for mock sessions.
  - Example, if you indicate you are available for mock sessions on Tuesdays at 4 – 8pm, do not scheduled the 3 - 4pm hour on that day for tutoring.
- Schedule no more than **15 hours** of availability hours for mock sessions each week (the actual number of session completed will vary)
- **Do not** conduct more than **15 mock sessions** each week
- **Do not** conduct more than **4 mock sessions each day**.
- Conduct **no more than 2 mock sessions consecutively**

### Mock Session Guidelines
(Back to Top)

#### Purpose of the Mock Session
The purpose of the mock session is to provide a final, personal contact level of screening for applicants who have demonstrated sufficient content knowledge to tutor with our service. This is also a time to ensure that the tutor...
- has sufficient understanding of how to use the classroom features,
- can demonstrate both effective written and verbal communication skills,
- possesses an understanding of successful for techniques for how to conduct an online tutoring session to begin tutoring as a probationary tutor.

It is important to note that as the representative of Tutor.com in these sessions, it is your responsibility to ensure you are representing the service in a professional manner and positive light. You should be engaging and enthusiastic in your interactions with the applicant.
As a mock sessioner, you will be making a decision regarding the applicant’s tutoring ability and will be making a determination as to whether or not the applicant should be moved to probationary status. This is not a decision that should be taken lightly and you should be sure to take into account the full picture of the applicant’s performance in the mock session. It is essential that you are asking effective questions and using techniques to engage and involve the applicant adequately in order to make the determination if an applicant has the skills necessary to begin as a tutor with the service. The mock session instructions and rubric will help to guide you in your decision.

If you approve the applicant as qualified for probationary status, there will be no further review of the applicant’s qualifications and they will be granted probationary status upon completion of requirements from human resources. At the conclusion of the mock session, you MUST make a concrete recommendation of either applicant is recommended for probationary status or applicant is not recommended for probationary status based on the guidelines in the mock session rubric.

Conducting Mock Sessions

In this system, mentors are unable to message the applicant should the applicant and tutor have trouble connecting. After 10 minutes of waiting for the applicant to connect with no success, the mentor should log out of the classroom, cancel the mock session request (at the same location/website where the list of your scheduled and requested mock sessions is located), and note on your earnings worksheet that the applicant did not connect.

**Note**: If after 5 minutes of waiting for the applicant to connect, and if during regular working hours, IM one of the mentor managers to determine if it is something on the back end that can be quickly fixed so applicant and mentor can connect.

AIM Addresses for Managers
Kelly Adam: KAdamTutor
Leslie Taylor: Leslie.Taylor@review.com
Kim Randall: Kimberly.Randall@tutor.com
Sarah Snyder: sarahsmentor
Jen Boller: Jen Boller

How the applicants will be assessed is detailed in the Mock Session Rubric Instructions and Explanation of Scoring provided with these guidelines. Remember that this is the applicant’s first experience in the online classroom, and we do not expect perfection.

While we do want to give applicants the benefit of the doubt (e.g., perhaps they are nervous as this is their first time in the classroom with someone), there are some fundamental skills that applicants must possess before receiving a recommendation to be approved for probationary status. These include:

- A minimum passing score of 8 for each of the 5 Rubric Score Categories. Rate the applicant’s skill level based on the detailed Mock Session Rubric and Instructions.
- Ability to use the English language effectively and present ideas clearly (clear communication) in both written and verbal formats.
• Strong typing/pacing skills (long gaps of a minute or more that could indicate a number of concerns).
• Good content mastery (while content is not something we are reviewing heavily during a mock session, a content error should raise content concerns and a positive recommendation should not be given). If you feel the applicant did not possess the content knowledge necessary in the subject area you presented in the session, the applicant should not be approved to move to Probationary status.

These are all abilities an applicant must possess to receive a recommendation for a move to probationary status as it is very difficult to help tutors improve in these areas.

Should you find it necessary to decline a session or cancel a session you previously accepted, please send the following information to Jen Boller via Tutor Support.

• Name of applicant
• Date of session
• Time of session
• Was the Session: Declined -- Cancelled -- Missed by You
• Details as to why the session was Declined – Cancelled – Missed

Should you disconnect in a session before you have gained enough information to make a recommendation, a comment that you are unable to make a recommendation based on the lack of information gained should be included.

Should you not receive the end of session survey, or should the session disconnect before you have had a chance to complete it, but do have enough information to make a recommendation, your recommendation should be completed and submitted to Evelyn Sullivan via Tutor Support.

**Mock Session Quality Reviews**

As part of our quality assurance process, Provider Management will be reviewing randomly selected mock sessions from each mentor on a biweekly basis. The purpose of these reviews is to ensure that the person conducting the mock session is able to identify strengths and weaknesses, evaluate, assess, and make a sound recommendation of the applicants’ abilities based on the information gathered in the mock session. The rubric that will be used for the mock session quality evaluation as well as an explanation of each category can be found [here](#).

If there are quality concerns noted in a mentor’s mock sessions, Provider Management will contact that mentor to provide constructive feedback and resources, and work with the mentor to assist with improvements.

If there are quality concerns noted in a mentor’s mock sessions, Provider Management will contact that mentor to provide constructive feedback and resources, and work with the mentor to assist with improvements.
**Tutor Reviews**

**Tutor Assignment**

(Back to Top)

Once a new tutor has completed his/her first tutoring session, s/he will be assigned to a Mentor. These assignments are made based on the subject matching between Tutor/Mentor and available space on the Mentor’s team. To ensure that you are not assigned too many tutors, it is important to regularly update your availability by completing the Team Space Update survey, available here:

http://www.surveymonkey.com/s/QQ7M86B

Periodic emails will be sent to the Mentors requesting this information, but if you should ever have a change in your availability (can take on more tutors, or no longer have room for additional tutors), it is important you complete this survey to notify PM of these changes so that too many new tutors are not added.

In most cases, no more than 2 tutors will be assigned on any given day (unless previously discussed with the Mentor), and every effort is made to avoid tutor assignments on 2 consecutive days.

**Review Frequency**

(Back to Top)

Reviews are used not only as a means to provide regular feedback to the tutors, but also as a way to keep the lines of communication open. It is essential that all tutors receive reviews according to the schedule below. All tutors are assessed based on their tutoring status. Below is a list of the current frequency for the various tutor statuses. Review frequency is monitored and revised on an as needed basis.

**Probationary**: The 1st review a new probationary tutor receives should be completed between **5-7 days** after the 1st session is completed. Going forward, all reviews should be completed between **9-11 days** if sessions are available for review.

**Tutor 1**: At least once every **4 – 6 weeks** (28-42 days). 42 days is the longest any Tutor 1 should go between reviews if there has been at least one session completed.

**Tutor 2 & 3**: At least once every **60 days**. 60 days is the longest any Tutor 2 or 3 should go between reviews if there has been at least one session completed.

**Tutors under advisory**: All tutors under an advisory should be reviewed once every **7 days**.
Review Length

The time to complete reviews should be based on the quality of the tutor and the work being performed.

Once a tutor has completed the probationary period it is the expectation that major quality issues have been addressed and resolved. While there are times when new quality issues will arise (e.g., a subject is added after the tutor begins tutoring and content related issues are later identified), this is not something that we would expect to be the norm.

While review times for tutors will vary from tutor to tutor, there are a few key points to be mindful of when completing reviews:

- Average review times for the past 3+ years have been in the 32-34 minute range.
  - While some reviews will take longer than this and some will take much less time, this is the range mentors should strive to achieve each pay period for the average time spent.
- No review should take more than 60 minutes, regardless of the quality level of a tutor.
  - A tutor who requires this much time for a review is one that has serious quality issues that need to be resolved quickly. Continued reviews of 45+ minutes for any one tutor should not be occurring.
- The majority of our tutors are high quality tutors and have proven themselves over the course of many months/years. The likelihood that a high quality tutor will suddenly begin displaying quality concerns is minimal. As such, reviews for tutors that have consistently demonstrated quality sessions should require less than the average time for reviews.
- The first few reviews for a tutor added to the team may take longer than the average time.
  - New probationary tutors may require more time (e.g., 40-50 minutes) if it is necessary to address quality concerns, and as the mentor starts getting familiar with the tutor’s abilities.
  - While transfer tutors may require more time for the first review the mentor completes, a quick review of the information available in the mentor tools should allow the new mentor to determine if serious quality issues are present.
- New mentors may require more time for the first reviews they complete as they get acquainted not only with the tutors on their team, but also to the mentor tools and review procedures.

While we will not be focusing on individual review times, but rather average review times for the pay period, we would strongly encourage mentors to utilize the payment earnings worksheet to track time spent on individual reviews to determine if the average time is within the guidelines that are in place. Should there be a pay period when high average review times are noted, the mentor may be asked to provide detailed information pertaining to reviews completed for a short time going forward as a means to work together with provider management and ensure reviews are being completed in an efficient manner.
The Focus of Reviews

As you review sessions that your tutors have completed, it is important that you are keeping in mind the big-picture – meeting each student’s needs in an educationally sound manner.

To that end, the focus of reviews should be on these 4 key topics...

- **Ensuring that the content is correct**
  - Was accurate information and guidance provided in the sessions reviewed?

- **Ensuring that the session is overall educationally sound**
  - Did the student receive the help s/he needed? (If not ask yourself why and how could it be improved? Was the tutor missing cues from the student or was the student not engaging with the tutor? How could the tutor adjust his/her approach to engage the student more?)
  - Did the student receive that help in an educationally sound way and without being inappropriately given the answers?
  - Were the student’s question, method, level, and preferred approach properly defined and addressed?
  - Were the concepts clearly communicated during the reviewed sessions?
  - Was the student’s understanding monitored during and at the conclusion of the reviewed sessions?
  - Was the session brought to an educationally sound conclusion?

- **Ensuring that the student’s needs are met**
  - Did the tutor assist the student in understanding through guidance and involvement, proceeding at student’s desired pace, using the student’s desired approach, and effective time management?
  - Was the student treated with courtesy and respect?
  - Was positive reinforcement provided?

- **Ensuring that key Tutor.com policies are adhered to including:**
  - Appropriate session length
    1. Please note: the session length guidelines are in the Tutor Resource Center, be sure to familiarize yourself with them as they vary per subject. The key points about session length guidelines are: a. they are guidelines and not hard and fast rules; b. every session should be brought to an educationally sound conclusion; c. we look at session length on the average not session by session.
  - Appropriate language
  - Appropriate tone
  - Appropriate website content
  - Appropriate use of troubled student policy
  - No contact information exchanged

An important note here is that while you may sometimes note policies that are not being strictly followed, if they do not directly affect the quality of the session, it usually is not necessary to
comment on them. The exception to this would be if they involved security issues, such as providing contact information, inappropriate/offensive websites and/or language, mishandling troubled students, etc.

**How to Complete a Review**

For detailed information on how to navigate the mentoring tools, please see the Mentor & QC Tool Manual located on the File Depot site, accessible with the same password that is used to access the Mentor Manual.

**Selecting sessions for review**

While there is no definitive number of sessions that must be reviewed when you are completing a review, it is essential that you review enough sessions to get a sense of the tutor’s overall quality. The number of sessions you will review will depend on a number of factors, including but not limited to, the status of the tutor, the known quality of the tutor, how many sessions have been completed since the last review, average rating since the last review, number of low rated sessions, etc. It will require the use of good judgment to determine how much of the review cap should be spent reviewing sessions, and how much time should be spent providing feedback. Some comments/suggestions pertaining to this would be:

a. When conducting a review for a tutor, you are provided access to . . .
   i. All sessions conducted for the last 6 months.
      1. It is only necessary to review sessions that have taken place since the last review. (For ease use the “sessions since last review” link on the tutor info page.)
   ii. All flagged sessions conducted since the last review (Remember you can sort the sessions since last review for flagged sessions.)

b. If a tutor has only completed 1 or 2 sessions at the time a review is due, you can wait a day or two to see if additional sessions are completed. If, however, no additional sessions are completed, a review should be conducted at that time. Remember, reviews are a means of providing regular and helpful feedback to the tutor, but they are also a way to keep the lines of communication open as well.

c. Prior to completing a review, reviewing the issues noted in previous reviews as well as the information available on the Tutor Information page will serve as a reminder for issues which were previously addressed with the tutor, or notify you of recent concerns that need to be addressed.

d. As you review sessions, it is also important to keep in mind the student perspective. Students spend their days in teacher-centered environments. They come home to parent-centered environments. We provide a student-centered environment where they can get the help they need. If tutors are not meeting the needs of the students, then the service is not working.
e. The goal of the review is to review the overall educational quality of the tutor’s sessions to ensure that student needs are being met. When skimming through sessions, take notes if you see a recurring pattern emerging.

   i. For example, if you skim through 4 sessions and in 3 of those sessions you notice that the tutor is simply sending websites to the student with no discussion, you should note this as something to mark as an issue in the review, as it is affecting the educational experience the student is receiving.

   ii. Provide feedback and recommend resources only on the issues that are directly affecting the quality of the session and preventing the student’s needs from being met.

There is a mechanism for tutors to flag a session for the mentor to review and that session will be included on the list of sessions for the mentor to review. These sessions show up in a separate folder marked Tutor Flagged Sessions. **If time permits**, it is a good idea to read through all the comments for flagged sessions regardless of whether or not it is a session you specifically comment on in your review. If the tutor has left a specific question about that session in the comments, be sure to take the time to answer that question for the tutor, as time allows. If the tutor is flagging an excessive number of sessions, you simply may not have time to review them all. In this situation, you should remind the tutor of this, and the purpose of this feature.

As a reminder, the flagged sessions are removed from the folder once the review is finalized and submitted, but they are still available under “Past Sessions” along with the other sessions. Mentors should keep in mind the review caps to determine how much time should be spent on these various aspects of completing the review to provide the tutor with the feedback that will be the most beneficial. It is up to the mentor to determine how best to utilize the time to ensure reviews are being completed within the caps provided.

**Identifying Sessions for the Skills Center**

While reviewing sessions when conducting a review, mentors will have the ability to flag sessions as examples of good sessions, to be included in the Skills Center website that students, and tutors, have access to (http://www.tutor.com/resources).

During the course of the review, should you find a session that you feel is exemplary and representative of the quality we strive for at Tutor.com, and the option is available to select the website for inclusion, you are encouraged to do so. Not all sessions will be available for inclusion on the Skills Center and will only be eligible for mentors to review and approve if...

- The session was from one of our library programs
- The session was rated 4 or 5 by the student
- The session never entered the QC system
- The session does not contain any links (to shared websites or shared documents)

A few key points to note would be:

- Mentors should not review every session that is tagged as being eligible for inclusion (we have a lot of good tutors, and this could take a long time 😊). Should the session be one that you review
as part of your normal session review process for reviews, then you can select the option to include the session in the Skills Center. This should not result in an increase in time needed for reviews, or to review these sessions.

- While the criteria are in place to initially identify sessions that mentors could approve for inclusion, it is important to remember only a review of the session can ensure that the quality is at a level that we are comfortable making available on the internet for everyone to see, and that illustrates the high quality of the sessions our tutors are conducting. These need to be educationally sound sessions, in which:
  - the needs of the student are clearly identified to start the session
  - a clear road map is put in place
  - an effective approach is used that engages the student in the learning process
  - the tutor is able to convey information clearly and ensures student understanding
  - and of course, the content provided and discussed is accurate

**Feedback to tutors – Completing the Form**

The format of the tutor review is one that utilizes a combination of free-text and check boxes designed to identify and offer feedback for areas of concern and to recognize areas of strength. The form is designed to allow mentors to focus feedback on the areas which have the greatest impact on the quality of the educational experience which include content, communication, approach, and time management. When writing the review, it is important that the areas of concern noted are recurring issues that directly affect the educational experience the student is receiving. The exception to this is for situations involving content errors or concerns that are severe in nature (e.g., extremely poor tone). In cases such as this, a recurring pattern is not necessary before the issue is commented on.

**General Information**

The top of the form contains general information about the tutor, including:

- Name and Status
- Date review started (created on) and posted (last updated on)
- Name of mentor completing review
- Average student rating for the last 6 months
- Accepted % for the last 3 months
- Sessions completed since last status change

**Feedback to Tutor**

The main portion of the form consists of categories and subcategories that mentors will evaluate and note if the overall quality of the work being completed in each area is below expectations, meets expectations, or exceeds expectations (additional definitions of these ratings below). For each subcategory, mentors can also select up to two illustrative sessions and include brief comments pertaining to the issue.
Category:
These are the main areas of evaluation that have the largest impact on the overall quality of a session.
These include...
- Content
- Communication
- Approach
- Time Management
- Policies & Procedures

Content: Mentors will assess sessions to determine if the tutor is A) providing correct information and/or accurately verifying information presented by the student and B) demonstrates an acceptable level of content knowledge to be tutoring the subject (as evidenced by rates of declines and transfers as well as the manner information in which is conveyed in the session).

Communication: Mentors will be reviewing sessions to ensure tutors are communicating effectively with students in a manner that is clear and ensures student understanding in both written and verbal formats (as applicable).

Approach: The approach used in a session is defined as the manner in which the tutor interacts with the student during the learning experience through identification of the student’s needs, effective engagement, adapting their approach as needed, ensuring understanding, and creating a professional and welcoming environment.

Time Management: Time management is defined as how well the tutors use their time with the student to create a sound educational experience within the session length guidelines for the session. This includes identifying the student’s needs and creating a road map quickly to start the session, knowing when to change approach to keep the session moving forward, utilizing the tools and resources of the classroom efficiently, and managing the road map to ensure the session is brought to an educationally sound conclusion.

Policies & Procedures: This section refers to areas of concern not noted above that may not necessarily effect the quality of the session itself, but are important areas to address with tutors should they arise. Some examples would be: handling troubled students effectively, dealing with students who provide contact information, etc.
The lower half of the review form contains several sections for providing additional feedback and information.

**Comments:**
The comments section of the form is a free text area that allows mentors to provide an overall summary of the tutor's work, progress towards a status change, areas to continue to work on, etc. The information provided here should not be lengthy, but rather a summary of the overall quality of the tutor's work.

**Recommendations:**
This section of the review form is where mentors will indicate their recommended action plan for the tutor. Please note that at this time, this information is not communicated with anyone on the mentoring team. If you are recommending an action plan other than “Complete next review as scheduled,” you should contact your Senior Mentor to discuss the situation.

**Internal Comments:**
This section is for mentors to leave additional information pertaining to the quality of the tutor’s work. Information included in this section will be visible only to the mentoring team, not the tutors.

**Feedback to tutors – Content of Feedback**

a. The Illustrative Sessions section allows you to select the sessions that can be used to help illustrate the concerns noted. The comments fields can be used to provide additional clarification/explanation regarding the details of the concern/quality issue. You can also copy and paste specific short excerpts from a chat log into the feedback section as needed to provide clarity to your comments.
Illustrative sessions can also be used to point out strengths for tutors. It is important that a balance is created depending on the situation. That is, if a tutor is struggling in a number of areas, providing one or two illustrative sessions for what is going well can improve the tutor’s reception of the concerns being noted.

b. Mentors should strive to avoid comments that pertain to issues that are not recurring quality issues (e.g., an issue that was noted in one session that is not indicative of the tutor’s overall quality).
   i. Note that in situations involving content errors, or concerns that are severe in nature (e.g., extremely poor tone), a recurring pattern is not necessary before the issue is commented on.

c. When an issue of concern is first addressed, mentors should refer the tutor to appropriate Tutor.com materials (e.g. Tutor.com videos, manuals, sample sessions, content templates and web resources included in the Tutor Resource Center). This serves two purposes. It saves the mentor time to improve efficiency and it also encourages consistency because all tutors will be getting the same information, namely the information in the videos, resource guides, and manuals. Should the issue of concern persist, more specific feedback relative to the situation may be appropriate. If you are unsure of what feedback would be helpful, you can discuss with your senior mentor.

d. Providing positive feedback is equally as important as pointing out areas in need of improvement. Hearing only the negative can result in animosity, a lack of confidence, and a loss of interest in making an effort to improve. It is important as mentors that we are supporting our tutors in the journey to become an effective tutor.

e. It is important to remember, there is always more than one way to provide a quality experience – it may not be the way you as the mentor may have done things, but the end result was equally acceptable. So if it is not the way you would have done it, but the needs of the student were met in an educationally sound manner, it is not necessary to provide a suggestion on how the tutor might have done things differently.

The purpose of this checkbox/free-text format is to allow mentors to spend the majority of the time provided reviewing sessions, as opposed to writing large amounts of text. The review should remain focused on...
1. Identifying the recurring quality issues that are affecting the experience the student is receiving,
2. Clarifying the issues of concern, through illustrative sessions and/or focused feedback, and
3. Directing tutors to selected resources for them to review to resolve the issues of concern noted.

**Level of Quality**
(Back to Top)

Each category available on the review form requires the mentor to note the level of quality being demonstrated in this area. These levels are noted as one of 3 ratings:
- Below Expectations
- Meets Expectations
- Exceeds Expectations

In addition, there is an option for Not Applicable if it is a situation in which there may not be adequate information available to assess the quality of the work done. For example, for the category of “Demonstrates effective oral language skills,” the tutor may not have completed any sessions using the voice feature. In this case, the mentor is not able to assess the quality of this area, and Not Applicable should be selected.

Here is some additional information pertaining to the definitions for each of these levels of quality.

**Exceeds expectations** – In the sessions reviewed, the tutor consistently goes above and beyond to provide a quality experience in this area for each student. The tutor’s skills in this area are consistently demonstrated at a level that could be used to demonstrate quality to another tutor. This rating is for exceptional work in the category and should be used with discretion.

**Meets expectations** – In the sessions reviewed, the tutor regularly provides a quality experience in this category. The skills demonstrated would usually provide each student with a sound educational experience.

**Below expectations** – In the sessions reviewed, the tutor fails to demonstrate proficiency in this category. The deficiency may affect the overall quality of the tutor’s sessions and needs to be addressed in order to ensure the tutor is providing each student with a sound educational experience and/or adhering to policies.

**Tutor Perspective**

(Back to Top)

The tutor will see the mentor’s feedback and comments, broken down by the various sections, in the review. The tutor will not see the overall rating or the Internal Comments left by the mentor.

In your feedback to your tutors, it is important that an appropriate balance between areas of concern and praise is achieved. Mentors should not be overly positive unless the facts of the session support that. Nor should they be overly negative, as improved performance by the tutors could be discouraged. Before posting the review, read through it as if you were the recipient of this feedback. What would you get from this feedback? Would you be encouraged to improve?

**Summary**

A few additional points we would offer as reminders:

- We expect tutors to come to tutoring prepared to tutor. In most cases, we should not need to provide detailed feedback on how to tutor or on the content involved in the subjects they tutor. We have numerous resources available to which tutors can be directed. If a tutor needs a little
nudging and feedback at the beginning to get up to speed, that is fine. If a tutor needs substantive, ongoing feedback and coaching, then they are not prepared to be tutoring with us.

- Clearly, we want to be supportive of our tutors. We are the only online tutoring service that provides a mentoring program. We recognize that mentoring is a balancing act between making sure that tutors are providing a sound educational experience for the students, our customers, and providing positive reinforcement and a communication link for tutors as much as possible. Sometimes it is easy to tilt toward one side or the other. We want to reinforce the concept that even constructive criticism can and should be conveyed in a respectful way.

We cannot spend unlimited time helping a tutor get up to speed when that means that students are receiving sessions of lesser quality. That being said, it is important to keep in mind that the goal of the service is to provide the highest quality educational experience possible to students.

## Status Changes

### Standards

Tutor.com has created a series of Tutor Statuses to reward and encourage tutors who strive to continuously improve their tutoring work with our students. Status changes are not a given. Not every tutor will achieve the highest status. This is a system that rewards the tutors who consistently demonstrate an ability to assist students of all levels to achieve understanding of the material.

### Probationary Period

Although every tutor brings exceptional content knowledge and skills in teaching or tutoring to their work with Tutor.com, there is a learning curve in adapting to the fast-paced Tutor.com online environment. Each tutor starts as a probationary tutor. Following the completion of the first tutoring session, every tutor is assigned a mentor.

The Probationary Period can last up to 60 days. During this timeframe, mentors review tutor sessions and provide feedback to share the best practices we have developed over time and assist tutors as needed to adapt their tutoring skills to the Tutor.com online environment.

This is also a time for tutors and for our service to determine whether this form of tutoring is a good fit for both, as online tutoring is in many ways quite different from classroom teaching and face to face tutoring. Tutor.com mentors are reviewing sessions to determine whether each tutor possesses the availability, reliability and quality of tutoring to meet the needs of the many students who access our service. Mentors will also make available resources that tutors may find helpful.

### Tutor 1 Status

When it is determined that the tutor demonstrates the requisite skills and availability to meet the needs of the students who use our service, the tutor is removed from probation and officially accepted as Tutor 1. Mentors will be looking at the following criteria to approve this change of status.
• **Availability:**
  - Maintaining an online percent of 70% or higher.
  - Completed a sufficient number of sessions to ensure necessary practice (typically achieved after about 50 sessions)

• **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
  - As subject matter experts, displaying high level of expertise in each approved tutoring subject.

• **Student Support:** Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.

• **Sound Pedagogical Approach:** Demonstrating on a consistent basis a firm grasp of the key elements of effective tutoring, as detailed in the *Basic Principles of Quality Tutoring.*

• **Student Satisfaction:** Achieved and maintained an average rating of 4.3 (Student ratings are a measure of student satisfaction).

**Tutor 2 Status**

• **Availability:**
  - Maintaining an online percent of 70% or higher.
  - Completed a sufficient number of sessions to ensure necessary practice (typically achieved with at least 300 sessions since reaching Tutor 1 status)

• **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
  - As subject matter experts, displaying a high level of expertise in each approved tutoring subject. While all tutors are subject matter experts, Tutor 2’s display not only great breadth but also exceptional and consistent depth in content proficiency.

• **Student Support:** Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.

• **Sound Pedagogical Approach:** Must demonstrate on a consistent basis a firm grasp of the key elements of effective tutoring, as detailed in the *Basic Principles of Quality Tutoring.*

• **Student Rating:** Achieved and maintained an average rating of 4.5 (a measure of student satisfaction).

**Tutor 3 Status**

• **Availability:**
  - Maintaining an online percent of 70% or higher.
  - Completed a sufficient number of sessions to ensure necessary practice (typically achieved with at least 300 sessions since reaching Tutor 2 status)

• **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
As subject matter experts, displaying a high level of expertise in each approved tutoring subject. While all tutors are subject matter experts, Tutor 3's display not only great breadth but also exemplary and consistent depth in content proficiency.

- **Student Support**: Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.
- **Sound Pedagogical Approach**: Must demonstrate on a consistent basis a firm grasp of the following key elements of effective tutoring, as detailed in the "Basic Principles of Quality Tutoring."
- **Student Rating**: achieved and maintained an average rating of 4.7 (a measure of student satisfaction).

When you feel a tutor has demonstrated s/he has the skills necessary for a move to the next status, you should submit a status change request to your senior mentor. The information that is helpful to include in this request is:

- Full name of tutor
- What status you are recommending the tutor for
- Any concerns that may result in questions from the senior mentor prior to approving the recommendation

For all status changes, you should discuss recommendations with your senior mentor prior to contacting your PM representative to ensure you are both in agreement. Once in agreement, the senior mentor will submit a support request to the appropriate PM team member. We will check to verify all other standards have been met and make the status change if the tutor is eligible.

There will be times when the mentoring team is unable to make a recommendation for a status change once all quantitative standards have been met, based on the quality of the tutoring sessions. And there will be times when tutors do not agree with the decision. Should you receive an email/message from a tutor who is unhappy about not receiving a status change, the following procedure should be followed.

1. Contact your Senior Mentor, inform him/her of the situation, and forward the original email/message from the tutor to him/her.

2. Draft a response to the tutor that explains the issue(s) holding the tutor back from a status change request and send it to the Senior Mentor for review. As part of the letter, indicate specific sessions (3-4) that you have based your recommendation on that are illustrative of the recurring quality issue(s), as well as provide information/resources available for review so the tutor can work to demonstrate improvement in these areas of concern.

3. Once the draft is agreed upon, send the finalized version to the tutor.

4. If the tutor responds negatively, forward the email to the Senior Mentor and PM representative and provide any additional corroborating information available.

5. The Senior Mentor and PM rep will individually review sessions and reviews and the Senior Mentor provide the results of his/her review to the PM rep and the Mentor. The Senior Mentor review will include specific sessions reviewed and observations based on those sessions along with overall suggestions as to how best to provide support to the tutor.
6. As deemed appropriate, the PM rep will respond to the tutor with an explanation of the findings of the mentoring team, suggestions for improvement, and any additional comments that may be needed.

It is expected that following a status change, the minimum standards necessary to achieve the status change will be maintained. Should a tutor be unable to maintain the minimum standards for the status achieved, you should discuss the situation with your senior mentor to determine if additional action is needed.

**Probationary Tutor Tracking Form**

(Back to Top)

The Probationary Tutor Tracking form is used to track information to help monitor when the 60 day point of the probationary will be reached. Each mentor maintains this form as a Google spreadsheet.

To complete this form, each time a Probationary tutor is added to your team, enter the information in a new row:

- Tutor Name
- Date of 1st session

Once the date of the 1st session has been entered, all other information in the row will be populated by pre-determined formulas (except the comments).

**Start of Prob. Period:**
This date will be the date that the tutor’s 60 days will officially begin being counted. In most cases, it will be the date of the first session. For tutors onboarded in the summer, it will be dependent on the month in which the first session was completed. The formulas will make the appropriate calculation, so please do not adjust them.

**Days Tutoring:**
This will be the actual number of days elapsed since the tutor’s 1st session. For tutors onboarded prior to or during the summer, this number will often times exceed 60 days as summer-start tutors are afforded more than 60 days to reach Tutor 1.
**Date of 60 Days:**
This will be the date on which the tutor will reach Day 60 of his/her probationary period. This number takes into consideration any time tutored outside of the summer break. This is the date by which the tutor should reach Tutor 1 (but always, the sooner the better).

**Days Remaining:**
This is the number of days the tutor has remaining in his/her probationary period.
- When 30 days remain, the cell shading will change to yellow, as the tutor is now ½ way through the 60 days.
- When 15 days remain the cell shading will change to pink, as the tutor is nearing the end of the 60 days. By this point, the tutor should be well aware of the quality issues that need to be resolved before a status change can be recommended, and if the tutor has been tutoring regularly (i.e., has had at least 3 reviews completed), an action plan should have been discussed with the senior mentor by this date.
- When the tutor has reached his/her 60 days, the cell shading will change to red and the text will read “OVERDUE.” At this point, a decision should have already been made regarding the future of this tutor. If not, you should be contacting your senior mentor immediately with your recommendation.

As tutors are moved to Tutor 1 status, or otherwise removed from your team, their rows can be deleted from this sheet as it is designed to track only your current Probationary tutors.

---

**Mentor Training Recommendations**

(Back to Top)

**Recommending Potential Mentor School Candidates**

The self-paced mentor training program was designed to allow almost all of our tutors to participate. If you should have a recommendation for a potential mentor candidate, please contact your manager and provide them with tutor’s name. Following a review of the current needs and the tutor’s eligibility, a personal invitation to attend the mentor training may be sent by your manager to the tutor.

**Tutor Inquiries about Mentor School Attendance**

(Back to Top)

Should you have a tutor who is interested in mentoring, please forward the request to your PM rep so a personal invitation to attend the training can be sent.

**Other Points to Consider**

When responding to an e-mail request to a tutor who might be a good fit for mentoring, it is important to keep the following helpful information in mind:
A tutor attending the mentor training is not guaranteed a mentoring position.
Tutor.com considers many factors before inviting tutors to join the mentoring team.
Should a tutor complete the Mentor training program and be deemed ready to be moved to a mentoring position, Tutor.com always checks with the current mentor & senior mentor to ensure that their recommendations are still valid before doing so.
Should we contact you about a tutor, please be sure to send us any additional information that you feel may be relevant to potentially moving the tutor to a mentoring position.

Advisories & Terminations

Advisory Guidelines
(Back to Top)

There are times when additional action is required when issues of concern are noted in a tutor’s reviews that are affecting the quality of the experience the student is receiving and improvement is not being noted in the tutor’s sessions. Advisories serve as a final attempt to draw the tutor’s attention to the seriousness of the issues being noted.

If a tutor is consistently failing to adopt techniques that encourage a sound educational experience and the tutor is not responding to the mentor’s suggestions in reviews to help the tutor improve, then a problem with any of the aspects of tutoring could result in an advisory. Below is a list of possible reasons an advisory may be issued, but there will be others.

Gross Policy Violations
- Exchange of Contact Information
- Requesting Student’s Contact Information
- Tutor’s Use of Profanity
- Extreme Rudeness Toward Student
- Highly Unprofessional Tone
- Sending Website with Inappropriate Content Not Suitable for Children
- Improper Handling of Troubled Student Session
- Other Gross Misbehavior by Tutor

Content Knowledge
- Conceptual Errors
- Calculation Errors
- Passing on Sessions (when tutor would be expected to be familiar with content/level of content
- Other Content Errors

Failure to Use Appropriate Tutoring Techniques (including but not limited to):

Clarifying Questions
- Clarification of the question or assignment
- Transferring students when unable to assist after clarification of the question.
Approach & Method
- Determining the student’s needs or level of understanding prior to starting.
- Using the approach that the student is most comfortable with (e.g. Socratic method, example, student’s problem).
- Utilizing the method the student is using (e.g., the method the student is using in school).
- Changing approach if student is not responding (e.g., switching from the Socratic method to demonstrating a problem).
- Using an approach that results in a successful educational experience for the student.

Pacing
- Communicating with the student in a timely fashion. (e.g., taking too much time between responses).
- Providing an outline of the session for work that needs to be done.
- Transferring students in a timely fashion if/when appropriate
- Sending the required prescripts at the appropriate time (e.g., time bank pre-scripts)
- Pacing sessions for the problem and involving the student appropriately
- Ending the session in a timely fashion when the student becomes unresponsive
- Keeping the session moving forward (e.g., asking questions which are not specific enough).

Giving Answers
- Blatant Answer/Step Giving
- Lecturing with no student engagement
- Editing Issues
  - Making Corrections for Students
  - No Discussion of Needed Corrections

Ensuring Understanding
- Involving the student to ensure understanding
- Asking appropriate questions to check for understanding throughout the session.

Website Usage
- Opening search engine in classroom
- Telling student to open a search engine
- Sending website with no discussion (before or after)
- Sending Sparknotes or similar sites
- Wikipedia usage (includes sites which use Wikipedia content)
- Improper website choice
- Not educationally sound
  - Website illustrates extreme viewpoint
  - Website based on opinion instead of fact
  - Is the Site Reputable?

Tone
- Harsh corrections to student
- Very dry or short, curt tone (one word responses)
- Coming across as distracted, frustrated or impatient
- Other issues with tone or style of chat that negatively impact the educational experience the student is receiving
Miscellaneous Issues (can be issued adjunct to advisory for one of above issues)

- Providing personal Information
- Accepting usernames/passwords
- Failure to follow student profanity/misbehavior policy
- Improper ending
  - Using Phrases such as “Time’s Up”
  - Ending Individual Account Holder sessions improperly
  - Not Ending at educationally sound point
- Other policy related issues

Following the noting of any recurring quality issues in two consecutive reviews for a tutor, or if there have been repeated occurrences but not necessarily consecutive, an advisory may be necessary to bring the severity of the situation to the tutor’s attention more acutely.

For example, if the tutor is noted having multiple content errors in a particular subject, an advisory should be issued. As a tutoring service, providing incorrect information to our students is unacceptable. For a tutor who has numerous content errors, this is something that needs to be addressed quickly, with a short time frame for improvement. If the content errors are severe enough, the Mentor and Senior Mentor can request a subject be removed at the time the advisory is issued.

If the mentor determines an advisory to be the most appropriate course of action, the Mentor should initiate the advisory process within the mentoring tools (please see the Mentor Tools Manual for detailed information on the mechanics of this process).

Once completed, the advisory should be submitted to the Senior Mentor for review. Once received, the Senior Mentor will either 1) return the request to the mentor with questions and/or comments, 2) forward the recommendation to the Provider Management rep for additional feedback or 3) issue the advisory to the tutor.

While under an advisory, all tutors should be assessed once every 7 days, regardless of status. All tutors should receive one review just prior to the advisory being issued and two reviews during a 2-week advisory period.

Toward the end of the advisory period, a review is conducted to assess the quality of the tutor’s work. It is important to remember that it is imperative that significant improvement is noted in the quality of the tutor’s work by the end of the advisory period. Prior to posting this review, it should be submitted to your Senior Mentor for review to ensure the appropriate tone and word choice is utilized based on the recommendation being made. Once the final review is completed, a recommendation for a proposed course of action should be submitted within the Mentoring Tools advisory system to the senior mentor. This action could be:

- Removal of advisory status (if significant improvement was noted)
  - Note: if this is a probationary tutor, the end of advisory email should outline any standards that must be met before a status change can be recommended as well as the number of days remaining at the probationary level. This information should be included in the information sent to the senior mentor requesting the advisory be lifted.
- Termination of contract (if significant improvement was not noted). This should be accompanied by a termination request form (sent via the advisory system to the senior mentor)
• Extension of advisory period. Advisories can be extended for up to two weeks if there are extenuating circumstances and it is agreed that following an additional two weeks there would be a good chance that the level of improvement noted would be enough to bring the advisory period to a close.
  o Note: extensions are not something that happen regularly, as advisories are not meant to be indefinite. They are a final chance to the tutor to demonstrate his/her commitment and desire to improve the quality of the sessions being conducted.
• There are times after an advisory period has ended that the same quality issues may appear again a while down the road. While issuing a second advisory may be something that could be done, depending on the amount of time that has passed, issuing a third advisory, whether for the same issue or other quality issues, should rarely take place.

All tutor terminations are conducted via a phone call, and followed up with an email, which both the mentor and senior mentor will receive a copy of.

Advisory Letter Templates

There are several different types of advisories that templates are available for in the Mentor Resource Area (Plain Text Templates). These include:

Standard Advisory
The majority of the advisories issued are the standard advisories. These advisories are sent to address the quality issues being noted which are affecting the quality of the educational experience.

End of Probation Advisory
These advisories are sent around the 45 day point of the probationary period if the tutor has not met the necessary criteria for a move to Tutor 1 status. These advisories detail the standards which are not currently being met but which need to be met before a status change can be recommended. This advisory also provides greater detail pertaining to available resource locations.

Sporadic Tutoring Advisory
This advisory was designed for tutors who are tutoring infrequently AND displaying quality issues likely the result of irregular tutoring. It is important to note that some tutors do not tutor frequently, and the quality of their sessions is not of concern. In these situations, an advisory would not be necessary. This type of advisory will most often be used for experienced tutors and not probationary tutors.

Advisory Initiation

This template should be copied and pasted to the advisory request in the Mentoring Tools. This information is available as a plain text template in the Mentor Resource Area.

Type of Advisory Requested: <Regular> -- <Sporadic Tutoring> -- <End of Probation>
Issues of Concern: <List Quality Issues Here>
Has an advisory been issued previously? <Yes> -- <No>

**Advisory Follow-up**

(Back to Top)

At the completion of the advisory period, a final review should be completed and saved and your mentor contacted to determine if a review by the senior is warranted before posting. At that time, your recommendation to your senior mentor should be one of 3 possible actions:

- **Lift the advisory**
  - If the tutor has shown significant improvement during the advisory period, you can complete the advisory review and recommendation process within the mentoring tools. Your senior mentor will evaluate the review you previously saved and if in agreement, ask you to post the review and s/he will then notify the tutor the advisory is being brought to a close.

- **Extend the advisory**
  - For various reasons, an advisory may be extended. If this is your recommendation, provide your senior mentor with the information to support this recommendation within the advisory system in the Mentoring Tools. If in agreement, the senior mentor will ask you to post the review and will then notify the tutor of the action taken.

- **Termination**
  - If significant improvement is not noted during the advisory period, termination may be the only course of action remaining. Should this happen, complete the termination request (below) in the Advisory System for your senior mentor to review. If in agreement, your senior mentor will ask you to post the review and will forward the recommendation to the PM rep.

**Termination Request**

(Back to Top)

Should a tutor fail to show improvement following an advisory being issued, termination may be the only acceptable course of action remaining. The plain text template is available in the Mentor Resource Area.

**Note**: Following the submission of a termination request to your Senior Mentor, any communication received from the tutor should not be responded to. You should forward the communication to your PM rep as soon as possible and any additional communication that is required will come from the Provider Management staff.
Quality Control

QC Sessions

Types of Sessions

While reviews completed by mentors are the primary source of quality control and feedback, several other QC procedures are also in place to complement these reviews. These reviews are conducted by a group of mentors and senior mentors. These 3 processes include:

Filtered Sessions: Each chat log is reviewed within the system for the presence of designated words or symbols that may be an indication of inappropriate behavior. Any chat logs containing one or more of these designated words or symbols are flagged for manual review.

Comments: Each day, every student and tutor comment is reviewed manually. Any comment that indicates possible inappropriate behavior by the tutor is flagged for further review of the chat log.

Credit Requests: All sessions for which a student requested credit are reviewed on a regular basis to determine if there is sufficient information available to support the credit request.

Distribution

All QC sessions are reviewed within the QC tool. As sessions are flagged by one of the three QC processes, they are available in the system to be reviewed by one of our QC session reviewers, a small group of mentors and senior mentors designated to review these sessions. If the session contains an issue of concern, it will be sent with comments to either the mentor or the Mentor Manager.

Follow-Up

Each mentor is responsible for all follow-up for sessions that are assigned to them in the QC system. It is important that issues of concern are addressed with the tutor within the QC system for tracking purposes. If a tutor has many flagged sessions, further information may be requested by the Senior Mentor or a member of Provider Management. Therefore, mentors should watch for, identify, and address concerning patterns. If the mentor should have any questions or concerns, the senior mentor should be contacted.

Mentors should be checking the QC tools and addressing any sessions of concern at a minimum of once every 48 hours. Some issues noted are ones that may need to be addressed quickly with the tutor. Please see the guidelines for how to use the QC Tools in the Mentor & QC Tools Manual at the Mentor Resource Area.
**Inactive Tutors**

System emails are sent to tutors on a daily basis who are identified as having been inactive for a pre-determined number of days. Both mentor and senior mentor are copied on these emails when sent to the tutors. They are sent at the following points of inactivity, based on status:

- **Probationary**: when 10 days and 21 days have passed with no sessions completed
- **Experienced**: when 21 and 50 days have passed with no sessions completed

Tutor activity is reviewed weekly. In most cases, probationary tutors will be removed if 30 days of inactivity has been reached. Experienced tutors will be removed if 60 days of inactivity has been reached.

Note that removals for inactivity are not completed between June 1\textsuperscript{st} and September 1\textsuperscript{st}. In addition, no inactivity emails are sent to tutors.

**System Emails**

Automatic emails are generated by the system under certain circumstances. Below is a list of the emails that are sent automatically to tutors, and who also receives a copy of each of these emails. If you ever find that you do not seem to be receiving these emails, please notify your PM rep.

<table>
<thead>
<tr>
<th>Reason Sent</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status Change</td>
<td>Tutor, Mentor, Senior Mentor, PM Rep</td>
</tr>
<tr>
<td>Inactivity</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Subject Removal/Addition</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Account Reinstatement</td>
<td>Tutor</td>
</tr>
<tr>
<td>Online % (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Connection % (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
</tbody>
</table>

**Effective Team Management**

**Timely responses**

In this tiered system we have, everyone is working on different projects. You as a mentor might be reviewing a tutor for status change and need info from your Senior Mentor and Manager. We in PM
might be reviewing a customer complaint, and might need info from you and your Senior Mentor regarding the quality of a particular tutor.

The key point here is that everyone of us relies on each other for information, and making sure you are always responding in a timely fashion (i.e., within 48 hours) is very important.

If tutors don’t receive a response to their questions, they may become discouraged and stop tutoring. If you did not receive a response from us about a tutor’s status change, you might have to deal with an upset tutor. So you always want to be sure you are responding to emails, messages and requests for information within 48 hours. It is an essential aspect of effectively managing your team.

**Timely completion of duties (QC sessions, reviews, etc.)**

As with communication, the timely completion of your other various mentoring duties is crucial to the success of your team.

A Probationary tutor who is not getting regular reviews is not receiving the feedback and guidance s/he needs to help them improve to an acceptable level for a status change. This is a resource we tell all tutors is available to them and to not provide this is unacceptable. All mentors who accept the position agree that they will complete all required mentoring duties, of which this is one of them.

Failing to follow up on QC sessions within 48 hours can have devastating effects. We have identified mentors in the past who have gone weeks and even months without completing their QC sessions and providing feedback to the tutors. In cases of highly inappropriate behavior, this puts the company at risk. The primary purpose of the QC system is to not only identify issues of concern quickly, but also to address them quickly. It is imperative that these are getting done according to the guidelines we have in place.

**Efficiency Tips**

**Organization**

- Use the Outlook calendar, tasks and reminders.
  - If you have something that needs reviewing on a specific date,
  - To remind you to review the mentoring tool information regularly
  - Even a reminder to get your time sheet sent in.
    - Create the reminders when it comes up...when you know the date of something you need to do so it is not forgotten about.
  - There is detailed information in the mentor manual about how to use Outlook to help you stay organized.

- Email
  - Try to stick with the "touch it once" rule like with regular mail. If it comes in and can be dealt with quickly, do it.
For important things that require a longer follow up (like more than the 5 min), keep the message marked as unread so it is in bold and stands out in your inbox. That can be used as a prompt to remind you to deal with it.

- Or, use the colored flags that can be used to sort them based on what they are, and also to remind you that follow-up is still needed.

- Create folders for each tutor on your team where their emails can go.

- Create folders
  - When you look something up and copy/paste to share with a mentor/tutor, create a file for it. Like: Session length for LHH and then save it in a Tips from the Manual folder. So next time you can avoid researching the manual and just send it as an attachment (this works great but you have to remember to update them when the manual is updated).

- Make a To-Do list each day so you know what needs to be accomplished that day.

**Regular Check-in**

Check your email and mentoring tools frequently. There are days when you may get multiple new emails with notes, issues, new tutors joining your team, etc. Some are critical and some are informational. If you check email at least once a day, then you can keep small fires from turning into big ones and address any informational needs quickly and easily. The same goes for the mentoring tools. You need not read all the numbers for all of your tutors each day, but do try and keep up at least with how your tutors are doing.

**Stay in Touch**

You might try to send all of your tutors an email every so often about how things are going in their sessions. Are they struggling with something that perhaps others on your team are struggling with? If so, a group email with some resource recommendations might be a good idea. Keep your finger on the pulse of your team. Open communication is one of the keys to theirs and your success.

Stay in touch with your senior mentor too! No one should be in the dark about anything so it is important to communicate with your senior mentor regularly. Copy them on any communications with tutors and also let the senior mentor and provider management representative know about any major issues with a tutor (comings/goings, inactivities, session problem issues, QC issues, etc.) The more everyone stays in the ”loop” the better we can work together and the less likely things will fall through the cracks. Give them a regular update on how things are going instead of waiting for them to come to you with concerns.
Record Keeping
(Back to Top)

Keeping track of information pertaining to your team is essential to ensure deadlines are being met and follow up is being conducted when required. How you are keeping track of your team information is up to each of you but ultimately you are responsible to ensure it is getting done. Suggestions pertaining to record keeping that we would offer include:

- Use the spreadsheets provided by PM to help in tracking information pertaining to your team (e.g., Tutor Status Tracking Form).
  - Feel free to create your own spreadsheets to track information. If you feel it is something other mentors would find useful, feel free to pass it along to your PM rep.
  - If there is a spreadsheet you would like us to create for you, let us know what you are looking for and we will see what we can come up with to help you.
- Use the Notes section found on each Tutor Information page in the mentoring tools. These notes are editable at any time and are a great place to keep notes that you want to have accessible as you are reviewing a particular tutor.
- Utilize reminders and tasks in your Outlook email. This is a very helpful way to ensure you are meeting all of your deadlines and detailed information about how to use the Outlook features are available in this manual.

Mentor Tool Review
(Back to Top)

The mentor tools were designed as a means to provide all mentors with a great deal of information pertaining to the quality of the teams and individual tutors. Information in the mentoring tools should be reviewed regularly. The frequency will be dependent on the makeup and size of each mentor’s team. A team consisting primarily of probationary tutors should have the mentor tool information reviewed more frequently than a team of experienced tutors with a track record of proven quality.

Some general tips regarding frequency would be:

- Tutor Information pages should be reviewed for a tutor at the time a review is completed.
- Tutor Information pages should be reviewed more often for probationary tutors and for tutors with known quality issues.
- The Mentor Information page containing team averages should be reviewed every 1-2 weeks to ensure no notable patterns in declining ratings is observed.
  - If observed, a closer review of each tutor’s information page should be completed.

While these are general tips, the mentor is responsible for the quality of each tutor on his/her team. We rely on each mentor to use his/her good judgment to determine how often a review of this information should take place. Failure to utilize the mentor tool information available to identify and address issues of concern on the mentoring team may result an in-depth review of the mentor and the work being completed.
**Mentor Information Page**

The information on this page contains team averages as well as information pertaining to the reviews completed for each tutor. This page should be reviewed regularly to ensure team average ratings are not dropping and that reviews are being completed according to schedule.

**Team Averages**
The team ratings will not be prone to having volatile changes as individual tutors, since a much larger number of sessions are being taken into consideration. A reduction of 0.1 in the team averages should be monitored closely to ensure the trend does not continue.

The percentage of QC sessions can be calculated by:

\[(\text{Count of QC Sessions}/\text{Session Count}) \times 100\]

A percentage of QC sessions over 5% could indicate an increased amount of QC sessions for one tutor and should be investigated.

**Team Averages**
This table displays information pertaining to the reviews completed for the individual tutors on your team. Some tips for reviewing this information would be:

- How often this page is reviewed will be dependent on the makeup of the mentor’s team.
  - If the team contains any probationary tutors or tutors who are currently under advisory, this information should be reviewed every few days.
- To ensure reviews are being completed on time, this table should be checked regularly, as opposed to relying on the reminders in the ToDo list.
- Since there is a large range of time (2 weeks) when Tutor 1 reviews are completed, a review of sessions completed, count of QC sessions, and the average rating since the last review can help you decide if the review should be done closer to the 4 or 6 week mark.

**Tutor Information Page**

There is a great deal of information available pertaining to each tutor on your team on these pages. Here are just a few suggestions of what to keep an eye on as you review this information:

**Status Change Information**
- Is this tutor ready now (or will he be in the next few days) for a status change based on the time spent at the current status?
  - If yes, take the time to review the other information available pertaining to status changes and provide your senior mentor with a recommendation.

**Ratings**
- Are the ratings for the previous 6 months on a downward trend?
  - If yes:
- Are the ratings falling below the minimum standards in place based on the status of the tutor?
- Have a sufficient number of sessions been completed to indicate a possible quality concern?
  - If yes to either of these, a closer review of the tutor’s recent work and a discussion with your senior mentor may be warranted.

**Activity & QC**

- Are their recurring issues being flagged?
  - If yes, does the severity and recurring nature of these warrant an advisory being issued?
  - Are these issues being noted and addressed in reviews as well?

**Review Issue Noted**

- Are there recurring issues being noted in reviews?
  - If yes, does the severity and recurring nature of these warrant an advisory being issued?
  - Issues appearing in 2 or more reviews should raise a red flag and warrant further review/discussion.
- Are there no issues being flagged?
  - If no issues are being flagged in any reviews, are you sure you are reviewing the sessions closely enough, identifying recurring issues of concern and providing appropriate feedback to the tutor?

**Connection Info**

- An online % below 70% should be of concern and, if noted, investigated further.
  - If the tutor completed only a small number of sessions for the given time period, it could mean as little as an hour was scheduled. Missing all or part of this hour would reduce the online % significantly and this should be taken into consideration.
  - Note that PM sends monthly emails to tutors who are below 70% for the month if they had a minimum of 5 scheduled hours.
- Accepted % should not be below 85%. A lower accepted percentage below could indicate:
  - Connection problems
  - A tutor declining sessions involving concepts she is not comfortable with (an excess could indicate content deficiencies)
  - A tutor missing session requests
    - Regardless of the possible cause, if a low Accepted % is noted the tutor should be contacted and a non-accusatory inquiry should be made into the possible cause of this lower percentage.

**Award Nominations**

*Back to Top*

The monthly awards that are issued to tutors are done so based solely on the recommendations from the Mentors. One of the required mentoring duties is to ensure that each Mentor is taking the time to nominate tutors from their teams for these various awards. It is unfair to tutors who are on a mentor’s
Tutor.com Confidential and Proprietary — Do not distribute

Team who never provides recommendations for the awards. Please ensure you are regularly taking the time to nominate tutors on your team for monthly awards.

Tutors can receive no more than 1 award per calendar year, in order to provide an equal opportunity to all tutors. The awards available are as follows:

- **Tutor of the Month**: Awarded to the tutor who has demonstrated all-around excellent tutoring techniques, communication skills and a sound understanding of the educational standards we espouse.

- **Subject Tutor of the Month**: Awarded to 4 tutors who have demonstrated subject specific and tutoring excellence.

- **Best Student Comment of the Month**: Awarded to the 3 tutors with the best student comments during the month. These are determined by a review by Tutor Management staff of student comments each month, but submitted by mentors.

- **Mentor Award**: Awarded to a Mentor based upon the recommendation from one of his/her tutors.

Award nominations should be submitted to Jen Boller by no later than the last business day of the month. All nominations should include the full name of the tutor, the award being nominated for, and a short paragraph of why you are recommending for this award (to be included in the monthly newsletter).

**Using Outlook**

A recent migration to the Outlook Web App took place. Most of the features you were previously familiar with are still available, but are now in a different location of the app. We will include some of the basics in this section, but please be sure to review the Help menu in Outlook for additional information, which you can find a link to in the top right corner of your mailbox after logging in.

If you should have additional questions about specific features, let your manager know and we can take a look.

Please note that several of these features are only available if accessing your Outlook Web Mail with Internet Explorer.

**Contact Lists**

Contacts is your personal e-mail address book and place to store information about the people you regularly communicate with. Use Contacts to store the e-mail and any other information about the contact. Contacts are kept within your address book. There are two contact lists within the Outlook program, a Global Address List (everyone within the group who has an @mentors.tutor.com email...
address) and also a Contact list in which you can create new contacts and distribution lists.  **Note**: please ensure you are using the @tutor.com email addresses for the members of Provider Management. Once you have created your Contact List, you can select this list as the default list to pull from for emails you send. To do this:

- Select the "Options" menu from the top right corner of the web app.
- Select the option to “See All Options…”

- This will access your account information where you are able to make changes to numerous aspects of your account.
- Select “Settings” from the list of options.

- From the list of options at the top of the page, select “General.”

- Ensure the radio button for “Contacts” is selected.

**Forwarding Emails**

(Back to Top)
The mailbox size for the mentoring email accounts is not excessively large, and it is necessary for the mentors to have a way to ensure they are able to keep important emails/information for future reference. One way to do this is by forwarding all emails received to an alternate personal email account where the Mentor can sort, save and/or archive these emails using his/her preferred method. To forward copies of emails to a personal account for the purpose of storing important emails:

From the Options menu, select “Create an Inbox Rule…”

Select “New” from the available options to begin creating a new rule.
An example of what a rule to forward email to another account would look like would be:

**Note** If you choose to forward emails to a personal email account, it should only be for the purpose of storing emails in a location with more space. All emails sent to the mentor email accounts **MUST** be replied to from the mentor email account. Mentors should never respond to any emails that are forwarded to a personal email account from that personal account.

Once finished, select Save at the bottom of the window.