What to Do With Your Free Tutor Diagnosis

Luke Collins | Stay Booked | Published 29 September 2026

The free Stay Booked diagnosis asks 20 questions about areas of a tutoring practice and returns a snapshot with practical next steps. It can help you decide where to look first. It cannot tell you, from answers alone, why a particular student left or prove that one change will improve retention.

Use the result as a prompt for investigation. A self report can reveal what you believe you do consistently; your diary, messages and student records can help you check what actually happened.

Read the result as a question

Choose one area that matters to your present situation. If your report points towards communication, ask whether students and families know the plan and when it will be reviewed. If it points towards scheduling or systems, ask where a cancellation or an enquiry is currently recorded and followed up. Do not try to overhaul the whole business in a week.

A low score is not a diagnosis of your character or teaching ability. A high score is not proof that every learner receives the experience you intended. Look for a real example that supports or challenges the result.

Check a small sample

Look at two or three recent tutoring relationships, using records you already keep and respecting privacy. Was a goal agreed? When was it reviewed? What happened after a missed lesson or a change in the student's needs? Which facts can you see, and which are assumptions?

If the issue is repeat bookings, separate a learner who reached the planned finish from one who disappeared while the need remained. Counting both as identical losses hides an important difference.

Make one testable change

Choose an action small enough to use with the next suitable student. For instance, add a sixty second close to each lesson: name one thing the learner can now do, keep a relevant piece of evidence, agree on the next step and confirm the next booking or review date.

Write down what you did and whether the conversation became clearer. Do not claim a retention improvement from one student or one week. The first useful outcome may simply be that you now understand why the plan changed.

Review without treating a score as a verdict

After a few weeks, look again at the behaviour you chose to change. Are you holding the review conversations you intended to hold? Are next steps recorded? Have families told you something you had not known? Retaking a questionnaire may show a change in your answers, but it does not by itself establish an outcome for students.

If you have not yet taken the free 20 question diagnosis, it is available at https://lukepcollins.com/diagnosis/. Email is optional on the live page. The separate 18 question student retention survey mentioned at the TESOLANZ workshop is still being prepared for testing and should not be confused with this free tutor business snapshot.