



Rowan University

In-service training
for Residence Life

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Meet the Team!



Jessica Hassell

1st year Graduate Student

Office of Orientation and Student
Leadership



Danielle Davis

2nd year Graduate Student

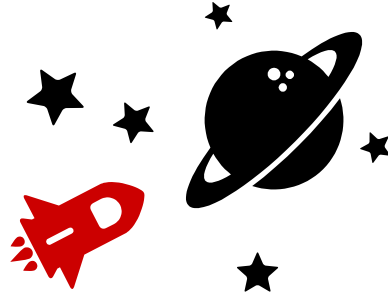
Office of Orientation and Student
Leadership



Erik Johnson

2nd year Graduate Student

Student Center & Campus
Activities



Training Goals

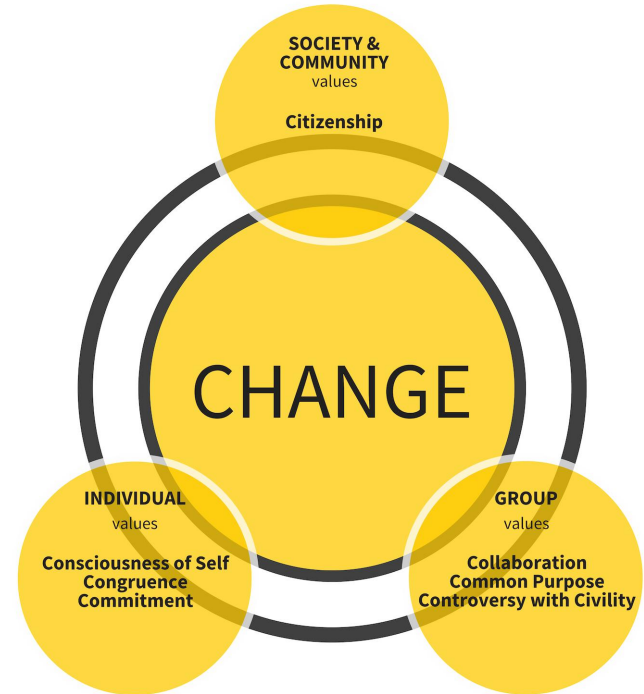
Create social change! Learn how to incorporate
these skills to make an impact!

Overview: The Social Change Model

The Guide to Creating Social Change

- ◆ Why aim to create change?
 - ◆ To share your values and ideals with others.
 - ◆ To develop supportive environments.
 - ◆ To be a leader or innovator in your residence halls, communities, friend groups, future careers.
- ◆ To get started, think about:
 - ◆ Individual values
 - ◆ Group values
 - ◆ Society/Community values

(Komives and Wagner, 2017)



Individual Values

- There will be three trainings that focus on Individual Values from the Social Change Model.
- The trainings will be theme from the three categories in Individual Values:
 - Consciousness of Self
 - Congruence
 - Commitment
- Activities will include:
 - A strengths identifier
 - A values identifier
 - The development of a personal vision statement
- It is our goal that these three activities will help to develop the RA staff as individuals. (Komives and Wagner, 2017)
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Training 1: Strengths Identifier

- Want students to identify their strengths & talk about how this impacts them.
- Once their top 5 strengths have been identified from a list given to them, we will move on to a reflection piece.
- Each RA will be given a worksheet with three questions on it:
 - How do your strengths impact you personally?
 - How do your strengths impact you in a professional setting?
 - How do your strengths impact you in a teamwork setting?
- Once the reflection time is over, we will debrief as a large group.
- The goal of the group discussion is to allow the team a space to talk through their reflection.

Training 2: Values Activity

- The goal of this activity is for students to be able to identify their personal values.

- Examples of some values include:

- Wealth
- Fame
- Relationships
- Love
- Joy



- Being able to narrow down one's values aids in providing a platform for self-reflection.
- We would then open up for a discussion
 - How do our individual values differ from one another?
 - How can better understanding our individual values impact our interaction with others?

Training 3: Personal Vision Statement

- The third activity would encompass and provide a way for students to utilize their identified strengths & values in a personal vision statement.
 - Must incorporate identified strengths and values
- Examples of vision statements will be provided
 - Corporate/business vision statements
 - Personal vision statements
- Students would be allowed 10 minutes to develop this vision statement.
- Once the visions statement is developed a group discussion will be had so that RA's can better understand one another.

Personal Vision Statement Example

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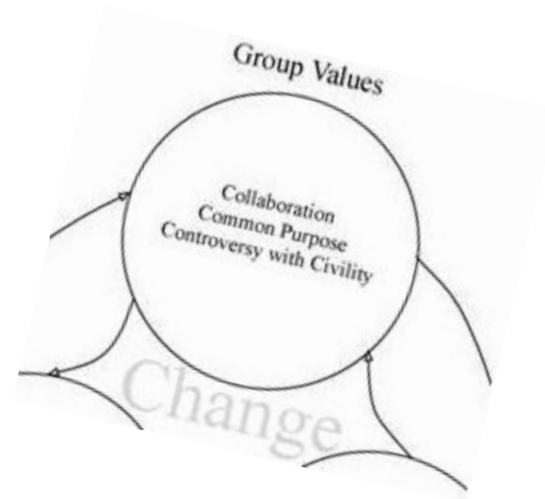
When I look around I always learn something, and that is to be yourself always. Express yourself and have faith in yourself. Do not go out and look for a successful personality and duplicate it. Start from the root of your being and ask, how can I be me?

BRUCE LEE

scottjeffrey.com

Group Values

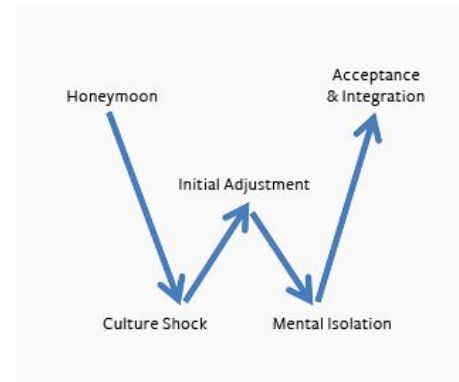
- There will be three trainings that focus on Group Values from the Social Change Model.
- The trainings will be theme from the three categories in Group Values:
 - Collaboration
 - Common purpose
 - Controversy with civility



(Komives and Wagner, 2017)

Training 5: Common Purpose

- The first part of Group Values training is to understand the RA's common purpose. Common Purpose means to work with shared aims and values.
- **Objective:** The RA in each building need to be a train resources for the students. Many of the RA's will be working with freshman or transfer students. Therefore, RA's should understand the students transition by thinking about how to assist to ease the transition for students. To best understand the transition of students. A RA needs to understand their own transition.
- **Activity**
 - RA's watch online video on Transition Theory
 - RA's complete a W-curve theory worksheet
 - To understand their own college transition.



Training 4: Collaboration

- Collaboration is to work with others in a common effort. Collaboration empowers each individual best.
- **Activity:** RA's will team up and present information about their assigned topic (example: wellness center, library, tutoring center). Presentations should be no longer than 5 minutes, and any extra information should be included in the notes section. All presentations will be uploaded to online RA training so that all RA's can use them to learn more about these campus resources. Please see the attached rubric for scoring information. Scores will indicate how many hours you will receive for your work.

Guiding Questions: Where is this office located? What services do they offer? How do they engage students? What resources do they provide to new students and their families? What is the most important information that they want us to communicate about their office? What student involvement opportunities are there? Who are the key people in the office and how would you contact them?

Training 6: Controversy with Civility

- Disagreement, conversation, opinions, are all things that build the character of an organization; that make the organization who it is.
- Objectives - Participants will be able to:
 - Recognize the difference between controversy and conflict
 - Discuss controversial current events demonstrating the skills of the controversy with civility
- Activity - Analysis MTV Video Music Awards - Robin Thicke & Miley Cyrus's Performance
 - Analysis Age, Race, Gender, Sexual Orientation in Video
 - Discuss and post on : other's assumptions, values, and goals or cultural difference on how power and authority are understood
 - Controversy is not merely to be resolved but an integral part of group learning

Societal Values

- What is citizenship?
 - It isn't just about your country. Think about your identities and interests, think about the communities you've been involved in.
 - Citizenship is relational and about community!
- There will be three trainings that focus on Societal/Community Values from the Social Change Model.
 - Lesson 7: Responsibility to Others & Bystander Intervention
 - Lesson 8: Having Difficult Conversations
 - Lesson 9: Self-care and Community
- How can you make your communities better?

(Komives and Wagner, 2017)

Training 7: Bystander Intervention

Passive VS Active

- Passive Bystander
 - Believes witnesses are not involved
 - Assume the inaction of everyone surrounding an issue.
 - Don't express their discomfort.
- Active Bystander
 - If you are an active bystander you are involved.
 - Engage with the difficult conversation/situation.
 - Communicate and ask good questions

Training 7: Bystander Intervention

- Benefits of Being an Active Bystander
 - Helps to maintain a healthy community
 - Protect communities by preventing negative situations from escalating
- What might I say to get involved as a bystander?
 - “Excuse me, I’m not sure what’s going on here but it’s making [me/everyone] a little uncomfortable. Is everything alright?”
 - “It sounded a little tense, is everything okay over here?”
 - “Hey do you want to talk later? I want to make sure you’re alright.”
 - “Hey friendo, I need to talk to you. You probably didn’t mean anything by it, but I was hurt by what you said earlier.”

Training 8: Having Difficult Conversations

- How will having difficult conversations help you and your communities?
 - Develop close interpersonal relationships
 - Create an open environment of trust and respect
 - Learning from the different experiences of others



(<https://www.youtube.com/watch?v=8xbof4rqOKw>)

Training 8: Having Difficult Conversations

- Tips for these conversations
 - Try for a neutral location for your conversation
 - Open by expressing your own vulnerability and how you were impacted
 - Set ground rules
 - Be willing to apologize for harm
- How do you approach issues?
 - Stop
 - Think of both parties
 - Diagnose the Problem
 - Set Up Outcomes
 - Recognize that you may not meet all set outcomes
 - Practice Empathy
 - Listen to understand not to confront
 - Confront in a timely manner

Training 9: Self-care and Community

- What is self-care?
 - Is when you actively take time to participate in improving your health and well-being holistically.
- Benefits of self-care?
 - Your physical health, mental health, and emotional health can be negatively impacted in times of high-stress.
- How to know when you need self-care?
 - Make it a part of your daily routine!
 - Practice especially during times of high-stress.
 - Do it before you reach your limits.

Training 9: Self-care and Community

- Self-care helps you care for others!
 - Be a role-model for you residents, friends, and community members by being collected in times of high-stress.
 - It can be difficult to think about the needs and ways of improving your communities if you are stressed and overwhelmed in your own situations.
- How do you self-care?
 - Exercise regularly
 - Practice your hobbies
 - Get enough sleep
 - Do something you enjoy every day

Training 7-9: Discussion Time! What would you do?

- Scenario 1:

- You are an RA who has to plan a program with 2 other RAs. You are having a difficult time meeting up for program planning. You notice that 1 of the RAs in your group is getting very stressed and upset by this. You know the second RA in your group is not prioritizing the program planning.

- Scenario 2:

- You are an RA who has a difficult time doing boards. You feel overworked taking 18 credits, going to tutoring, and working as an RA. It has been really difficult for you to put in the extra effort this semester. You don't think that putting a minimum amount of effort into your boards is a big deal but you know your Residence Hall Director would like to see more from you.

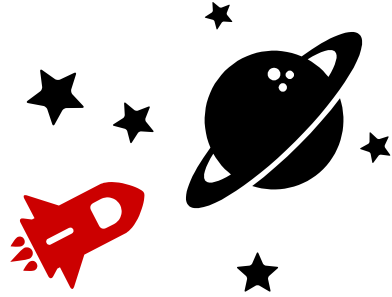
Training 7-9: Discussion Time! What would you do?

- Scenario 3:

- You are an RA and you express a different political view than a resident. It was your opinion but you know that your resident was hurt. You notice this resident is now avoiding you.

- Scenario 4:

- You are a RA and you worked hard to create a program for your floor. During that program, a resident came and began complaining about it expressing how they didn't like any of your events in a rude fashion. You are offended and hurt by this and do not understand why they would come to your program just to insult it.



It's all about change!

Learning Review

- ◆ Recognize your Individual, Group, and Society/Community values.
- ◆ Reflect on your circumstances to think about how you can improve your communities.

Remember you have the power to create social change in your communities.

