

Introduction to Leadership in Residence

Conrad A. Mearns

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1 Guiding Statement

A Resident Assistant's primary role is to build communities by developing relationships with and between residents and foster academic success.

2 The Seven Vectors of Growth

Based on theory from Arthur Chickering.

1. Developing Competence
 - Intellectual - skills and knowledge
 - Physical - hygiene, spatial awareness
 - Interpersonal - control over emotions, self-control, self expression and self regulation vs repression
2. Managing Emotions
 - Key emphasis on Self Regulation vs Repression of emotions like anger and sadnesses.
3. Moving Through Autonomy Toward Interdependence
 - *Self – sufficiency and responsibility → self chosen goals*
 - Less care over external opinions
 - Focus on emotional and instrumental independence
4. Establishing Identity
 - Comfort with body, appearance, gender and sexual orientation
 - Sense of self socially, historically, and / or culturally in response to feedback
 - Self acceptance / esteem
 - Personal stability

5. Developing Purpose

- Vocational Purpose
- Personal Interests
- Interpersonal / family commitments

6. Developing Integrity

- Humanizing Values - showing action behind ethical / moral values
- "Liberalization of the super-ego"
- Task of higher education institutes like University
- Developing personal values that are congruent with socially accepted behaviors

3 Emotional Intelligence

Emotional Intelligence (EI) is ability for individuals to recognize their own, and other people's emotions and to adapt emotion in order to achieve goals. The concept, while heavily criticized, is still considered useful.

3.1 Five Components of Emotional Intelligence at Work

1. Self-Awareness: The ability to recognize emotions and their effects
2. Self-Regulation: The ability to control impulses and moods
3. Motivation: A passion for work that goes beyond money and status
4. Empathy: The ability to recognize the emotions of others
5. Social Skill: Proficiency in managing relationships and building networks

4 Schlossberg's Transition Theory

Schlossberg defined a transition as any event or non-event that results in a change within our lives.

4.1 Types of Transitions

- Anticipated transitions: Predictable events like a graduation
- Unanticipated transitions: Unpredictable events like divorces and death
- Non-events: Transitions that are expected, but cause a transition from something not happening - like failure to get into medical school

4.2 Non-Events

- Personal: related to individual aspirations
- Ripple: felt empathetically do to someone else's non-event
- Resultant: caused by and event
- Delayed: Anticipating and event that might happen

5 Influencing Transitions with the Four S's

- Situation
 - Trigger: What caused the transition?
 - Timing: In terms of the individual's social clock, was transition on time or off time?
 - Control: What aspects of the transition does the individual control?
 - Role change: If applicable, is the role change a gain or a loss?
 - Duration: Is the transition permanent, temporary, or uncertain?
 - History: Has this or something similar happened before?
 - Concurrent stress: Are there other sources of stress?
 - Assessment: Who or what is seen as responsible for the transition and how does that impact behavior?
- Self
 - Personal and demographic characteristics that effect an individuals views
 - Ego development, values and commitments
- Social Support
 - Intimate Relationships
 - Family
 - Networks of friends
 - Institutes and communities
- Strategies (for changing / coping)
 - that modify the situation
 - that control the meaning of the problem
 - that aid in the stress of the aftermath

6 Astin's Theory of Student Involvement

Student Involvement is defined as the amount of physical and psychological energy that the student devotes to the academic experience. Regardless of where involvement is focused, some students will spend more energy than others. Involvement can be measured quantitatively (amount of time devoted) and qualitatively (seriousness with what an object or activity was met with).

7 Boyer's Community

1. Purposeful
2. Open
3. Just
4. Disciplined
5. Caring
6. Celebrative

8 Intentional Interaction Model

There is a need for guidance in new students, interacting with them improves student retention and success. Intentional interactions are interactions with purpose to help students make new connections, get to know students, form communities, and improve personal wellness.