

THE UNIVERSITY OF
MEMPHIS[®]

Resident Counselor Handbook



**The Governor's Schools of Tennessee
The School for International Studies**

2008

The Governor's School for International Studies

Welcome to the Governor's School for International Studies (GSIS), a college credit program at the University of Memphis. One of nine Governor School Programs held around the state each summer, GSIS is designed to give high school students the opportunity to see far beyond the boundaries of their home state and explore and assess the economic, historical and cultural relationships found there. Students will discuss world issues with political and business leaders. They will also develop their own conclusions and solutions to problems plaguing third world nations. Through courses, projects, lectures, and discussions, GSIS scholars will discover the complexities of international independence.

The Curriculum

The goals of the curriculum are:

To develop problem-solving skills related to global events.

To develop an appreciation and understanding of other cultures.

To enrich the critical thinking process with an international perspective.

To provide intensive instruction and research experiences in the political, economic and social systems of the world.

To provide college level for-credit courses to high school students.

Formal courses, supervised individual and group projects, and experimental learning techniques will be part of the program. Seminars led by prominent international, national and local scholars, statesmen, and business executives will allow students to gain extensive insight into international relations. In-depth study of languages, customs, lifestyles, and cultures of various nationalities will be an integral part of the learning experience.

Resident Counselor Mission Statement and Commitment to GSIS Students

"To our students: I am a person, just like you and I live here, too. I am proud to be a Resident Counselor and a member of the GSIS staff, to which I have certain responsibilities. I am here because I want to be here, I want to help, and I want you to have a great GSIS experience. To make that happen, I need your help, too."

This statement is a brief explanation of how I view my role as a Resident Counselor. I hope to offer assistance in every possible way to help you deal with your new environment and any problems you may have. I hope that you will lend your efforts to mine in guaranteeing each student the maximum degree of personal freedom and privacy, while always considering the rights of others.

I will make every effort to be a helpful individual and to serve as a source of information or help for individual problems. However, when I cannot assist you personally, I will refer you to someone who can. In dealings of a personal nature, our relationship will be one of confidentiality. When you talk with me, you talk with me alone.

We as a community have certain rules and regulations that I have agreed to enforce, and I will do so fairly and consistently. In such cases, you should expect that I would take the administrative action necessary to uphold a regulation or ensure that no one violates the rights of another student. However, I will act in this way only when forced to do so. I look forward to being your Resident Counselor and your friend, and I hope that our relationship will prove to be a learning experience for each of us.

The Role of the Resident Counselor

Resident Counselors will report for duty on the Thursday before the students arrive on Sunday, and will remain in residence through the afternoon of closing day. The training schedule will be announced. The Governor's School for International Studies provides students with a stimulating academic experience and a full range of residential and extracurricular activities. Each Resident Counselor will be responsible for supervising the residential life of approximately 9 students, and should be able to relate to the academic and creative life of the Governor's School community. The priorities of the Resident Counselor are the health and welfare of the students and the fostering of community within the group. Specific duties follow:

- Explain, support, and enforce the rules and regulations of GSIS.
- Supervise the students in dormitory.
- Check in students at curfew nightly.
- Participate actively in planning and carrying out student orientation. Attend all initial plenaries and group meetings.

- Meet as needed with the students for whom you have direct responsibility to review the general problems and responsibilities of group living and deal with specific problems.
- Develop and maintain an ongoing relationship with students, initiating contacts, and stimulating conversation. In order to foster these relationships, all Resident Counselors should attend the equivalent of at least five classes a week with the students.
- Assist with planning and supervising GSIS students' free time and study time. This requires identifying the recreational and intramural interests of the students and organizing related activities.
- Accompany students on field trips of both academic and non-academic nature. As this may require driving passenger vans, a Resident Counselor should have a valid driver's license and proof of automobile insurance.
- Provide counseling and advising of students concerning personal and social adjustments to residential life.
- Coordinate check-in and check-out of students at the beginning and end of school.

IMPORTANT NOTE: A Resident Counselor duty roster will be prepared. Resident Counselors are assigned specific day and night duties. Although you will not be on duty every day and night, the community life of the Governor's School is very demanding, and you are expected to take part in the whole program as much as possible even though you may not be assigned to a specific duty. Therefore, Resident Counselors can take a maximum of one class (3 hours).

Duty Shifts

When on duty or in the presence of students, Resident Counselors should have no visitors. A specific duty time is not the only time when you are needed. We need Resident Counselors as option planners, executors, and drivers for field trips. There are also various committee responsibilities (recreational, social), team activities, plenary activities, and supervision of students on trips, during study time, etc.

Be on duty at the time and place assigned. If you need to change your shift, swap with someone not on the shift with you. Notify the Head Counselor, so the change will be made on the master list. Keep the changes to a minimum, please! You should always be available to check your own students in at night, unless it is your scheduled day/night off. Each RC will be the first responder to any issues in the rooms for which he/she is responsible and should notify the Head or Assistant Head RC in case of emergency.

You will have two days off. Take the time off to refuel, rest, relax and come back refreshed. Remember, you are "on duty" 24/7 except for your days off.

Specific duties to which RCs are assigned are as follows:

Desk Duty – The front desk of South Hall must be staffed 24 hours per day. This staff member is a security checkpoint (as the desk is in direct view of both main entrances to the dorm), a receptionist (the main phone for South Hall is at the front desk), and a building monitor (maintenance concerns/requests will go to the desk). There are also shift-specific duties such as signing out students during their free time, locking and unlocking the main entrances, and making periodic calls to the UofM Police Department during late-night hours. Desk duty is assigned in six-hour increments, so each RC will serve at least 2 or 3 desk shifts per week. Make sure that the front desk is neat and orderly. No meals may be eaten at the desk or in the lobby. No food should be left in sight on the desk.

Plenary Duty – Whether called a "plenary" or not, for the purposes of duty assignment, a plenary shall be viewed as any on-campus meeting at which all GSIS students are present. This primarily refers to the morning class in which all students participate and the nighttime plenary lectures held many evenings. "Plenary duty" may also include certain weekend functions, at the discretion of the Head RC. The plenary duty RC for the day will arrive at least 30 minutes early at the location of each plenary to make sure the location is prepared (unlocked, supplies set up, faculty member/lecturer receives assistance, etc.) and that sign-in sheets are available for the students to log their attendance upon arrival. If the location is to be locked/shut down after the plenary, the plenary duty RC will also make sure that this is done. "Plenary duty" includes morning and evening plenaries, should both take place for the same day. All students must be escorted back to the dorm by at least one RC. Therefore, enough RC will need to attend plenaries to make this possible.

General Duty – RCs on general duty are "on-call" staff members for the entire day. They should be available for any potential assignments and to assist students, faculty, or other RCs when asked to do so. Though this is not a task-specific duty classification, remember that "general duty" does not mean a "day off." You will likely be among the first to be called for odd

jobs, random assistance duties, errand-running, etc. You should remain on or very close to campus and be easily-accessible by telephone at all times on general duty. Unless facilitating an RC option, it is expected that all RCs will be in or near South Hall to act as “monitors” during the usual afternoon free time allotted to the students. General Duty RCs should also attend all plenaries.

Study/Night Duty – In the evenings, usually after (or in place of) plenary, the students are scheduled a period of “Class Preparation Time” (CPT). They are expected to remain in their dorm rooms studying or completing assignments. Sometimes, they are allowed to study in groups in the dorm’s common areas or go to the library or computer labs, but only at the discretion of the Director/Assistant Director and under RC supervision. The study/CPT duty RCs are assigned to monitoring those students in the dorm and checking up on those allowed to exit the dorm. Periodic walk-throughs of the dorm and other study areas are expected of these RCs to make sure no student is disturbing others in their studies.

Objectives

STUDENT RELATIONS

Your first objective is to become familiar with the students participating in the GSIS program, particularly those students under your direct supervision. Of utmost priority for the Resident Counselor is a concern for the health and welfare of the students and the fostering of community within the group. You will also want to develop a sense of community with fellow staff members. This is where you can get your best moral support.

HELPING IS CUSTOMER SERVICE

Students often just need someone to listen in a way that shows caring, concern, and genuine interest. You should be able to be that person for any GSIS student, regardless of whether or not they reside on your floor. If you encounter a student with needs beyond your ability to help, convey that information to the Director or his designee. You should be available for discussions and be a resource person, a storehouse of “where to go for what” information. Helping can occur in a brief encounter in the hall if you have listened to a student express a need, a concern, or a complaint. Be sensitive to the needs and feelings of our students. In this sense, you are “on duty” twenty-four hours a day.

ENFORCEMENT OF REGULATIONS

The Governor’s School Rules and Regulations contains a list of general rules and regulations by which each student should abide. Enforcing these regulations is an essential part of your job. A copy of these rules is printed on the back of this handbook. All GSIS students, faculty and staff, as well as the University of Memphis employees and students, have a right to expect a proper atmosphere in which to live, sleep and study. You will remind students of these regulations when necessary. If requests for cooperation are met with resistance, confrontations and/or violence, you are to refer that matter immediately to the Director or his designee. You are not expected to be a disciplinarian, or to administer or threaten punishment beyond the referral stage. You are expected to maintain a pleasant attitude and exhibit proper diplomacy at all times. If you have reason to expect serious violations (drugs and/or alcohol or safety violations) you are authorized to enter a student’s room with or without permission. However, you should not initiate a search of the area alone; call for assistance from the Head, Assistant Head, or another RC.

SECURITY

Security is everyone’s business, but you are responsible for the formal measures necessary to make the building as secure as possible against theft, vandalism, fire and personal attack. Each Resident Counselor and GSIS staff member must be thoroughly familiar with all entrances, locks, door alarms, fire alarms, stairways and special security measures. Your familiarity with these systems should be such that their operation is automatic, so that under the stress of an emergency you can perform the necessary duties.

MAINTENANCE

You should not do the repair work in the halls. You must report the needed repair work before it can be done. There are work order forms at the desk in South Hall. Students will inform you of maintenance problems in their rooms. You should also walk through the building being “safety conscious,” aware of loose tiles, burned-out light bulbs, shaky handrails, worn stair threads, etc. Report these immediately. Give the exact locations and the exact work that needs doing. A prompt and complete repair depends on an accurate work order.

DOCUMENTATION

An Incident Report is just that, a report of an incident. It is not a discipline sanction or a warning.

WHAT TO NOTE (IN FIRST PERSON):

- Who:** Please, be specific in getting correct names and spellings.
- What:** Describe the situation, the policy in question, and the essence of conversation. Documentation of positive behavior, achievements and personal concerns is as important as documentation of discipline concerns. Be sure to note any one-on-one conversations that were initiated by you or one of your students.
- When:** State the time, day, and date; and be specific because the event you document may correlate with another concurrent activity being reviewed by Police Services or the Counseling Center.
- Where:** Specify the exact location of the event.
- Why:** State the reason behind the incident as you see it.
 - A discipline case can only be valid if the documentation is accurate and complete.
 - All documentation—at whatever step of the discipline process should aim to:
 - Clarify the student's status in relation to said violation.
 - Be objective, clear and concise. You are not writing an editorial!
 - Remember...if it is not documented, it did not happen.
- File:** Place a copy of the incident report in the Incident Report Notebook kept at the front desk. The Associate Director should be notified that a report has been filed.

Visitation

THERE IS NO CROSS-GENDER VISITATION ALLOWED ON DORMITORY FLOORS OR IN ROOMS.

What to do:

- If you encounter someone violating the visitation policy:
 - Explain that the students are in violation of the visitation regulation.
 - Get the names of the people involved.
 - Escort the visitor out of the room and off the floor.
 - Fill out a detailed Incident Report and give it to the Head Resident Counselor.

Alcohol/Drugs

The use and/or possession of alcoholic beverages or other drugs on state property is prohibited by Board of Regents Policy. If you choose drink alcohol or use drugs in the halls, if you drink and are underage, or if your job performance is diminished because you are under the influence of alcohol or drugs (whether consumed/used on state property or not), you **WILL BE TERMINATED FROM YOUR POSITION.**

IN REGARD TO THIS POLICY

If you find or suspect someone with alcohol or drugs:

- Identify yourself.
- Inform the person of the State Board of Regents Policy and the law if minors are involved and of the fact that by coming to the University of Memphis, they agreed to abide by these policies.
- Have the person dispose of the alcohol or confiscate it (depending on the quantity and situation). The Resident Counselor or a staff member will dispose of small quantities on the scene in the presence of the student. (Strongly encourage the student to pour it out.)
- Request the person's I.D. card (if deemed necessary).
- If you confiscate the alcohol, call the Director or his designee. Give the alcohol to the Director. Remember to give the student a receipt for Confiscated Goods.
- Give a written copy of the incident to the Director or his designee.

Helpful hints:

- If you are aware of or suspect the presence of alcohol or drugs, take action immediately. If possible, contact

another counselor to serve as a witness.

Never say to students, "If I don't know about it, or if I don't see it, then it is okay."

Remember: You have the authority to enter any student's dorm room with or without permission. Knock on the door and inform the student(s) that you are entering, then proceed. Entry into rooms **MUST** be gender appropriate.

Remember: If you drink alcohol in the halls or in your dorm room, you will lose your position. If you allow students to drink alcohol in the halls, you will lose your position.

Noise

Disturbing other students, faculty or staff by rowdy, boisterous, or disorderly behavior is not allowed in the residence halls. While stereos and other sound-producing equipment are allowed in the halls, such equipment must not be audible outside of the students' rooms.

IN REGARD TO THIS POLICY

If a student has a complaint about noise, be sure you know where the noise is originating. Knock on the door and identify yourself. Request the occupant to turn down the stereo, lower voices, or whatever is necessary to reduce the noise level. If the room door had been open, close it as you leave, explaining that this will reduce the noise in the hall. Diplomacy and a pleasant approach are essential in handling this touchy situation.

If the noise from the same room or student persists, write a formal Incident Report and give it to the Director or his designee. The Director or his designee will contact the student to discuss the matter. The Director or his designee should inform the offender that further violations could result in more severe discipline.

Remember: All events must have documentation, or it did not happen! Make sure your behavior doesn't create or contribute to an incident.

Confrontation

A confrontation occurs any time a student or non-student becomes physically or verbally abusive to a staff member. A confrontation also occurs at any point when a person refuses to comply with a staff member's request that directly relates to his or her job.

When a confrontation occurs:

Make sure you have identified yourself as a GSIS Staff member. Evaluate the situation to determine your next step. In situations where more than one person is involved, solicit additional support from other staff members.

If you decide the person is being abusive, do not pursue the original problem.

Ask for the student's name and I.D.

Report this incident to the Director or his designee as soon as possible. Prepare a written report of the incident.

Do not add fuel to the fire! Remain calm and rational. A toe-to-toe shouting match in the hall can accomplish nothing.

If possible, approach discipline problems one-on-one in the privacy of a room. This allows each person involved to be more flexible in discussion. This will help avoid getting to the point of a confrontation.

If a person becomes overly aggressive or violent, call Police Services (4357) and the Director or his designee.

Student Confrontation Policy:

When a student infringes upon the rights of another individual or the community, the person(s) whose rights were violated should first confront him. However, some students will not take this step themselves. Support students by going with them to confront problems on the floor if necessary.

If, after confronting the inappropriate behavior of another individual, that individual does not attempt to alter his/her behavior, the injured student should take steps to visit with a Resident Counselor or other GSIS staff member and work out alternatives. This is a very difficult step for some individuals to take. Know when to step in and resolve problems that need resolving. This will help support the students and your role as the Resident Counselor. You may need to involve yourself sooner than you would if you were a staff member during a normal academic semester.

If you have any questions about confrontations, see the Director or his designee.

Theft

Thefts can be a serious problem in any residence hall setting. While loss of property is a serious problem in and of itself, a bigger problem is often the dissension and accusations that occur on floors where thefts have happened.

IN REGARD TO THIS POLICY

Encourage students to lock their doors when the room is empty. Place signs around the halls reminding students to lock their doors and check for unlocked doors.

Discourage students from keeping large sums of money and jewelry in their rooms. If they must have these things, ask them to store them out of sight and not to talk about the fact to anyone else.

If thefts do occur, document them and notify Police Services and the Director or his designee. Be sure to write an incident report. Keep an accurate record of what was lost, when and by whom. This will help identify the items if the thief were to be caught. Call Police Services and have them complete a theft report.

Keep your eyes and ears open. Be aware of strangers who are walking around on your floor and in the building-do not be afraid of asking them why they are there. Only people associated with GSIS should be in South Hall.

Be aware of suspicious people in the parking lot.

Vandalism

This problem is usually found after the fact. When you find an area or object vandalized, fill out an incident report giving as much information as possible. Turn this in to the Director or his designee.

IN REGARD TO THIS POLICY

If you find someone in the act of destroying property:

Stop them if possible, but do not place yourself in danger.

If it is not possible to stop the vandalism, identify the person and call Police Services.

Notify the Director or his designee.

The students staying in the vandalized area may know who caused the damage. Talk with your students to develop an atmosphere of shared responsibility so they will want you know who was responsible.

Remind people that vandalism not only causes them a great inconvenience, but "costs money." Vandalism is a serious problem.

Fighting

Fighting is not allowed or tolerated in the residence halls. The GSIS staff must take action swiftly and carefully to prevent any injury to individuals or damage to the building.

IN REGARD TO THIS POLICY

Evaluate the situation and then take action as needed. File an Incident Report on the occurrence with the Director or his designee no matter how slight or severe you deem the problem to be.

Do not put yourself in a position to get hurt. Call for assistance, if needed, from fellow staff members or Police Services.

If you feel the situation is too volatile for staff to handle, call Police Services immediately.

Submit a written copy of the incident to the Director or his designee as soon as possible.

Follow up with the people involved the next day after things have cooled down. Find out what happened and try to put an end to any further trouble.

Bomb Threats

Remain calm, if a bomb threat is received by telephone. Contact the Director or his designee immediately and share this information, quickly but accurately. Await further instructions from your supervisor. Do not share this information with anyone else until the Administration has decided what course of action to take.

IN REGARD TO THIS POLICY

Remain calm.

Pay attention to details! Identify background noises that may determine where the call is coming from, such as traffic, music, laughter, etc.

Attempt to identify the gender, race, age and other voice characteristics of the caller.

Make note of the time of the call, and the time of detonation, if given.

Contact your supervisor (the Director or his designee) immediately.

Await further instructions from your supervisor. Assist in evacuation (if implemented) as instructed.

Firearms, Explosives, etc.

All firearms, explosives, firecrackers, bottle rockets, smoke bombs and related paraphernalia are strictly prohibited in and around the residence halls. This includes BB guns, air guns, stun guns, knives and any other type of weapon.

IN REGARD TO THIS POLICY

This policy is in effect for the obvious reasons of health and safety of all students.

Besides common sense and concern for health and safety, individuals must be aware of the potential for psychological panic when these dangerous items are in evidence.

Evaluate the situation and then take action as needed.

Do not put yourself in a position to get hurt. Call for assistance, if needed, from fellow staff members or Police Services.

If you believe the situation is too dangerous for staff to handle, call Police Services.

The item(s) involved need to be confiscated. If firearms or other weapons are present, contact Police Services immediately.

Police Services should confiscate all weapons.

Turn the item (s) over to Police Services immediately. Be sure to get a receipt for confiscated goods.

File a full report and present it to the Director or his designee immediately.

Cooking

Cooking is allowed in the designated kitchen areas in each building. No cooking is allowed in individual rooms. There are numerous reasons for this policy, but the primary ones are to control the insect problem (ants, roaches, water bugs, etc.), for fire prevention, and to prevent the clogging of sinks due to dishes washed in room sinks.

The possession of any electrical or gas cooking appliance is NOT permitted (i.e. microwaves, popcorn poppers, hot plates, toasters, toaster ovens, electric frying pans, hamburger makers, pizza oven, immersion cup heaters). The University will confiscate any hazardous appliances.

IN REGARD TO THIS POLICY

This policy is to protect the students from possible fires caused by faulty or unattended appliances.

It also helps to control the sanitation problems by not attracting ants and roaches.

When confiscating any cooking appliances, make certain to identify it with the owner's name and room number before turning it over to the Director or his designee.

Always give a Receipt for Confiscated Goods for any object that you confiscate.

Pets

For reasons of sanitation, pest control and order, pets are NOT allowed in the residence halls.

IN REGARD TO THIS POLICY

The only exception to this policy is: a student may have one aquarium containing fish only. The size should not to exceed 20 gallons.

When a pet is discovered, notify the student of the violation and give notice of reasonable time for removal, which is not later than the following day.

Suggestions for solving pet problems:

Leave it with a friend off-campus.

Take it home.

Find a suitable department to house the pet temporarily, i.e. psychology, biology.

There is no reason for a Resident Counselor to ever bring a stray animal or a pet into the residence halls.

Lost Keys

Lost keys will require a \$5.00 fee. If a student cannot pay for a key, notify the Director or his designee immediately.

Record the missing key in the maintenance log so that a new key can be cut as soon as possible. Also, make a note for the Director or his designee to let them know a key is missing.

A thorough key inventory is done after the group leaves to insure that all keys are accounted for. GSIS must pay for any missing keys; therefore, we must be sure to collect either a key or the \$5.00 fee from all students during checkout!

Damages

Damages that occur beyond normal wear and tear are paid for by GSIS. Therefore, the Resident Counselor should make note of any damages caused by a student and report it to the Director or his designee as soon as possible. Try to be aware of any possible damage to rooms during room checks and other opportunities. At the end of the school, check all rooms for damages and any other maintenance needs.

Lost and Found

Return any items left behind to the student upon request. After checking all rooms, give any items that are left behind to the Director or his designee. The Director or his designee will be responsible for returning items to participants.

Maintenance

Submit all maintenance requests on the forms provided by the area desks.

The Department of Physical Plant and Planning does all maintenance work. All Resident Counselors and students must submit maintenance requests to the Director or his designee who compiles all requests in categories: electrical, plumbing, heating, air conditioning, or general maintenance. These requests are recorded in the Maintenance Log at the South Hall desk and then forwarded to the Maintenance Work Control Coordinator so that repair work is done as quickly as possible.

Resident Counselors should not call the Work Control Coordinator directly, except in emergencies and when the Director or his designee is not available. An emergency is:

A broken pipe, an overflowing commode, flooded floors, or total heat/air conditioning or electrical failure.

In such emergencies during the day, call Work Control 2699; at night call Police Services at 4357. Police Services will dispatch Unit 20 for immediate assistance. If more assistance is needed at night than Unit 20 can handle, contact the Director or his designee. GSIS students should never call Work Control.

The only maintenance problems anyone may report directly are telephone repairs. To submit a request for telephone repair, go to the Telecommunications Office (Jones Hall Room 108).

Smoke Detector Battery Replacement

For smoke detector battery replacement, students should fill out appropriate forms, which are located at the desk. The Resident Counselor staff will be responsible for replacing smoke detector batteries. These requests are recorded separately from other maintenance requests.

Light Bulb Replacement

For light bulb replacement, the student will submit a request at the desk. These requests are recorded separately from other maintenance requests.

Pest Control

Complete a Pest Control form for any complaints about pests. You should also make either the Director or his designee or the Assistant Director for Conference and Dining Services aware of pest problems.

General Emergency Situations

Personal Injury, Sudden Illness: If ambulance service is necessary, or if the patient needs to go to the hospital emergency room, call Police Services (4357). Request that they transport the student and contact the ambulance and/or doctor. Do not take an injured or ill student to the hospital yourself.

Suicide attempt: Follow the above procedure for ambulance service or doctor. If no injury has occurred, stay with the student. Notify the Director or his designee immediately. He/She will determine if the Counseling Center should be notified.

Fire: If you observe evidence of a fire, pull the nearest fire alarm. Call Police Services to report the situation, giving the location and your name. Have someone stay near the phone if Police Services requests you to do so. Be sure the building is vacated and all students are clear of the building. Check each room on your floor to make certain each person is out of his/her room. In the event of a major fire, assist in determining the location of each student assigned to that building. Do not put yourself in any danger.

Tornadoes: When a tornado warning is in effect, Resident Counselors should notify students and tell them of the option to evacuate to a safe area. When the tornado siren sounds, Resident Counselors are to evacuate the building by sending student to shelters, basements, or lower interior hallways. **DO NOT PULL THE FIRE ALARM!**

EMERGENCY PROCEDURES

The first thing to do in an emergency is ensure the safety of everyone involved, then to contact the Director or his designee.

One of the most important things is to remain calm. Collect all relevant information so you can describe the situation clearly. When you call, state the problem clearly and quickly. Explain who you are and where you are. Be sure to wait for the person you are calling to hang up first so you will not miss any last minute instructions. Again, stay calm.

Make notes of what happens so you can report it later when you contact a staff person. Pay close attention to names, time, the nature of the problem, and who was called.

In the event, you cannot reach a staff member or if the problem requires immediate action, use the following:

Fire, Violence, Injury, Robbery, etc.	Police Services	4357 or HELP
Maintenance Problems (Emergency)	Physical Plant & Planning	2075
Police Services (After hours/weekends)		4357

Fire Alarms

Check the fire equipment occasionally to make certain that it has not been tampered with. If you think there is something wrong with any equipment, report it immediately to your supervisor.

Treat all fire alarms as if they are real! Empty the building every time an alarm goes off. Notify Police Services, the Fire Department and the Director or his designee in this order.

IN REGARD TO THIS POLICY

When an alarm goes off in the building, you should:

Get a master key from your supervisor, find where the alarm was pulled and clear that floor.

After that floor is clear, clear your floor. Then check with the Director or his designee, and/or the desk worker to see if you are needed to check other floors.

If you can smell smoke or see it on your floor, make certain that you feel each door for heat before you enter it. Do not play hero!

If a fire starts, pull the alarm and evacuate the building.

Document the refusal of any student to leave during a fire alarm. This refusal may result in action against the individual. By law, everyone must evacuate. The buildings are emptied during an alarm because of concern for health and safety.

Take all alarms seriously; laziness or lack of concern because of false alarms could cost lives if there is a fire. Refer to specific instructions from your supervisor on how to evacuate your particular building. Refer to evacuation plans for your room, floor and building. See special procedure for evacuating handicapped students.

FIRE EVACUATION PLAN

Depending upon the situation, fire evacuation procedures may vary. As a general precaution, students should know the locations of fire alarms pull stations, fire extinguishers, fire hose cabinets, and exits. Handicapped persons should follow the procedures posted in their room. Each Resident Counselor has the responsibility to make sure all persons on his/her floor have evacuated the building. A student's refusal to leave the building may result in a disciplinary action. Remind all students that smoking in bed is prohibited by the city fire codes and that all of the building on the University of Memphis campus are smoke free.

IN THE EVENT OF FIRE:

- Rescue any person in immediate danger.
- Sound the fire alarm. Pull stations are near each exit on each floor.
- Call Police Services at 4357. They will put you through to the Fire Department.
- Give them as much information as possible.
- When the fire alarm rings, evacuate the building immediately.
- As you exit, close as many doors as possible between you and the fire.
- Before opening any door, feel it with the back of your hand. If the door is hot, **DO NOT OPEN IT!** If it is not hot, open it very cautiously, bracing yourself against it to slam it shut if you feel heat rush in.
- If the closest exit is blocked, go to an alternate exit. If all doors are blocked, exit through a ground floor window, but watch for broken glass.

IF YOU BECOME TRAPPED BY FIRE:

- Stay calm; firemen are on their way to rescue you.
- Move as far away from the fire as you can, closing every door between you and the fire.
- Wave a hand or an object from a window or outside the door to attract the attention of rescuers.
- If smoke enters under the door or around the vents, stuff the opening with towels, drapes, or anything available. Soak them in water if possible.
- Crack open the window at the top to let heat and smoke out and at the bottom to let fresh air in. Stay as close to the floor as possible. Crawl if necessary.

AS A LAST RESORT, IF YOU DECIDE TO FIGHT THE FIRE:

- Do not let the fire get between you and the exit.
- Avoid breathing smoke or fire gases.
- Use the proper extinguisher for the class of fire.
- Do not use water on an electrical fire.

If you are using a fire extinguisher:

Pull the pin. Aim toward the base of the fire. Squeeze the handles together, and sweep from side to side

If you are using a fire hose, hold the nozzle firmly, make sure there are no kinks in the line, have someone turn on the water; aiming toward the base of the fire, sweep from side to side. Leave the area if the fire spreads or increases in intensity.

EVACUATION PROCEDURES FOR HANDICAPPED STUDENTS

The following procedures should be followed to ensure the smooth evacuation of handicapped students from the residence halls in the event of a fire, fire drill or false fire alarm.

Resident Counselors who have handicapped students on their floors should familiarize themselves with the special needs and problems of those students in the event of an emergency evacuation. This should be done as soon as possible! Does the student have a manual wheelchair? Does the student have an attendant? What assistance will the student require to transfer from a bed to a wheelchair or from a motorized wheelchair to a manual wheelchair? What assistance will be required to get the student from his or her room to the handicap exit?

In South Hall, the evacuation procedure is as follows: as soon as the fire alarm sounds, the handicapped student should transfer to a manual wheelchair while the Resident Counselor is evacuating the rest of the building. The handicapped student

should remain in the room at this point. Once the hall is evacuated, the Resident Counselor will come to the room and assist the student in getting to the stairwell.

The student is to remain in the stairwell where he/she will be evacuated by Police Services or Fire Department personnel. Under no circumstances is a Resident Counselor, an attendant, or other student to attempt to physically carry a handicapped student down the stairs. The Resident Counselor will notify the Coordinator and Public Safety of the location of the handicapped student. The Fire Department may decide it is not necessary to evacuate the student further from the stairwell, if there is no immediate danger in the area. In this event, a member of the Residence Life staff will notify the student to remain in the stairwell until he/she is instructed that the building has been declared safe for re-entry.

Procedures For Reacting To Tornado Or Civil Defense Warnings

Civil defense sirens are tested each WEDNESDAY at 3:00 P.M.. If the sirens are heard at any other time, you should seek shelter. Chances are the sirens are being sounded to alert you to severe weather, probably a tornado sighting.

A Tornado WATCH is issued when conditions are favorable for the formation of tornadoes.

A Tornado WARNING is issued when a tornado has been sighted, or has been indicated by radar, and may strike in your vicinity. TAKE SHELTER IMMEDIATELY.

PROCEDURES

When the warning siren is heard, or a tornado is sighted, take shelter immediately. If you are supervising others or instructing a class, ensure that others know how and where to seek shelter.

The lowest point in any substantial structure offers the best protection. Move as low as possible in the building and take shelter in interior spaces away from exterior walls and windows. If you are outside and there is insufficient time to reach a substantial structure, take cover, lie flat in the nearest depression, such as a ditch, culvert, excavation, or ravine, and cover your head with your arms.

The warning sirens will sound as long as the tornado is a threat. Remain in the sheltered area until the sirens are silent. PLEASE DO NOT USE THE TELEPHONE UNLESS YOU HAVE AN EMERGENCY. If you have an emergency, dial HELP (4357). DO NOT DIAL 911.

Rape Crisis Intervention Procedure

INTRODUCTION

The intent of the Rape Crisis Intervention Procedure is two-fold. First, this dehumanizing and possibly physically damaging experience to a woman deserves our concern and attention. We have medical services and counselors available at the University prepared to assist the victim. Consideration of the physical and emotional problems related to a rape must be included in our response. Second, rape is a violent crime.

Should a friend or stranger rape a student or GSIS staff member, either on campus or in the community, they are entitled to exercise their rights under the law.

The University Judicial Officer is responsible for coordinating the various activities pursuant to a rape and ensuring that the interest of both the victim and the University are protected. Medical treatment and counseling services will be available to the victim regardless of whether they prosecute, but the Judicial Officer will encourage them to assist police officers and the University in preventing an assault on another member of the community.

Rape may occur at any hour, in any location. The victim may report the attack in a number of ways, or Police Services may be called because the victim is incapacitated.

There are three primary locations where a rape report could be made: to Residence Life: in any one of the residence halls and to any Residence Life staff member, to the

Health Center, or to the Department of Police Services.

Regardless of who receives the initial report, the following needs must be addressed: Physical and mental well-being of the victim and emotional support for the victim; Determining the nature of the incident: who, what, where, when? Clarifying the victim's rights: Decision by the victim or next of kin whether to press charges or not.

The first two of these areas demand immediate and continued response, and should not be subjugated to the others.

PROCEDURE

What actions will be taken depend on (a) where the initial report is made and (b) the alternatives available to the victim. The various procedures are outlined below for the respective areas.

Residence Life

IF A VICTIM REPORTS A RAPE TO A RESIDENCE LIFE STAFF MEMBER, THE STAFF MEMBER SHOULD FIRST EXPLAIN THE OPTIONS AVAILABLE AND THE CONSEQUENCES OF THE CHOICE.

THE VICTIM MAY:

Choose not to take any action, which results in the matter being dropped. (The Director or his designee must be notified, however.) Seek the assistance of a University of Memphis counselor, where the matter can be kept confidential and unreported. Seek the assistance of the Health Center (8:00-4:30, Monday through Friday) or the Emergency Room of a local hospital. Under state statute, those facilities are required to report the incident to police authorities. Seek the assistance of the Memphis Rape Crisis Center if a University of Memphis counselor is not desired. Report the incident to Public Safety, who will contact the Memphis police (Sex Squad); they in turn will contact the Rape Crisis Center.

The staff member should encourage the victim to report the incident and to seek the services of a University of Memphis counselor. If a decision to report the incident is made by the victim, the staff member should first contact a counselor and then Police Services. If the victim chooses not to report the incident, the staff member should encourage him/her to seek a counselor and then make the appropriate call. At all times, the wishes of the victim should be followed. The staff member should then remain to provide support and needed information where appropriate.

Health Center

If a report is received by the Health Center, they are required to report the matter to police authorities. They should also assess and treat wounds at the time, as well as contacting a counselor from the Center for Student Development.

Counselor

If called, the counselor can provide emotional support and needed counseling. The counselor should make an assessment of the victim's mental, and possibly physical condition. The counselor should also determine if the victim would like assistance from the Rape Crisis Center and make the appropriate contact. The counselor may also serve as a vital part of the victim's decision whether or not to prosecute.

Department of Police Services

If the report is received by the Department of Police Services at the University of Memphis, they are required to contact Memphis City Police. Police Services should also obtain any needed medical treatment from the Health Center or local hospital for the victim. In addition, Police Services should notify the Campus Judicial Officer or other alternate. The Director of Media Relations should also be contacted. Security officers should try to determine the nature of the incident.

Judicial Affairs

The University Judicial Officer (Assistant Dean of Students) is responsible for coordinating the various activities pursuant to a rape and ensuring that medical treatment and counseling services are available promptly. In addition, he/she should encourage and assist the victim in aiding police and in prosecution. The Judicial Officer, upon being called, should ascertain if the above steps have been carried out, and if not make the necessary arrangements. The following people should then be contacted:

- Counselor from the Student Development Center
 - Vice president for Student Affairs*
 - Director of Residence Life*
 - Associate Dean of Minority Affairs*
 - Next of kin, if victim is under 18 years of age.
- (*When appropriate)

The Judicial Officer should coordinate activities of personnel on the scene and obtain all relevant information. In addition, when it is appropriate, the Judicial Officer should discuss with the victim if he/she wishes to prosecute. The Rape Crisis Center and Memphis City Police will complete further details. The Judicial Officer should complete further investigations and follow up for institutional purposes. If the victim does not prosecute, the Counselor will follow up on a private client

basis and/or use the Rape Crisis Center for a referral source. It is important to insure that the privacy rights of the victim are respected.

Techniques for Leading Groups Effectively

There are four qualities needed for good group leaders:

Warmth—effective leaders: speak well of people, tend to like and trust people rather than fear others, and establish warm relationships with people.

Indirectness—effective leaders: let people discover things for themselves, are willing to refrain from telling everything they know even if it would be “good for people.”

Cognitive organization—effective leaders: have clear behavioral objectives in mind, divide learning into orderly steps, have knowledge well-categorized so that they can offer appropriate data in response to questions, are clear about what they know and what they don't know, are willing to say that they do not know and do not pretend when they are in doubt.

Enthusiasm—effective leaders: feel enthusiastic about people, are enthusiastic about the subject matter.

In order to be effective, a leader must: prepare thoroughly, create a situation in which people can participate, forget self and focus on the group members.

A leader **REALLY** listens.

TECHNIQUES FOR LISTENING:

Question making – “What do you mean by...”

Restatement – “I heard you say...?”

Interpretation of situations.

Making suggestions.

Giving information when relevant.

A leader does not force anyone to verbalize ideas before they are ready and does not try to change them to fit a personal mold.

A leader does not stand at top of the group nor outside, but takes a place as a participant-interpreter. A leader is a catalyst, a guide, a friend and a person with knowledge of resources.

ROLE OF A DISCUSSION GROUP LEADER

Discussion Starter—Make sure seating is conducive to good communication (ideal is a circle with no second row). Be prepared to ask questions or listen to their silence, e.g., “You all seem quiet—Perhaps you've had trouble understanding the lecture...?”

Discussion Organizer—Track the discussion, be a clarifier of ideas. Help the inarticulate to express their views and rephrase the main points of a long-winded speaker. Try to organize the responses or ask a group member to summarize the various points of view.

Discussion Moderator—Be a gentle traffic Director, making sure each person who wants to talk is allowed to do so, one at a time. Discourage interrupting each other, dominating, discounting someone's idea, and encourage participation by all.

Discussion Correlator—Tie similar ideas together and articulate the differences between those and contrasting ideas. Bring discussion back to the point when someone's talk begins to stray too far.

Religious Leader—Be responsive to the needs of the group. You are the role model for the group; create an open atmosphere, a tolerance of differences of opinion, and a sense of acceptance of others.

Teacher—You may sometimes need to explain facts, but think of yourself primarily as a facilitator.

Observer—Look for group dynamics. Watch for body language and other non-verbal signals. Examples are rolling one's eyes in exasperation, moving a chair back, or folding arms resolutely across the chest. Do not permit sub-grouping (several persons conversing among themselves).

Timekeeper—Be aware of the amount of time left in the discussion. Warn the group as time runs out; do not suddenly announce, “Goodbye, we've run out of time.” The class needs to close.

Summarizer—A discussion should not end abruptly. A summary makes it possible to measure the progress made and tie up all the loose ends. Briefly, restate all the opinions expressed and point out areas of agreement or differences.

Leader of Evaluation—Groups seldom take time to evaluate their discussions. Encourage the group to discuss how they

worked together. Did everyone have a chance to express his/her opinions? Did the group cooperate rather than compete? Was participation level high? This evaluation step will improve the group's ability to work together.

SMALL GROUP MEETING

The initial meeting with your group is critical to your success as a Resident Counselor. A thorough job of initial orientation will help you avoid many problems. It is extremely important that the students have an understanding of your position and what you would do in a given situation. Share your expectations and, equally important, let them share their expectations of you, the Governor's School, and each other.

Who am I? – Role of the Resident Counselor
 Who is the head Resident Counselor? What is his/her role?
 Get to know each other-Icebreaker

Facilities–e.g. laundry room, kitchen, vending and change machines

Microwave rules-no metal!

Keep kitchen clean

Lock out procedures: Locked out? Go to front desk and provide the desk worker with ID to obtain a key. Loaner key must be returned within 20 minutes. If not, the student will be charged a late fee. If a room key is lost, a higher charge for re-keying will be assessed.

What do you do in an emergency? Call the Resident Counselor.

Health Center-where it is and what they offer.

Rules and Regulations of Governor's School.

No clothes washing after room check–plan ahead.

No delivery of food orders allowed after room check–yes, that does include pizza!

Fire alarms-EVACUATE!

Quiet hours- no noise heard outside of door.

Maintenance problems-See Resident Counselor.

Sign-out and Sign-in procedure-book at front desk.

Ideas for free time. (University Center and CRIS)

No University of Memphis towels to pool-we will be charged for missing ones at end of GSIS.

Be careful about what you wear in the hall.

Check bulletin board at least once daily!

Mail is delivered to your door.

How to turn on/off air conditioning.

See solicitors-CALL THE DESK AND REPORT!

Clarify my job as a Resident Counselor.

If anyone missed orientation, go over key buildings on a map.

Go over abbreviations on the schedule.

Activities:

IDENTIFICATION

Activity Summary

This exercise asks the participant to share some important personal information that is revealed by what they carry in their purses/wallets/billfolds. This activity is generally more effective when used in the early stage of the group's formation.

Training Application

Time Reference: Approximately 10 minutes

Group Size: Best suited for a group of 10-20 participants

Space Required: A room that is large enough to accommodate the comfortable seating of the participants.

Materials Needed: For each participant, his or her own purse/wallet/billfold.

Trainer Administration

The trainer begins the activity by explaining that the group members will be introducing themselves in an unusual manner. The group leader then instructs the participants to look in their purses\wallets\billfolds and to find something that is representative of their personal or professional characteristics or skills. For example: a picture, a club membership card, a dollar bill, etc. After several minutes, the trainer asks that each participant share his/her name and identify the item that was chosen. Then the group member is asked to explain briefly why that object is representative or symbolic of his/her skills or traits. The exercise continues until all of the participants have introduced themselves and shared their chosen objects with the entire group.

Variations

The trainer may request that the participants form pairs. (If necessary, one group may contain three members). After the partners have individually chosen their objects, they briefly discuss the significance of each item. Then the partners are responsible for introducing each other and then explaining the significance of each other's objects to the entire group. (This variation requires at least 20 minutes.)

The group leader may ask the participants first to introduce themselves by name only. Then each group member passes his or her object around, while the other participants attempt to guess, based on first impressions what that object symbolizes or represents to the group member. The individual may respond to the other group members' interpretations of his or her object.

TRAINER'S NOTES:**SLOGANS THAT FIT****Activity Summary**

This exercise asks the participant to select well-known slogans that they feel describe their lives. This structured experience is most appropriate for educational programs or sessions that emphasize personal interaction among group members. This activity is generally more effective when used during the early stage of the group's formation.

Training Application

Time Reference: Approximately 10-15 minutes

Group Size: Unlimited

Space Required: A room that contains adequate writing space and comfortable seating of the group members.

Materials Needed: For each participant, a pencil and a piece of paper.

Trainer Administration

While the group leader distributes paper and pencils, the participants are to think about their personal or professional lives. The trainer then asks that each group member write down three famous slogans, sayings, or lines of poetry that seem appropriate for describing his or her personal life. For example: "The early bird catches the worm" may describe a participant who likes to be prepared, while "Do unto others as you would have them do unto you" may reflect another group member's personal philosophy. When the participants have completed this task, the trainer asks a volunteer to share his or her slogans with the entire group. The process continues until all the group members have read the quotations that they have chosen. The group leader may then want to initiate a general discussion on how personal philosophies affect professional behavior.

Variations

The trainer may instruct the group members to form pairs and then share their slogans with their partners. After the pairs have discussed their slogans, the trainer reassembles the large group. The partners then share with the entire group the information they have obtained from each other.

The group leader may ask each participant to choose a partner. After the partners have spent 10 minutes interviewing one another, each participant then writes three slogans that he/she feels describe his/her partner's personal life.

TRAINER'S NOTES:**PERSON POEM****Activity Summary**

This exercise helps the participants become acquainted as they share poems they have written about themselves. This activity is generally more effective when used in the early stage of the group's formation.

Training Application

Time Reference: Approximately 15-20 minutes

Group Size: Unlimited, but best suited for a group of 10-20 participants

Space Required: A room that contains adequate writing space and comfortable seating for the entire group.

Material Needed: For each participant, a pencil and a piece of paper.

Trainer Administration

The trainer informs the group members that in this exercise they will be writing short poems about themselves and then sharing these poems with the entire group. The group leader explains that each poem is to be at least four lines long and must include the participant's name and some information about his or her personality, interests, occupation, lifestyle, etc. For example: "My hobby is golf/ and my name is Ken Stone/ I work in a bank/ and I live all alone."

The trainer then gives each participant a pencil and a piece of paper and tells the group members that they have three minutes in which to write their poems. When the allotted time has elapsed, the trainer solicits a volunteer to read his or her poem aloud to the group. The activity continues until all of the participants have shared their poems.

Variations

The trainer may request that each poem contain a reason for the participant's being in the training program or session.

The group leader may ask the participants to pair off and spend several minutes becoming acquainted. Next, the partners write poems about each other and then share their creations with the entire group.

If the group contains fewer than 10 members, the trainer may ask each participant to write a poem that is between 8-23 lines in length and that contains more information about his or her activities, interests, goals, talents, shortcomings, etc.

The group leader may instruct the participants to write short poems describing themselves and their interests, but not giving their names. The trainer collects the poems and then reads each one aloud, while the group members attempt to guess the identity of the poet.

TRAINER'S NOTES:**LIFE EVENTS****Activity Summary**

This exercise uses the participants' drawings of themselves to help them become better acquainted with one another. This structured experience is most appropriate for educational programs or sessions that emphasize personal interaction among group members. This icebreaker is effective at any time during the learning program.

Training Application

Time Reference: Approximately 20-25 minutes

Group Size: Unlimited, but best suited for a group of 10-20 participants

Space Required: A room that contains adequate writing space for all of the participants. The area must be large enough to permit the unrestricted movement of the learners.

Material Needed: For each participant, a large sheet of newsprint and three crayons or colored markers.

Trainer Administration

The trainer begins by explaining that the group will be taking part in an exercise designed to help them become better acquainted with their fellow participants. After instructing the group members to seat themselves at tables, the trainer gives each participant a sheet of newsprint and three crayons or colored markers. Holding up a sheet of newsprint, the trainer demonstrates how the participants are to fold the paper in half and then in half again so that the paper divides into four boxes. Next, the participants fold their papers, unfold them, and outline the fold marks in crayon or marker. The trainer then asks each participant to write the following headlines at the top of the boxes: Childhood (top left box), Teenage Years (top right box), Adult Life (bottom left box), and Future (bottom right box). The group leader explains that in each of the Childhood, Teenage Years, and Adult Life boxes, the participants are to each draw a simple picture that outlines an event or action that was extremely important to that particular stage of their life. In the Future box, they are each to draw a picture of an event or action that they hope will change or add to their life. The group members are given 15 minutes in which to complete their drawings. When the allotted time has elapsed, the trainer asks the participants to divide into groups of 4 or 5 and to share their life events with one another.

Variations

The trainer may use different headings in the four boxes. For example: My Life Ten Years Ago, My Life Five Years Ago, My Life Now, and My Life in the Future.

The group leader may request that the participants write about, instead of draw, an event for each box.

If the group contains fewer than 12 participants, the trainer may request that the group members share their life events with the entire group.

Using the heading presented in step #4 of the Trainer Administration section, the group leader may direct the participants to depict in the first 3 boxes the most exciting or amusing event that occurred during each time period. The fourth box, Future, is to contain their secret or fantasy ambition.

TRAINER'S NOTES:**DIMENSIONS OF TRUST****Activity Summary**

This exercise asks the participants to brainstorm actions that create trust. Generally more effective when used in the early stage of the group's formation, this structured experience is most appropriate for educational programs or sessions that emphasize personal interaction among group members.

Training Application

Time Reference: Approximately 15-20 minutes

Group Size: Unlimited

Space Required: A room that is large enough to accommodate the comfortable seating of the participants.

Material Needed: A blackboard or a pad of newsprint, a piece of chalk or a black marker, and masking tape.

Trainer Administration

The group leader begins by requesting that the participants think about what the word "trust" means to them. After several minutes, the trainer asks the group members to brainstorm actions or personal characteristics that they feel build or promote trust. For example: maintaining confidences, being dependable, having a caring manner, be understanding, etc. The trainer lists these actions and characteristics on a blackboard or newsprint. Then the group members are to brainstorm specific actions and characteristics that can help them build trust in one another during this particular training session or program. The trainer lists these on the blackboard or newsprint and asks the group members to incorporate some of the actions or behaviors into the remainder of the training session or program. The group leader may conclude the exercise with a brief discussion of trust in the personal or professional setting.

Variations

The trainer may direct the participants, working individually, to rate themselves on a scale of 1-10 on the actions and characteristics they have listed as being important in building and maintaining trust (1 indicating poor and 10 indicating excellent).

The group leader may ask the participants to form pairs and, with their partners, to brainstorm actions and characteristics that promote or build trust. Then the trainer reassembles the group, and the pairs share their thoughts with their fellow participants.

The trainer may request that the participants form work groups of 5-6 individuals each. Each work group formulates its definition of the word "trust", and its members then identify those factors that inhibit or promote the development of trust in the personal or professional setting. Next, each work group reports on its discussion to the entire group.

TRAINER'S NOTES:

EVERYTHING BEGINS WITH THE INITIATIVE OF THE INDIVIDUAL

The forces for good and evil in the world are propelled by the thoughts, attitudes, and actions of individual beings. The conceptions of individuals that are born of inspiration shape the values and the quality of our civilization in the future. Perhaps only a few will receive this inspiration (insight) and the rest will learn from them. The very essence of leadership, going out ahead to show the way, derives from more than usual openness to inspiration. Why would anybody accept the leadership of another except that the other sees more clearly, where it is best to go? Perhaps this is the current problem: too many who presume to lead do not see more clearly and, in defense of their inadequacy, they all the more strongly argue that the "system" must be preserved - - a fatal error in this day of candor. Nevertheless, the leader needs more than inspiration. A leader ventures to say: "I will go; come with me!" A leader initiates, provides the ideas and the structure, and takes the risk of failure along with the chance of success. A leader says: "I will go; follow me!" while knowing that the path is uncertain, even dangerous. One then trusts those who go with one's leadership.

What Is Leadership?

Harry Truman: "A leader is a man who has the ability to get other people to do what they don't want to do and like it!"

Field Marshall Montgomery: "Leadership is the capacity and the will to rally men and women to a common purpose and the character which inspires confidence."

Vince Lombardi: "Coaches who can outline plays on the backboard are a dime a dozen. The ones who succeed are those who can get inside their players and motivate them."

PROFILE OF AN EFFECTIVE LEADER

An Effective Leader:

- Actively counsels and develops subordinates
- Shares information willingly and openly
- Is honest and trustworthy
- Sets high standards of performance and insists on excellence
- Is decisive
- Builds group cohesiveness and pride
- Has "guts"
- Shows confidence in his or her subordinates
- Sets the example for others to follow
- Has a strong sense of urgency
- Has a high energy level
- Earns the loyalty of subordinates
- Is student-centered
- Consults and listens to subordinates
- Is technically proficient

Is persistent
Is available and visible to his or her subordinates

LEADERSHIP DIMENSIONS

Charisma: Makes others proud to be associated with him/her, and instills faith, respect, and trust in him/her. Makes everyone around him/her enthusiastic about assignments. Has a special gift of seeing what is important for subordinates to consider. Transmits a sense of mission to subordinates.

Individual Consideration: Coaches, advises, and teaches subordinates who need it. Treats each subordinate individually. Expresses appreciation for a good job. Uses delegation to provide learning opportunities. Lets each subordinate know how he/she is doing. Actively listens and gives indications of listening. Gives newcomers a great deal of help.

Intellectual Stimulation: Gets subordinates to use reasoning and evidence, rather than unsupported opinion. Enables subordinates to think about old problems in new ways. Communicates ideas that force subordinates to rethink some of their own ideas that they had never questioned before.

Courage: Willing to persist and stand up for his/her ideas even if they are unpopular. Does not give into group pressures or others' opinions to avoid confrontation. Able and willing to give negative feedback to his/her subordinate or superior. Has confidence in his/her own capability and wants to act independently. Will do what is right for the students and/or GSIS even if it causes personal hardship or sacrifice.

Dependability: Follows through and keeps commitments. Meets deadlines and completes tasks on time. Takes responsibility for actions and accepts responsibility for mistakes. Able to work effectively with little contact with the boss. Keeps boss informed on how things are going, will take bad news to him/her, and is not afraid to admit mistakes to boss.

Flexibility: Maintains effectiveness and provides stability while things are changing. Able to see what is critical and function effectively within varying/changing environments. Able to remain calm and objective when confronted with many different situations or responsibilities at the same time. When many issues hit at once, able to handle more than one problem at a time, and still focus on the critical things he/she must be concerned about. Able to "change course" when the situation dictates or warrants it.

Integrity: Adheres firmly to a code of business ethics and moral values. Does what is morally and ethically right. Behaves in a manner consistent with school climate and professional responsibility. Does not abuse management privileges. Gains and maintains the trust and respect of others. Is a consistent role model demonstrating and supporting school policies/procedures, professional ethics, and the academic culture.

Judgment: Reaches sound and objective evaluations of alternative courses of action through logical and skillful intellectual discernment and comparison. Puts facts together in a rational and realistic manner to come up with alternative courses of action. Bases assumptions on logic, facts, and consideration of human factors. Knows his/her authority and is careful not to exceed it. Makes use of experience and information to bring perspective to present decisions.

Respect for Others: Honors and does not belittle the opinions or work of other people regardless of their status or position in the organization. Demonstrates a belief in the value of each individual regardless of his/her background, etc.

Communication Styles Inventory

Following are four partial statements with four possible descriptions that would complete each statement. These descriptions are labeled A, B, or C. Arrange these statement endings (descriptions) in the order that they best describe you by: writing a 1 after the ending most like you, a 2 after the ending next most like you, and so forth, until you have ranked all four statement endings. Keep in mind that there are no right or wrong, good or bad endings to these statements. Know your self and realize that others will be different from you.

1. I get the most enjoyment out of situations that involve:
- _____exploring new innovative ideas, concepts, principles and theories.
 - _____contacts with others where I will have an opportunity to examine and understand the underlying emotions, feelings, interactions and behavior of people.
 - _____the use of logic, reason and systematic inquiry in an orderly process of problem definition, analysis and solution.
 - _____the utilization of energy and resources to achieve goals where I will receive prompt and tangible feedback on the results of my efforts.
2. In working with others, I find that I tend to become most impatient when they:
- _____spend too much time deliberating and will not act on a matter.
 - _____lack an awareness of the human aspects of a situation.
 - _____get hung up on old ways of doing things and are not willing to consider something new.
 - _____haven't devoted sufficient time to make a careful analysis of all the relevant factors in the matter.
3. When working on a task I tend to place the greatest emphasis on:
- _____making certain that I am consistent, systematic and rational in whatever approach I take.
 - _____the attainment of the immediate endpoint by whatever means or methods makes the most sense at the time.
 - _____the possible future impact and long-range ramifications of any approach I might take.
 - _____established values and the feeling or reactions other people might have to my approach.

Leadership Styles

Which one best describes you? How do people with different styles work together?

DIRECTING

Actions: convey information, make decisions for the group, tell how what is to be done will be done, structure the vent, use rhetorical questions, keep to the topic, re-interpret answers so they fit the agenda

Stance: rely upon the authority of their position; be an expert for the group.

Conflict Management: strive for your own way; tell others how to resolve the issue.

COACHING

Actions: interact with questions and answers, explain the reasons for what is to be done and persuade the group to do it, energize, build a team, invite assistance from the group, use humor, make proposals for how the group will proceed.

Stance: rely upon personal authority, be an advisor and guide for the group.

Conflict Management: persuade, negotiate, and compromise, referee a collaborative effort.

SUPPORTING:

Actions: have free discussion, encourage the group to decide what is to do, invite the full involvement of group members in all decisions.

Stance: be a listening and caring member of the group, a friend to the group.

Conflict Management: become involved in open discussion, have a concern for other people's feelings, help people live with differences, strive for mutually satisfying solutions or accommodate another person.

DELEGATING

Actions: make individual assignments, let the group make decisions on own, allow autonomous action, let the group resolve its own issues; affirm the freedom of individual members.

Stance: withdraw to allow each individual to discover their own authority; be an observer and analyzer.

Conflict Management: discern whose problem it is and let other work it out.

Feedback

Definition: Feedback is simply a communication to a person (or a group) that gives that person (or group) information about how he (it) affects others.

Effects: Feedback can have the following helpful effects:

Reinforces: Feedback can confirm behavior by encouraging its repetition: "You really helped when you clarified".

Corrects: Feedback may help bring behavior in line with intention: "It would have helped me more if you had stood up to talk".

Identifies: Feedback may help identify persons and their relationships: "Joe, I thought we were enemies, but we're not, are we?"

RESISTANCE TO FEEDBACK

Desire to protect self-image-uncomfortable to change this.

Experience with receiving poor feedback: (Peanuts) "The whole trouble with you, Charlie Brown, is you."

People unwilling to receive feedback: "You're a crabby person" "Who cares what you think" or "Well, nobody's perfect."

Non-supporting atmosphere-clobbering someone.

Criteria: Some useful criteria for feedback are:

Behavioral: It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or not use it as he sees it. By avoiding evaluative language, it reduces the need for the individual to react defensively.

Specific- It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

Reflection Circle

Standards

Person asking the question is in complete control

Answer only the question asked.

Support your answers with data.

Do not argue with people about their answers. Listen to them.

Questions may be asked in order to clarify the answers given. Be brief.

WORK SHEET

Do You Perceive Me as One Who:

Offers constructive evaluation as needed?

Levels with other members?

Offers original ideas?

Expresses himself clearly and concisely?

Provides good summaries on an issue when needed?

Contributes without cutting others off?

Helps get to the meat of issues?

Provides helpful, objective feedback to group members?

Listens with understanding to what others say?

Takes the lead in selecting topics?

Helps members express their ideas?

Gives good suggestions on how to proceed?

Encourages group to high level of productivity?

Effectively senses when to talk and when to listen?

Makes others feel at ease?

Helps the group stay on target?

Shows that he likes us?

Yields to group pressures?

Annoys others?

Sticks blindly to his point?

Is hard to understand?

Runs away when faced with a problem?

Makes unjustified assumptions?

Fights rather than works?

Blocks the group?

Likes to wander?

Dominates and imposes his will on the group?

Planning an Event

Pinpoint Need – Your planning and preparation of an event will have more purpose and direction if you set as a goal for your efforts a particular need or desire of the residents which must be met.

Focus Your Ideas – How do you want to organize the event? What do you want to happen? How much will it cost? Can we afford it? What equipment is needed? Who will help plan and work on the event and how will you reach them? Will there be guest speakers, or groups? What are their needs?

Set a Time and a Date – Schedule the event at a time when most of the people who are interested may attend.

Place – Determine the best location for that activity and reserve that space. Keep in mind any inconvenience to non-participating residents to determine if you plan unjustly infringes on others.

Funds – Determine how much money you need and appropriate the funds.

Organize – Someone needs to buy refreshments, contact outside sources, get equipment, publicize the event, set-up and/or decorate, be responsible while the activity is taking place and clean up afterwards, including returning the supplies and straightening the room.

Publicity – Publicity is a continuing challenge that is met by new ideas or new ways of implementing old ideas. Signs, newspaper articles, mailbox notices, etc., can bring poor response unless they go beyond just making people aware of the event. The task is to motivate people to attend and support an event.

Evaluation – To better understand the reason for success or failure of an activity, be sure to evaluate the work of the group planning. You, I hope, can learn from your mistakes as well as your successes.

Points to Remember

Assume nothing. Check, and double check and then check again!

Do not leave it to the other guy. Assign one person to be responsible for a task.

PLAN AHEAD!

TRAPS TO AVOID

GSIS will look at many varying cultures and value systems. Resident Counselors may be pulled into disagreements of the dorm floors when students disagree with one another over value positions.

TRAP # 1: RESIDENT COUNSELOR AS AUTHORITY

Students may disagree on value issues and want the Resident Counselor to settle the disagreement. When this happens, the Resident Counselor might say, “We are not trying to decide which value is right. People have different ideas of what is right and wrong. We are trying to understand why people hold those values. Then, we can each decide which we believe is best, after we have had time to think about it. We can also ask others what they believe.”

TRAP # 2 PARENTS AS AUTHORITY

Now and then a student may bring in a parent as an absolute authority: “My dad says” or “My mom says it’s wrong no matter what” etc.

The Resident Counselor might respond: “Why do you think your parents hold this value?” It is important to direct the thinking to what has gone into the formation of a value system. The Resident Counselor might conjecture how other parents might have different values or reasons for holding different values based on culture, religion, or other influences. It should be emphasized that most parents want their children to do the right thing because the children think that it is right, not just, because the parent said it was so.

Point out that each student is building his/her own set of values as he/she grows.

TRAP # 3 PEER GROUP AS AUTHORITY

Sometimes the majority will agree on a particular value and pressure others to accept that position.

If you hear that on the floor, a Resident Counselor can say, “Social Scientists have discovered that when the majority stops listening to what the minority thinks, the entire group loses. It is a good idea to listen to everybody’s ideas. Let us find out why others think the way they do. Maybe we will learn something and they will feel more like listening, too. Everybody will benefit.

STUDENT RULES AND REGULATIONS

Personal Behavior

1. You should cooperate, comply with and be courteous to all staff members of The University of Memphis and the Governor's School, including resident counselors, instructors, and guests. As representatives of the Governor's School and The University of Memphis, you are also expected to be courteous to fellow students. Personal decorum is expected at all times.
2. Attendance at all GSIS scheduled events is mandatory. Any exception to this policy must be reported immediately to either the director or assistant director.
3. Free time activities are limited to those areas designated on the attached map. Any time you leave the immediate campus area, you must be accompanied by at least one other GSIS student or staff member, or a parent or guardian; you must follow the sign-out procedure each time. No activities beyond the restricted area are permitted without the explicit approval of the director or assistant director or when you are in the company of a parent or guardian.
4. GSIS name badges will be worn at all times.
5. Under no circumstances may you drive or ride in/on any vehicle unless specifically authorized by the director or assistant director. Bringing a personal vehicle to GSIS is strongly discouraged. Those who bring an automobile will be charged a parking fee, must turn in their car keys to the director, and will not have personal use of that automobile for the duration of GSIS.
6. You may bring cell phones. However, they are prohibited at all GSIS course meetings, activities, and events. Pagers, beepers and laser pointers are completely prohibited. Unauthorized use and/or possession of the above items will result in confiscation until the end of GSIS and other possible disciplinary action.
7. Although assumed in the above statement on city, state, and federal law, the use and/or possession of any controlled substances or objects, including but not limited to tobacco, alcohol, drugs, explosives, fireworks, flammable materials, firearms or other dangerous weapons, knives of any type, or any other item that could be construed as a weapon, is absolutely prohibited. IF IN DOUBT, LEAVE IT AT HOME. Any violation will result in immediate expulsion.
8. Students are welcome to bring their personal computers, and will have Internet access. However, students are expected to make only appropriate use of Internet materials and computer files.

Residence Halls and University Property

9. Students are personally responsible for property damage to any university facility, equipment, or furnishings. Do not use any material that leaves a permanent mark when attaching objects to the wall, ceiling or furniture. Tampering with emergency equipment, including locks, fire alarms, fire hoses, and or fire extinguishers will result in expulsion.
10. Cooking in the dormitory rooms and the use of all heating elements are prohibited.
11. The dormitory area is closed to all non-GSIS participants. Report the presence of anyone other than GSIS personnel in the residence halls to a counselor or staff member.
12. Coed visitation in dormitory rooms is prohibited.
13. All GSIS students are to be in their own rooms at the time designated by the staff. Usually this will be at 11:00 p.m. with lights out by 11:30 p.m.
14. In the event of an emergency, you will cooperate fully with staff members' instructions. In any emergency, such as illness, injury, fire, etc., notify a staff member on duty immediately. Emergency numbers will be posted prominently in your GSIS notebook and in the dorms.

Disciplinary Procedures

1. Formal disciplinary action is reported in writing.
2. Disciplinary reports are submitted to the director and assistant director who takes appropriate action. This will normally involve meeting with the student. A copy of the disciplinary report is placed in the student file.
3. After repeated incidents or whenever deemed necessary by the director in consultation with Governor's School staff, parents or guardians of a student will be notified that the student is on disciplinary probation and faces expulsion from GSIS if such behavior persists. Disciplinary probation will involve some limitation of free-time activities.
4. A student may be expelled without disciplinary probation and without pre-notification of parent or guardian, either for a single incident (such as violation of controlled substance or damage to emergency devices) or for a pattern of misbehavior deemed sufficient by the director.