



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

Resident Adviser | Kaitohutohu Wharenoho Training Handbook 2023

Name: _____

Property: _____

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Nau Mai Haere Mai, Welcome!

Dear 2023 Resident Adviser | Kaitohutohu Wharenoho,

Welcome to the 2023 Accommodation | Ngā Wharenoho team! I am pleased that you have decided to join us. You are an important part of the residential support network. This year will undoubtedly be challenging, exciting, liberating, demanding, enjoyable and fun. When all is said and done, this year will be a year that you will look back upon fondly. This is a role that will provide opportunity to extend your personal growth.

Your role is a key role in the success of our Halls and Residences. You are joining a team of accommodation professionals who are dedicated to positively impact the lives of our residents.

This handbook is a very important piece in the 'RA Toolkit' as it will assist you in carrying out your duties and providing easy reference to the processes and systems by which we operate. This handbook is a confidential tool for current RAs. Please do not share the contents with anyone who is not part of the residential team in your Hall or Residence.

The RA experience is uniquely different from that of other students. Your primary role is to provide for and ensure your community's hauora (overall well-being). This is done through supporting our resident's academic endeavours, providing pastoral care, encouraging social and recreational involvement and whatever else is necessary to engaging in other needs as required to strengthen the community. While your role will at times place demands on both your personal and study time it is important to communicate with your direct report in advance for support to find balance and ensure your studies are a priority.

Many activities with which you will want to involve yourself may take second place to your RA responsibilities, however being an RA dedication to the role is where you find the personal, rewarding opportunities that strengthens your growth. There are very few roles that replicate and enhance the diverse skillset of community building, strengthening relationships all while improving your authentic leadership qualities and communication skills. Making sound decisions under various and challenging, diverse situations. You will inadvertently inherit communication skills required that will be an asset to you as you enter your chosen career path.

If at any time you find yourself require extra support or if you are unsure about the systems, processes, or you just need some time out please do not hesitate to reach out to your manager. I am also always available to help you and just as it is your responsibility to develop and assist your residents, it is our responsibility to develop and assist you.

I wish you the best for your time as an RA and I look forward to working with you throughout year.

All the best for a wonderful year.

Ngā mihi,

Aimee MacAskill | Associate Director - Kaitaki Wharenoho
The University of Auckland – Waipapa Taumata Rau | Campus Life

Note:

This document is designed to be read against and complimentary to a number of other documents:

- Any in-house training material given to you by your Managers
- Any written material or notes that you are given by presenters during training
- The Residential Rules & Resident Handbooks
- University of Auckland Policies, procedures and regulations
- Any other relevant UoA student support material and information
- Any online training information done before combined training

Accommodation staff | ngā kaimahi contacts:

Role:	Name:	Cell phone:	Email:
Associate Director - Campus Life & Proctor	Aimee MacAskill	-	aimee.macaskill@auckland.ac.nz
Head of Operations - Accommodation	Tara Baker	-	t.brewer@auckland.ac.nz
Resident Manager - Carlaw Park Student Village	Sylvia Wheeldon	027 707 9815	sylvia.wheeldon@auckland.ac.nz
Resident Manager - University Hall & Waikohanga	Leighton Tekotahi	027 5521 003	@auckland.ac.nz
Resident Manager - Waipārūrū Hall	Robbie Morrish	027 404 6285	robert.morrish@auckland.ac.nz
Resident Manager - O'Rorke Hall	Melissa Leaupepe	021 989 637	melissa.leaupepe@auckland.ac.nz
Resident Manager - 55 Symonds	Maritza Kloppers	027 886 2671	Maritza.kloppers@auckland.ac.nz
Resident Manager - Te Tirohanga o te Tōangaroa	Maritza Kloppers	027 556 7507	Maritza.kloppers@auckland.ac.nz
Resident Manager - Grafton Hall & Flats	Stacey Morgan	027 405 0041	stacey.morgan@auckland.ac.nz
Resident Coordinator - Carlaw Park Student Village	Brittany Robertson	027 535 2247	Brittany.robertson@auckland.ac.nz
Resident Coordinator - Carlaw Park Student Village	Gregory Mclean		Gregory.mclean@auckland.ac.nz
Resident Coordinator - University Hall & Waikohanga	Jess Boniface	021 273 4046	Jess.boniface@auckland.ac.nz
Resident Coordinator - Carlaw Park Student Village	Nancy Allen		Nancy.allen@auckland.ac.nz
Resident Coordinator - Grafton Hall & Flats	Clarissa Mafoe	027 557 3140	clarissa.mafoe@auckland.ac.nz
Resident Coordinator - 55 Symonds	Mandri Amarasekera		Mandri.amarasekera@auckland.ac.nz
Resident Coordinator Te Tirohanga	TBC		
Resident Coordinator - O'Rorke & UniLodges	Bobby Lee	027 279 6642	bobby.lee@auckland.ac.nz
Resident Coordinator - Waipārūrū Hall	Vanessa Miao	021 270 5105	Vanessa.miao@auckland.ac.nz
Resident Coordinator - Waipārūrū Hall	Ian Leaupepe	027 358 2905	Ian.leaupepe@auckland.ac.nz
Night Supervisors - Waipārūrū Hall			waiparuruhall@auckland.ac.nz
Admin Team Leader - Waipārūrū Hall	Gina Park		Gina.park@auckland.ac.nz
Administrator - Grafton Hall & Flats	TBC		
Administrator - O'Rorke Hall	Cristie Ibanez		c.ibanez@auckland.ac.nz
Admin Team Leader - Carlaw Park Student Village	Karyn Baker		cpsv@auckland.ac.nz
Administrator - University Hall & Waikohanga			universityhall@auckland.ac.nz
Receptionist - University Hall & Waikohanga			Universityhall@auckland.ac.nz
Receptionist - Carlaw Park Student Village	Karyn Baker		cpsv@auckland.ac.nz
Receptionists - Waipārūrū Hall	Various		waiparuruhall@auckland.ac.nz
Residential Experience Officers	Sinead Fisher		residentialexperience@auckland.ac.nz
Administration Assistant	Vanessa David		accomteam@auckland.ac.nz

University Services contacts:

Service:	Location:	Email:	Phone:
Accommodation Solutions	Kate Edgar Level 2	accom@auckland.ac.nz	09 373 7599 xtn 87691 or 0800 864 467
AskAuckland Central	Alfred Nathan House	studentinfo@auckland.ac.nz	0800 61 62 63
AUSA	AUSA House, 4 Alfred Street	reception@ausa.org.nz	09-309 0789
Career Development and Employability Services	Kate Edgar Level 1	careers@auckland.ac.nz	09 373 7599 xtn 88727
Chapel	The Maclaurin Chapel	chapelsec@auckland.ac.nz	09 373 7599 xtn 87732
University Health & Counselling Services	Kate Edgar Level 3	uhsinfo@auckland.ac.nz	09 923 7681
Disability Services	The Clock Tower	disabilities@auckland.ac.nz	09 373 7599 xtn 82936
Learning & Teaching Development	Level 3, Kate Edgar Information Commons	sls@auckland.ac.nz	09 3737 599 xtn 88850
Libraries & Learning Services	Building 109 5 Alfred Street		
PGSA		pgsaadmin@auckland.ac.nz	09 373 7599 xtn 89176
Sport and Recreation	Rec Centre- 70 Stanley St Sports Centre – 7 Wynyard St	universitiesport@auckland.ac.nz	09 923 4788
Te Papa Manaaki	Kate Edgar Building	tepapamanaaki@auckland.ac.nz	
Proctor's office		proctor@auckland.ac.nz	09 923 7005 Mobile: 027 839 3832
University Security	24 Symonds Street	City.secruity@auckland.ac.nz	08003737550 xtn 85000
UBIQ Book Shop	Kate Edgar building	uoa@ubiq.co.nz	09 306 2700

Useful community contacts:

Service:	Location:	Phone:	Email/Website
Auckland Central Police	67-101 Vincent Street	09 302 6400	www.police.govt.nz/contact-us
Auckland Co-Op Taxis	10 Macaulay Street	09 300 3000	www.cooptaxi.co.nz
Auckland Council	35 Graham Street	09 301 0101	www.aucklandcouncil.govt.nz
Auckland Hospital	2 Park Road	09 367 0000	www.adhb.govt.nz
Family Planning	5 Short Street (Newmarket)	09 524 3341	www.familyplanning.org.nz
Health Line	650 Great South Road	0800 611 116	www.health.govt.nz
Student Job Search		0800 757 562	www.sjs.co.nz , students@sjs.co.nz
Rainbow Support	Micheal Heard	093 764 155	studentrainbownetwork@auckland.ac.nz
Sexual Assault Support		0800 623 1700	www.helpauckland.org.nz
COVID-19 govt website		0800 358 5453	www.covid19.govt.nz
Taylor Centre	308 Ponsonby Road	09 376 1054	www.adhb.govt.nz
Emergency	2 Park Rd, Grafton, Auckland 1023	111	

Duty Resident Adviser | Kaitohutohu Wharenoho Contacts:

Residence:	Address:	Duty Phone Number:
55 Symonds	Building 616 55 Symonds Street, Auckland, 1010	027 405 0442
Carlaw Park Student Village	Buildings 831-838 19-26 Nicholls Lane, Parnell, 1010	027 707 9813
Goldies Homestead Residents' landline	Building 684 18 Causeway Road, Waiheke Island, 1081	09 3725427
Waipārūrū Hall	Buildings 441-442 & 601-603 35 Whitaker Place, Auckland, 1010	021 989 638
O'Rorke Hall	Building 614 8 Mount Street, Auckland, 1010	021 989 637
Grafton Hall & Student Flats	Buildings 643, 644, 645 & 632 10A Carlton Gore Road, Grafton, 1023	021 476 069
Te Tirohanga o Te Tōangaroa	Building 818 128 ANZAC Ave, Auckland, 1010	027 233 4612
University Hall & Waikohanga House	Buildings 434 (WkH), 436 (UHA), 440 (UHT) UH – 30 Whitaker Place, Auckland, 1010 WKH – 44 Symonds Street, Auckland, 1010	027 544 2520

Resident Adviser | Kaitohutohu Wharenoho Training Overview:

We cannot emphasise how crucial the RA role is to the support and success for students at the University. RA training is the keystone to all of this. It is important that as a professional staff member you engage with the sessions, content and information provided to you. The University takes a 70:20:10 approach to training. Highlighted in the image.

Composition of RA training at UoA:

Online RA training:

You will be required to complete online training through three mediums, Le Va, Microsoft Office, and other University applications

Combined RA training:

Combined RA training brings together external and internal presenters to present on key transferable skill topics. It exposes RAs to services in the University and is designed to be interactive and informative. To consolidate further learning, there will be a compulsory refresher training held in July/mid semester break.

In-House RA training:

Your individual area teams will facilitate in-house RA sessions in February and throughout the year. These will focus on specific matters, team building and policy and procedure.

Situational training:

Situational training will occur throughout the year and is designed to address topical issues facing RAs. Your managers will keep you informed of these sessions as we go throughout the year.

Attending RA training:

Attendance is compulsory for all RA training sessions and it is our expectation you remain onsite over the full duration of training which will serve you well as a team. If you cannot make a session, please contact your line manager.

Meals for training:

Meals are provided during the training sessions for all RAs, regardless of catered or non-catered residences. Please note: only catered RAs will have brunch and dinner provided on weekends. Please contact a member of the Residential Experience team for meal information.

Identification and presentation:

Resident Advisers are encouraged to wear their given name tags to training sessions. This is to not only make yourself identifiable to other RAs, but to assist our presenters in getting to know you. Resident Advisers should have a tidy, yet comfortable standard of dress throughout the training periods.

Resident Advisers need to carry their student IDs on them to be scanned on entry into a training session.

General questions about RA training:

If you have any questions about RA training (sessions, activities, meals), please contact one of our Residential Experience team.

Maritza Kloppers, & Vanessa David

Email: residentialexperience@auckland.ac.nz

Experience

70%

of learning is provided through the use of challenging assignments, on-the-job experiences and creating the opportunity to put your learning into practice.

Exposure

20%

of learning is developed through relationships, networks, feedback and observing others.

Education

10%

of learning is delivered via formal learning processes.

Resident Adviser | Kaitohutohu Wharenoho Expectations:

This section supports the position description accountability areas of:

- Administrative Duties
- Student Welfare & Advisory Service

This section falls under the Leadership Framework dimension of:

- Exhibiting personal leadership
- Setting Direction

Resident Advisers are crucial to the success of a residential community. During your year you will fulfil many roles to build a community alongside your team. Use this manual as a guide, there may be information that may not be entirely applicable to your residence or hall, so you should take direction from your Resident Manager or Head of Operations in some of the finer points of the procedures that are appropriate for your residence.

1. Confidentiality

Incidents: Don't provide confidential or other proprietary information and never discuss sensitive matters (debts, behaviour, incidents) publicly or in public areas. Avoid identifying and discussing others unless you have their permission. You can discuss dilemmas and ethical concerns with your Line Manager or the University Health and Counselling Services.

Disclosure: You can never guarantee total confidentiality with students as many instances where students desire you to remain confidential, you must inform your manager. It is better to let them know that you will only share with the people that need to know, i.e. your Manager. After you've let them know this, make sure you stick to your word. Sharing information with those who don't need to know (such as other RAs) may negatively impact students' trust in you. You can always discuss dilemmas and ethical concerns with UHCS.

Medical information: Residents are required to complete a medical form before they check-in. Your Manager will inform you of any pertinent information regarding your residents. Through the First Aid and CPR Training you will be able to recognize conditions such as epilepsy or diabetes, and how to deal with such situations as required. As this is sensitive medical information, this is confidential and given to you to ensure the safety of the students in your care.

Where documentation is given to you marked 'Confidential' you should take care that it remains as such. Any RA breaking this confidentiality will face disciplinary action.

2. Alcohol and RAs

Being a Resident Adviser for The University of Auckland means being a role model which includes in your social life. For this reason, there are expectations when it comes to alcohol.

- a. No Resident Adviser shall drink with a resident(s) in a resident's room
- b. Resident Adviser are not to drink at all with residents as this can create many issues including conflicts of interest, blurred boundaries and difficulties when documenting students breaking policy. For any events where this may be an issue you will need to talk to your direct line Manager or Area Manager.
- c. Resident Advisers are to not consume any alcohol at any accommodation event unless given permission by their direct Resident Manager or Head of Operations. Should permission be granted, RAs are expected not to be perceived as intoxicated by residents or by staff.
- d. Resident Advisers are expected to be a role model for students therefore drinking to excess in front of students or exhibiting drunken behaviour (including being hung over) is not acceptable and could constitute a breach of duty.
- e. Resident Advisers are not to host parties in their accommodation properties
- f. Resident Advisers should not organise clubbing events to town with residents

- g. Resident Advisers should never consume alcohol whilst on active duty or when holding the RA phone at any point.

In summary for the year that you are a Resident Adviser, you are a full-time role model. This includes your own behaviour. Residents quickly lose respect for you when they see what they consider is an RA behaving in an inappropriate manner.

3. Guests and RAs

Resident Advisers are encouraged to have guests come to the hall within reason. The hall is your home for the time that you reside here. However, it is also your place of work. Therefore, there are some guidelines that must be followed.

- Resident Advisers will not preoccupy their time with guests while they are on active duty
- Resident Advisers cannot have intoxicated guests on site
- Resident Advisers are expected to ensure that their guests abide by the rules of hall and are responsible for their guests and their actions.
- Resident Adviser rooms are not to be used for parties. Should RA flats be hosting functions, they are required to complete the function request form and talk to their direct line manager.

4. Professionalism

Being a Resident Adviser for the University of Auckland means being a young professional. As you are a part of a large organisation there are common skills and courtesies that are required in this role.

These include, but are not limited to:

- Check emails and MS teams regularly, at least once a day
- Maintain resident check ins as required, inform line manager of any concerns.
- Reply to emails/messages, where appropriate, to acknowledge that you have read and understood what has been sent to you
- Reply to text messages for the same reason as emails
- If you must miss a meeting, please communicate it with your Manager directly and well ahead of time and apply for leave in advance where necessary.
- Check the Facebook pages regularly
- Communicate information through the proper channels
- Respect your colleagues
- Be punctual
- Perform your duties diligently and with enthusiasm
- Wear your uniform with pride
- Act in an open, honest transparent manner
- Make sure you are well presented, and you exhibit a positive attitude
- Recognise that you are representing the University, Accommodation, your hall, and yourself in the RA role

Policies and Procedures:

1. Health and Safety

The University of Auckland is dedicated to ensuring the highest standards of health and safety for our staff and students. This section of the RA Handbook will provide you information on some of the Policies and Procedures that you will need to know. Please ensure you read over these carefully in preparation for our RA training which will provide the opportunity to cover some of these topics in more detail.

a. Accidents:

When dealing with an accident it is desirable that wherever possible you have other staff to assist you. Where necessary, ask a resident to get another staff member while you begin dealing with the accident. If the situation requires calling emergency services (police, ambulance, fire) then the incident must be reported in StarRez and to the Manager at the time of incident.

Remember to assess the situation carefully at the outset for potential hazard to other people, including yourself. If Emergency Services have been called, someone will need to assist with their access to the building and direct them to the scene of the incident as required.

If you have called an ambulance for a resident, please stay with the resident at least until the ambulance staff arrive. Ensure you have called your second on call. If the resident in question have a friend who can go with them to hospital, and it's a fairly straightforward case, then that's fine. Duty RAs are not to leave the premises to accompany Residents to the hospital or give out any medication including Panadol.

All incidents must be logged in StarRez. [Additionally, in the case of an accident on university property or serious incident, you will be required to complete the appropriate form for the University.](#) Bearing such a report in mind, it is important that you are aware of the facts surrounding the incident and that you have the names of any witnesses. Having another staff member present may be invaluable for corroborating your report, should any dispute arise in the future.

b. First Aid:

You are required to hold a First Aid Certificate as part of the conditions of your job. In most cases common sense is the key component to successful first aid. You have each been issued a basic first aid kit. If you notice that it is running low on certain supplies, please report through the proper channels. Note that painkiller tablets are not provided in the kit as these are not to be given out under any circumstances. Residents are expected to have their own basic supplies of plasters, aspirin, cough mixture etc.

Record any treatment given within an incident report.

c. Policy:

We will cover the University of Auckland's Health and Safety policy in more depth during our training. This policy can be located on the UoA Staff Internet, under "Policies – Health and Safety" or via this link [UoA Health and Safety Policy](#).

2. Zero Tolerance

The University of Auckland has zero tolerance for discrimination. Racism, sexism, homophobia, transphobia, ableism and other 'isms' share one key feature: they ascribe negative characteristics to a group and assume that those characteristics apply to all members of the group. We encourage anyone who experiences such behaviour to seek resolution via the appropriate processes, including if necessary, complaints procedures, so the University can act appropriately.

a. Harassment:

Where possible it is desirable to contain and resolve such problems within the hall or residence. There is usually sufficient room for negotiation, and the experience of staff may allow for successful resolution of harassment problems.

It is possible that the problem may be associated with the University or the situation is such that external resolution is required. To that end the University has set in place:

- i. Procedures to investigate and/or resolve harassment problems
- ii. Programs to prevent the occurrence of harassment.

When mediation is required the complaint is referred to the Proctor, who is also part of the informal procedures. A complainant may approach the Proctor directly and may request a mediator of the same gender. The mediator with the Proctor co-ordinates University procedures for dealing with harassment and provides educative activities relating to harassment.

Always take issues of harassment seriously and use caution. Remember that there are often two (or more) sides to a story, so talk to all parties before rushing into action. An incident report must be submitted, and your Manager must be informed of any such incidents. Finally, remember to be impartial to the incident and not take sides.

b. Policy:

Under the Prevention of Bullying, Harassment and Discriminator Policy the University is committed to protecting the rights and dignity of members of the University community. The University does not tolerate any form of harassment, bullying, or discrimination. The University expects all members to abide by the laws that protect against bullying, harassment, and discrimination and to treat each other with respect, courtesy, and consideration at all times.

This policy can be located on the UoA Staff Internet or via this link [UoA - Prevention of Bullying, Harassment and Discriminator Policy](#).

3. Social Media and IT Acceptable Use Policy

It is important to recognise your responsibility as a role model extends also to your electronic identity. Below are some guidelines and expectations for you as an RA on social media.

a. Accommodation expectations:

It is important to recognise your responsibility as a role model extends also to your electronic identity. Your line Manager will communicate their expectations surrounding your role and social media however here are a few general guidelines and expectations for you as an RA on social media.

1. **Think before publishing:** What you publish is widely accessible and has more weight coming from a University staff member, so consider the content carefully.
2. **Tone is important: Adopt a warm, open, and approachable tone.** We all want our image to be a positive one. Your tone, your openness and your approachability can help with that, just as they can with your own personal "brand".
3. **Content:** Consider content that's open-ended and invites response. Encourage comments. Post meaningful, respectful comments—in other words, no spam and no remarks that are off-topic or offensive. Make sure your communications are in good taste.
4. **Be positive:** Are you encouraging engagement in a satisfying way between staff and students?
5. **Respect your audience.** Don't use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the workplace. Don't be afraid to be yourself but do so respectfully. This includes not only the obvious (no ethnic slurs, personal insults, threats, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory—such as politics, sex and religion.
6. **Confidentiality:** Don't provide confidential or other proprietary information and never discuss sensitive matters (debts, behaviour, incidents) publicly. Avoid identifying and discussing others unless you have their permission. You can discuss dilemmas and ethical concerns with University Health and Counselling Services.
7. **Permission:** Ask permission before posting someone's picture in a social network.
8. **Use your best judgment.** Remember that there are always consequences to what you publish. If you're about to publish something that makes you even the slightest bit uncomfortable, review the suggestions above and think about why that is. Ultimately, however, you have sole responsibility for what you post publish in any form of online social media. Due to the nature of your role, what you publish may have impact on your RA position.

9. **Timely response:** Always pause and think before posting. That said, reply to comments in a timely manner, when a response is appropriate.

b. Policy:

This policy applies to all members of the University community whether at the University or elsewhere and refers to all IT resources. This policy can be located on the UoA Staff Internet, under IT policies or via this link [UoA – IT Acceptable Use Policy](#).

4. Lockdown expectations for Resident Advisers:

Student accommodation is an essential service and therefore it remains in operation regardless of lockdown. The University is also obliged to continue to support students living in University accommodation as part of its pastoral care obligations outlined in The Education (Pastoral Care of Tertiary and International learners) Code of Practice 2021. Therefore, staff employed in Resident Adviser positions in student accommodation are 'essential workers.'

It is important to understand that while RAs are also students, when it comes to matters relating to their RA duties and responsibilities, RAs are employees of the University and this is the status that determines their obligations to their employer. The obligation of RAs to live in accommodation is set out in the employment agreement and all employment related obligations continue regardless of lockdown for both parties, for staff and for the University.

As with any other essential staff employed by the University, RAs who want to return home for the duration of any lockdown, will be given permission to do so only in exceptional circumstances as set out below.

RAs whose health may be compromised by working in lockdown

As a general rule, we will only agree to an RAs leave of absence during a lockdown because they are immune compromised, or their health and wellbeing is significantly at risk if they continue to work. Any RA with concerns should:

- Discuss their concerns with their line manager,
- The University may require an RA to provide medical evidence that establishes that they have an immune compromised health condition and/or that working as an RA in student accommodation during lockdown may significantly compromise their health and wellbeing,
- Any agreement to leave will be made on an individual basis after consideration of all the facts, including the relevant medical advice.
- The University may also consider whether the RA can remain at the accommodation performing alternative duties (without risking their health and wellbeing).
- If not, we will determine if the RA current duties and responsibilities (either in whole or in part)
 - can be effectively performed remotely; or
 - can be modified to enable them to effectively work remotely, without compromising the quality of the support service offered to students.

Any agreement may also include other changes to an RAs remuneration, including payment of salary to reflect the limited nature of those duties that may be able to be performed remotely.

Furthermore, unless the parties specifically agree otherwise, RAs will be required to continue to pay their accommodation costs. Rent relief (either in whole or in part) will only be granted in exceptional circumstances, on an individual basis, subject to an assessment of the risk to health and wellbeing and consideration of whether it is possible for the RA to effectively work remotely at all.

Nothing in this communication affects staff's ability to use sick leave if they are unwell, regardless of lockdown. In such circumstances, the University's usual policies and practices will apply.

Temporary absence for other reasons during lockdown

It is unlikely that the University will be able accommodate RA staff who simply wish to leave student accommodation for the duration of lockdown, given the essential nature of the accommodation service and the fact that RAs are essential workers whose responsibilities to provide support to our student residents on site continues.

However, if an RA has concerns about their ability to work for reasons other than health, they should discuss

their circumstances with their line manager in the first instance. If your manager agrees to a temporary absence, it may be on the basis of annual leave or on leave without pay.

As noted above, unless the parties specifically agree otherwise, RAs will be required to continue to pay their accommodation costs. Rent relief (either in whole or in part) will only be granted in exceptional circumstances and strictly on an individual basis and documented in writing with the permission to take leave.

If you resign

If you resign during lockdown, all an RAs usual obligation including as to provide notice apply. This means that unless the parties agree otherwise, all RAs will be expected to work out their notice period of four weeks.

RAs will be required to pay their accommodation fees for the duration of the notice period in line with usual practices, unless the parties agree otherwise. Rent relief (either in whole or in part) will only be granted in exceptional circumstances and strictly on an individual basis and documented in writing with the permission to take leave.

Leaving without authorisation

If an RA leaves their role and/or refuses to reside in student accommodation without first obtaining agreement (any agreement must be obtained in writing after a discussion with your manager) or without meeting their notice obligations pursuant to a resignation, they may be considered to have abandoned their employment as an RA.

In such circumstances, they will remain liable for all their accommodation fees for the notice period and/or until such time as the employment agreement is determined to have been concluded.

5. 5D Leadership Framework



The Leadership Framework reflects and encourages a culture of distributed leadership. It provides clarity and a shared vision of what leadership looks like at the University of Auckland.

Leadership is not just a position or title; all staff play a leadership role and are expected to demonstrate leadership behaviours in the conduct of their work. The University has identified the need to increase its leadership capability across all academic and professional staff as an essential element to achieving its aspirations and strategic objectives.

Exhibiting Personal Leadership

Role modelling leadership behaviours to engage others and support the University's values and aspirations.

Setting Direction

Establishing and committing to plans and activities that will deliver the University's strategy.

Innovating and Engaging

Identifying, creating, and responding to relationships and opportunities to improve and progress the University.

Enabling People

Developing self, others, and teams so they can realise the University's strategy and values.

Achieving Results

Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results.

Read more here: <https://www.staff.auckland.ac.nz/en/human-resources/career-development/leadership-framework.html>

Resident Adviser Expectation Learning checklist: <i>By reading this section you should be able to:</i>	✓
Understand the expectations around confidentiality, guests, alcohol and professionalism	
Understand how the RA role carries our university policies related to health and safety, zero tolerance	
Understand best practice when using social media in the role of a Resident Adviser	
Understand the University's expectations in the event of a lockdown	
Reference the University's 5D leadership framework	

This section supports the position description accountability areas of:

- Administrative Duties

This section falls under the Leadership Framework dimension of:

- Enabling People

Resident Adviser | Kaitohutohu Wharenoho HR procedures:

1. Swapping Shifts

Resident Advisers are allowed to swap shifts provided the following:

1. The permission of the Manager has been sought.
2. Swaps are fair (e.g. Saturday for a Saturday)
3. The team has been informed once an agreement has been made
4. For lead/overnight shifts your manager must know **well** in advance as these impact the RA payroll.
5. Swaps must be updated on duty roster, with relevant notes added as required.

2. Applying for Leave

a. Annual Leave:

You have signed an Employment agreement and Residential agreement for time outside of and including the full academic year. This requires you to be here for that time including public and University holidays. **As well as move in, move out, open days, Inter-Res events and any other significant dates as specified by your line manager.** You are to be here from the start until the end of your contract in November or December.

RAs are required to apply for leave if they are:

- Going to be away from the Residence | Wharenoho for 7 nights or more, and apply for that full period
- If you are going to miss a rostered event and/or meeting or engagement (e.g. move in day, open day, or Inter-Res events)
- It is essential to inform your line manager when you will be away from halls, in advance to ensure health and safety aspects are covered while you are away.

Leave must be requested through official channels and you should meet with your manager to discuss leave before applying and making plans. Complete a leave request through the HR portal on the UoA website and it will automatically be fed through to your Manager for approval. It will be considered a courtesy for the matter to be discussed with your Manager before the formal request is made. Under no circumstances should you ever take an application for leave as granted until approval is given.

You will need to apply for leave via www.askhr.auckland.ac.nz

b. How To apply for leave:

Navigate to: **Main Menu>>Self-Service>>Time Reporting>>Report Time>>[Request Absence](#)**

Steps for Absence Entry:

1. Enter **Start Date** of *leave*.
2. Enter **Absence Name**
3. Enter **End Date** of *leave*.
4. Click **Calculate Duration**.

You finish the process by:

5. Ticking the records for which you would like to **apply** for **leave**.
6. Add comments to your manager if you like.
7. Click **Submit** and you will get a submit confirmation when the **leave** has saved successfully.

3. Applying for extra hours

a. When to apply:

Due to the nature and the requirement of this position there may be times where you are required to attend to a student or incident after your active duty shift. You can apply for extra hours under the conditions laid out in your Individual Employment Agreement. For extra hours to apply you will have needed to:

- i. Have finished your active duty and required to attend an emergency
- ii. Have had to actively leave your room – phone calls do not apply
- iii. Respond to a valid reason– returning a vacuum cleaner or refilling printer paper is not an emergency nor a valid reason
- iv. Have been the rostered Primary RA on duty - if you are helping out for any given reason but were not on lead duty the approval of these hours are at the line managers discretion
- v. Have noted in your duty logs or via StarRez incidents the reason of the call out - if it is not recorded you will not be paid, after hours lock outs must be logged alongside room number.

If additional call outs are received that occur within the original 1-hour period, you will not be paid out again. For example, if you get a call at 1am and 1:30am both call outs will fall within the 1 hour paid out. However, if you receive a call at 1am and 3.30am you can apply for up to 2 extra hours.

b. How to Apply:

To submit a request for **extra hours** or overtime:

Navigate to: **Self Service>>Time reporting>>Report Time>>Timesheet**

1. **Select** correct date
2. **Add/Edit hours** worked and/or In & Out times
3. Select the appropriate **Time Reporting Code (Extra Hours)** *you will need to manually enter 2hours as it is not automatic*
4. Select the + sign to add another row if required
5. Ensure you click the "speech bubble" to add comments to each extra hour's request
6. **Save** timesheet for later or **Submit** timesheet for approval

All additional hours will need to be approved by your line manager so if you have any questions, please ask for clarification.

Resident Adviser HR Procedures Learning checklist: <i>By reading this section you should be able to:</i>	✓
Confidently navigate the self-service portal of the HR website (www.askhr.auckland.ac.nz)	
Understand the conditions under which shift swaps occur	
Understand the requirements for Annual Leave	
Understand what situations qualify as extra hours	
Perform the required steps to apply for leave or extra hours	

Boundaries and Balance in the RA role:

This section supports the position description accountability areas of:

- Student Welfare & Advisory Service
- Community Development

This section falls under the Leadership Framework dimension of:

- Exhibiting personal leadership
- Enabling people

Boundaries:

It is important to think about the limits of your role as an RA. What are the things you will be expected to do and what is outside of your role? When you are clear about this it will be much easier to say no to something that is outside of your role.

As an RA you will be expected to...

- be encouraging
- patient and empathetic
- be consistent
- offer referral options if appropriate

As an RA you are **not** expected to...

- be your student's best friend
- put up with bad behaviour
- solve all their problems
- be a counsellor

Tips for setting Boundaries...

- When we identify that we need to set a limit with someone, think about how to do it kindly but clearly
- Try not to make excuses or justifications; Offer a brief explanation if it makes sense
- We can't set a limit that protects our own needs while prioritising other's needs at the same time
- We may be respectful of another person's feelings, but we are not responsible for what they feel
- Anger, resentment or feeling trapped are often clues that boundaries need to be set
- Other clues may be feeling overwhelmed, suffocated, or victimised. We need to pay attention to what our bodies are telling us as well. Anger may signal us the need to set a boundary, but the more successful we are at maintaining it, the less powerless and therefore the less resentful we may feel
- We will be tested when we set boundaries
- Don't set a boundary until you have the resources to maintain it. Often the key to boundaries isn't convincing other people we have limits; it is convincing ourselves
- Be prepared to follow through with the boundaries you set
- Our boundaries need to match our behaviour. Our actions need to match our words. Boundaries are to take care of ourselves, not to control others

It's not always easy to create boundaries, here are some strategies for saying no:

The Sandwich Technique....

- Start with a positive statement e.g. I would normally be really happy to help out
- State the difficult part (the meat in the sandwich) e.g. however, I am going to have to say no as I have an essay due
- Finish with another positive statement e.g. if you need a hand another time, and I don't have a lot of work due, I'd be happy to help out

Right Now...

- Acknowledge the person's position e.g. I can really appreciate how much you want to go to hear your favourite band, especially when you have got a free ticket
- Clearly state your own position. It is often helpful to start with "However, right now I..." e.g. However, right now I need to work on my assignment. It's worth 25% and is due on Wednesday so I can't cover for you tonight.

- Find a way forward e.g. who have you asked? I'm happy to check with the other RAs on the team to see if any of them can help.

Self-Care:

While you are a supporting figure and a guiding role to your residents, it is hugely important to remember your own wellbeing and general health. It is crucial for not only the role but your own mental wellbeing to ensure that you are looking after yourself in the best way possible.

During your role as an RA:

Be aware of your own needs – Make time to do things that make you happy and allow yourself time to separate work time from enjoyment time.

Remind yourself that your needs are important – There was a reason you were doing certain activities before becoming a Resident Adviser, so keep doing them.

Be aware that difficult situations may cause a disruptive reaction in you – For many, the Resident Adviser position opens a whole new set of situations that you may not have encountered previously. Understand that it is okay to be impacted by these situations, its only normal.

De-brief by talking to someone and escalate to your RM if necessary – Your surrounding team and Resident Manager are there to not only support the residents in accommodation, but also each other. If you ever need someone to talk, remember they are going through similar situations and will understand.

Always remember that the support and help offered in RA Training is always applicable to you. Should you require support you will be made a priority.

Balancing the RA role:

Balance is always hard. No matter what role you are performing it requires you to tread fine lines. The below table will hopefully help you navigate what the RA is and is not.

Being:	But not:
Friendly	A friend
Sympathetic to the student's situation	Pro-student and anti-university
Sensitive to the uniqueness of each situation	Inconsistent in the way you handle situations
A supportive person	Strictly a disciplinarian
Loyal to and cooperative with fellow staff members	False to one's standard of conviction
Able to support all policies	Being overly and openly critical about any policies you disagree with
Ready to "back up" any of your Residents where appropriate and needed	Going out on a limb and "sawing it off" behind you for certain residents
Ready to devote time and attention to those who seek it	Over-solicitous (Over-concerned)
Able to develop responsibility in your residents	Giving attention to a select few (Playing favourites)
Being strict enough at first	Alienating yourself from your fellow staff by acting overly disciplinarian or too soft
Able to convey the rules and regulations so your residents will be able to understand them	Making the floor seem like a prison or party central

Able to do justice to academic work and other interests	Stressing anyone to the detriment of others
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If you ever have any concern regarding another RAs or your own performance, talk with your Manager. They are there to assist you in navigating the team dynamics and supporting the whole team.

When in doubt, ASK.

Boundaries and Balance Learning checklist: <i>By reading this section you should be able to:</i>	✓
Apply techniques related to creating boundaries with residents	
Understand the principles of self-care and how they relate to the RA role	

Resident Support and Guidance:

This section supports the position description accountability areas of:

- Student Welfare & Advisory Service
- Community Development
- Academic Support

This section falls under the Leadership Framework dimension of:

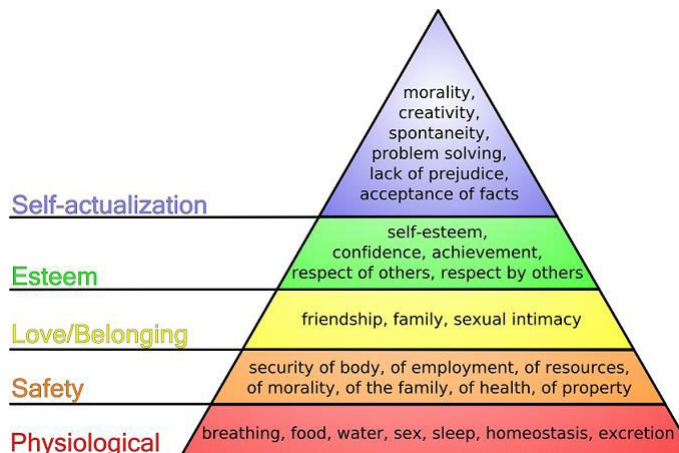
- Exhibiting personal leadership
- Enabling people
- Setting direction

Common Student Transition Experiences

The transition to the next level of tertiary study or a new environment makes many adjustments demands on students. Each of the following sections focuses on a common problem that students experience when transitioning into something new and offers some suggestions on how you as a RA can help them with their problems.

Self-Esteem Needs:

Self-esteem is generally described as the gap between one's self image and one's self expectations.



[Image source](#)

As an RA, you can be of assistance by giving support and encouragement to students. Presenting yourself as a supportive agent could be a critical step to students in helping them maintain a positive self-image and increase their self-concept.

Interpersonal Conflict:

Interpersonal conflicts with other students are common. For most students, this will be the first experience of communal living. Conflicts will arise naturally in any group situation but seem to be accentuated when groups of students are asked to live together in close proximity to one another with the primary focus of attention on themselves. The conflicts that arise between residents are usually over minor things, often reflecting an underlying interpersonal difficulty or a difference in personality types. It is important to remember that not everyone will get along in the hall or residence as some personalities have and will always clash. It is how you and residents choose to deal with conflicts that will positively or negatively affect the outcome.



Academic Adjustment:

Adjusting to a new academic environment and/or new level of academic study with its demands for studying, more intense academic competition, and enhanced critical thinking skills is both frightening and anxiety producing for students. The anxiety and apprehension surrounding assignments or exams can lead to behaviour such as excessive drinking and disruptive acts. Other stress reactions, such as depression, panic and avoidance are also common. Also keep in mind that many of our international students will not be familiar with the NZ jargon: e.g. Paper in the USA means essay and here at UoA it means course.

Homesickness:

Common to most students who are living in a new country or away from home for the first time is a sense of loss or feeling of "aloneness" that has been termed "homesickness". It stems from distance from the environment where love, belonging, support and reinforcement are abundant. Though most students experience some form of homesickness, few students are willing to admit it. Students seem to equate homesickness with a lack of maturity. Most students can overcome this homesickness through a short weekend visit at home or through the support of friends in the hall or residence.

Extreme Introversion and Extreme Extroversion:

Some students having difficulty in establishing relationships may exhibit one of the two common behaviours, extreme introversion, or extreme extroversion.

Introversion is a common reaction from a student with difficulty creating relationships with their peers. The simplest solution, as students may interpret, is to simply remove themselves from the group. Introverted students may keep to themselves, spending much of their time away from the living area or spending much time alone in study, watching TV or simply alone in their room. These students may be somewhat insecure and perhaps somewhat frightened by the university experience. However, some students simply take longer to establish relationships. It is important to keep up with these students and see their progress.

Extremely extroverted students are the other side of the coin. They wish to participate in the group so much that they try too insistently. Through their extroverted, sometimes compulsive behaviour, they force themselves upon other individuals to the extent that some groups begin to ostracize them. Often these students have what are best described as "awkward social skills", in which they do or say inappropriate things within the group. Unfortunately, the harder these students try to become part of the group, the more apprehensive the group becomes. These students can develop a reputation for being overbearing and obnoxious and are left out of many group activities.

As with the introverted student, the extroverted student has not yet learned an acceptable style of interaction within the peer group and tends to overcompensate for deficiencies.

As a RA, you are in a position to observe both types of students and to assist them in developing positive skills that will benefit them in their interactions with others. However, sometimes these students will cling to the RA as they have been ostracized by the group. They come and sit in the RA's room for prolonged hours, occupying much of their time and inhibiting other students from making casual contacts. These students can consume much of your free time because you are the one person who seems to care about them. It is important to encourage them to seek connections with others as this is important in developing necessary social skills.

In this situation, talk with the student about their interaction with other people in terms of developing appropriate social skills and interpersonal relationships. The discussion should centre on alternatives and ways in which they might learn to positively interact within the group. If concerned, do not be afraid to discuss the situation with Residential Management team.

Sexual Identity and Relationships - Common Issues:

Many of our students are discovering their own sexual identity and navigating intimate relationships for the first time. It is not uncommon for a student to experience some difficulty in this process. University social life places an emphasis on establishing intimate or sexual relationships. Part of students' self-

concept and "self-esteem" in this stage is defined by these. In this phase, students do not always have the maturity to develop satisfying intimate relationships. Students may have a number of brief, unsatisfying encounters with members of the opposite or same sex.

As an RA, you will see much more stress and anxiety about sexual relationships among the residents. Some students will be confident in themselves and will frequently have positive sexual interactions. Others will consistently have difficulty in establishing such contacts. These students may lack self-confidence, have a poor self-image, or have not yet developed good social skills. Simply put, the student may not know how to meet a potential intimate partner in a setting that would lend itself to the initiation of a relationship.

You may be able to talk candidly with students experiencing difficulties in establishing social relationships. You can tell them that the open, honest, and straightforward approach with an individual usually works best.

20 things Accommodation staff need to remember about International Students:

- When they arrive, they are often exhausted from a long journey
- The most important thing when they arrive is usually setting up their technology – access to wifi specifically, so they can call home
- The second most important thing is usually orienting themselves to their immediate surroundings. This includes:
 - Navigating the accommodation property
 - Locating the nearest services that are important
- Many students will need accommodation confirmations so they can get 18+ cards and bank accounts
- They want to be greeted by someone and given a tour, but NOT on the first night if they are arriving late
- In large groups, international students have a huge impact on domestic students.
- Research by Education Counts NZ has indicated that domestic students are largely disinterested with seeking out relationships with international students, however they report positive feedback once the relationships are created.
- Research by Education Counts NZ has indicated that international students living in residential programmes have increase intercultural knowledge and interactions, however this is based on their integration.
- Homesickness will show up in many international students between the 4-6-week mark, as the travel stops feeling like a vacation.
- Many students want the opportunity to meet people from their home country, but they don't want those to be their exclusive relationships.
- For students coming from certain countries, this may be the first time they've had access and legal ability to drink alcohol
- Some plan trips during break periods, but those who cannot afford to do so will feel lonely or left out during breaks
- They face culture shock of varying degrees
- There can be huge language barriers for students coming from non-English speaking countries.
- Many international students find seeking help (like counselling or asking for support) to be a sign of weakness
- Adjusting to food differences is a really big adjustment for some
- There is a LOT on the plate of an international student because almost everything requires extra steps – signing up for classes, getting bank accounts, having identification, getting a job, etc.
- Social differences – things like tipping and the formality of relationships look very different and can throw people off track
- International students are often expected to be patient and open-minded, but that expectation is not often one that others have of themselves when interacting with international students.
- Climate – students from very warm countries or very cold countries may have very strong reactions to Auckland's climate and it can impact their levels of energy and induce depression and anxiety.

Supporting International students through homesickness:

Research shows that 70% of students will experience homesickness to some degree, and that is especially true for international students. Physical and emotional symptoms of homesickness include:

- Loss of concentration
- Crying and sadness
- Difficulty sleeping and eating
- Waves of emotion
- Disrupted menstrual cycle
- Nausea, headaches and/or dizziness
- Trembling, and feeling too hot or cold

Typical thought patterns usually include:

- I miss my friends and family so much
- I want to go home
- I want to be with my family
- I hate living with people I don't know
- I don't know who I am here
- People here don't like me
- I don't belong here
- I want to cry all the time
- Everyone else seems fine. What's wrong with me?

Homesickness for international students often begins between the 6-10-week mark, often because it takes about this long for the experience to no longer feel like a vacation. Remember that it is totally normal to feel homesick, and it is not a sign of weakness. It's so normal, that there are heaps of resources out there that can assist you in figuring out how to combat homesickness. Below is a compiled list of some tips and tricks when this time hits:

1. Make your room feel as much like a new home as you can. Put up posters, photos, etc. – anything that feels familiar.
2. Reach out to other students from your country on your property Facebook page. They are likely going through the same thing
3. Cooking food that you're used to eating at home can be a fun way to tackle those homesick feelings. Check out the 'international' aisle at the market to look for specialty items. Share the food with your flatmates.
4. Get involved – join a club, find a running group, take a class at the local boxing gym. Just keep moving. Staying busy doing things you enjoy will lead to new relationships, and new friends can oftentimes be what makes your international experience so special.
5. Tell people how you feel – being honest can create depth to the new relationships you're creating in your new home.
6. Look after your physical wellbeing. Don't neglect your body, because sleeping well, staying active and eating right all have an impact on your ability to stay stable during a period of homesickness.
7. Schedule specific times for calls/video with your family. Uni can be hectic, so adding it to your calendar to ensure it happens will be important. However, be careful not to do it too often. You might miss out on what is happening around you and become closed off to your new environment because you are so wrapped up in what is happening at home.
8. Reach out to the International Office. They have a lot of experience working with international students and can likely provide you with additional resources or support, or at least lend a listening ear.

Other Problems:

Illness, family problems, financial difficulties, and general personal problems are always present among students. In today's high-pressure university environment, few students can afford to miss more than one week of classes and still hope to catch up. These problems are not specific to first years, but they may present special problems for students who have never had to cope with being independent. Think back to the time you were first sick in the Halls. It is rather frightening to be ill and on your own.

Financial problems are also frightening to students. Though some students may be able to borrow money or get additional funds, some students are not able to. Personal problems can also be intimidating.

As an RA you should be sensitive to these needs and lend support, assistance and experience in guiding the student through these difficult experiences.

Resident Support and Guidance Learning checklist: <i>By reading this section you should be able to:</i>	✓
Understand the Structure of Self Esteem Needs	
Understand the basics of interpersonal conflict	
Understand the difference between Introversion and Extroversion	
Apply the correct process to offering residents support	
Explain how residents may be impacted by a range of transitional situations	

Listening & Helping Skills

This section supports the position description accountability areas of:

- Student Welfare & Advisory Service
- Academic Support

This section falls under the Leadership Framework dimension of:

- Exhibiting personal leadership
- Enabling people

This section of the RA Handbook will provide you information about listening and helping skills as related to assisting students in their wellbeing needs. All of us want to be listened to, it makes us feel cared for and valued.

Active listening is more than just hearing the words.

Active listening means listening for the meaning and feeling behind the words.

Here are some points to think about:

- 1) Be ready in your own mind to put your thoughts and feelings aside.
- 2) Show with your body that you are interested.
 - Look at the other person let your facial expression show interest and caring
- 3) Show by your voice that you are interested and encouraging.
 - **Avoid interrupting** use encouragers such as *hmmm*, *yes* and *nods*
- 4) Continue to concentrate on what the speaker is saying.
 - Try not to think about what you want to say next.
- 5) Ask questions which invite the speaker to continue and explain more about what she is feeling.
Use **how**, **what** and **where** questions

- *How do you feel about that?*
- *What would you like to do now?*
- *Tell me about that.*

Avoid why questions which can make the speaker feel judged or that there is a right or wrong answer.

- 6) Check that you hear and understand
 - *I'm not sure that I follow you*
 - *Is what you're saying that...*
- 7) Reflect back the feelings the speaker expresses or seems to experience:
Student: *It wasn't fair*
You: *You felt angry about that?*
Student: *I just make a joke of it now*
You: *So you laughed it off, but you felt really hurt about being teased*
- 8) Try to imagine how the speaker is feeling, rather than thinking about what you would do or how you would feel.
- 9) Work in how to connect student to University Health and Counselling Services (UHCS) or other support services as needed

What NOT to do...

- 1) Do not go off on your own thoughts.
- 2) Do not give opinions, advice or interrupt. Wait until the speaker has finished,
- 3) Do not try to explain why you think the situation has happened.



[Image Source](#)

Reflection:

Reflection can be used in a number of ways when supporting a resident. Reflecting in order to get clarification is a great way to ensure you are understanding and hearing what someone has to say.

Key reasons for using reflections for clarification of significant content and feeling:

1. To convey to the speaker that she or he has been accurately heard.
2. To clarify content and meaning.
 - This does not mean parroting phrases, but rather summarising key points
 - Summaries can be phrased as questions or used with an inflection, to invite the speaker to give feedback regarding the accuracy of the summary.
 - Check for shared meaning. It is often helpful to check assumptions about shared frames of reference.

Highlight stated feelings in a way that indicates an acknowledgement of the feelings as well as an understanding of key content.

Reflecting underlying feelings:

Distressed people often present a front to mask underlying vulnerability. For some people anger may feel safer than the pain or powerlessness that may lie beneath it. Bluff and bravado **may** mask fear or anxiety. If the underlying feeling can be reflected back in a way that conveys acceptance, and lack of judgement, this often provides a welcome relief, and the front becomes unnecessary.

Key points in reflecting underlying feelings:

- Trust your instincts
- Present the reflection in a questioning manner which invites the speaker to confirm, deny or elaborate further
- Don't worry about being inaccurate, the speaker invariably clarifies, thus providing both the speaker and the listener with more insight and understanding

Some possible sentence starters:

I imagine you might be feeling very concerned about that
I'm wondering if you are feeling anxious about the implication of...
I imagine that could be very worrying...

Here are some points to think about:

Developing a skill requires practice. Try this checklist after you have been listening to someone.

1. Was I really interested in this person?

2. How would the person have **known** I was interested?
3. Who did most of the talking? (85% - 15%)
4. What things did I do to encourage the person to talk?
5. How well did I use open-ended questions?
6. Did my *reflections* help to clarify the person's thoughts and encourage them to talk further?
7. Did I refrain from making judgements or forming conclusions?
8. Did I avoid cutting across their ideas or interrupting?
9. Did they clarify their ideas, see the cause of the problem or see things in a new light as a result of my listening to them?
10. Were they able to reflect on the issue in their own words?

Listening & Helping Learning checklist: <i>By reading this section you should be able to:</i>	✓
Apply the key concepts of Active Listening	
Develop a range of communication techniques	
Reflect on a conversation to help better communicate with residents	

Community Building:

This section supports the position description accountability areas of:

- Community Building

This section falls under the Leadership Framework dimension of:

- Innovating and Engaging
- Achieving Results

Our Accommodation Vision:

To establish a community which promotes Hauora and enable ALL to reach their full potential

This vision forms the basis of everything we do in Accommodation. Our safe environments, residential experience and services are all designed to allow Residents to reach their full potential. Keep this in mind throughout the year as you develop your community.

Our Accommodation whakataukī:

He waka eke noa! – We are all in this together!

Our motto is a Māori whakataukī that captures that we are one community that look out for each other.

The role of an RA in community building:

Often when RAs think of community building, they automatically think of events. RAs are not event managers. While events are strategy, we utilize in community building, it is not the only one. Events are approved by Resident Managers and facilitated by Resident Coordinators. As an RA you will be required to advise, contribute and support these events as seen fit by your management team. As an RA your role in community building will be to have intentional, meaningful interactions with your residents, ensuring the best interest of all residents and to cover contact tracer and health and safety aspects. An example of this will be RA chats and Flat chats. Time and understanding will be the most important tool to developing community. In addition to this, RAs will support residents in finding their place in the world by promoting community and university initiatives and opportunities. Organizing shared educational activities that promote personal growth and responsibility is another way in which RAs develop community.

The Community as an RA:

As an RA, you may find that some of the relationships you have with your residents or wider community are not of the quality you would like. It is difficult for RAs to establish interpersonal relationships with students with whom they live. In other cases, it can be easy for an RA to develop an interpersonal relationship with their residents in close proximity than with other residents as more of their time is spent close to them. Students often hold the perception that to get close to the RA is a form of seeking favouritism. Other students may discourage this behaviour by teasing the student who is attempting to establish a close relationship with his or her RA.

One of the common responses to this void of close personal friendships RAs sometimes feel in their living unit is that they seek these relationships among the other RAs on the staff. This has its challenges and these aspects should be considered. On the positive side, RAs receive support from other RAs and may develop close personal friendships that are maintained beyond University. The negative aspect is that if all the RAs spend all of their time together, students may view them as an exclusive clique. In some cases, this can develop into an "us vs them" mentality about working with students in the hall that lessens students' willingness to approach RAs for assistance. Often RAs become so consumed with being an RA that they neglect their own needs for recreation and escape. You should develop friendships in the community and among the RAs, but also outside of the hall. These friendships may help you maintain some objectivity on what it is that you are doing and can provide a much-needed retreat for you from the subtle pressures of living, eating, and sleeping RA work.

Creating Safe Spaces:

One of the most challenging yet rewarding aspects of the RA role is to create safe spaces. Creating

safe spaces allows residents to engage deeper and more authentically with those around them. Such strong connections can significantly impact a resident’s overall academic performance and well-being. There are several factors to keep in mind when thinking about ways to create a safe space for your floors/blocks and Residences. These include:

- Being mindful of the language used
- Making sure the physical environment is conducive to healthy living
- Stepping in when inappropriate behaviours are demonstrated
- Allowing your residents to have input into the community
- Ensuring all residents needs are considered, paying attention to the quieter residents

Behaviour Management and Accommodation Policy:

When considering behaviour management and potential breaches of residential regulations, it is important to include the reality that many issues that are common in a residential setting can be lessened or eliminated by having first built a positive community and developed community standards/expectations. Building a positive community encourages students to not have a negative impact on the community and communicated standards or expectations allow for some self-monitoring and clarity about expected behaviours.

The Resident Advisers do not have the authority to fine residents or impose discipline measures. The RAs ONLY document incidents. This protects RAs from being the “judge and jury” and enables the RA to rekindle the community spirit should it be negatively impacted through the documentation of an incident

2023 Community building goals:

We have some key community building goals that will be realized in the first semester of living in accommodation. These goals are:

<p>All the Names</p> <p>RAs know all the names of the residents in their immediate area</p>	<p>Purpose 24</p> <p>Within 24 hours of checking in, a resident has an in-person follow up with a staff member.</p>	<p>Blueprint 100</p> <p>100% of Residents/Flats have a meaningful 1:1 with an RA in the 1st 6 weeks.</p>
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In realizing these goals, you will be guided and supported by your Accommodation Management team.

Community Building Learning checklist:	✓
<i>By reading this section you should be able to:</i>	
Understand your role as an RA in relating to building community	
Understand what a safe space is and apply techniques to create this	
Understand the goals accommodation has for community building in the 1 st semester	
Provide key information to residents to help foster and easier University Experience	

Identifying Students in Need of Support

This section supports the position description accountability areas of:

- Student welfare and Advisory services
- Academic support

This section falls under the Leadership Framework dimension of:

- Innovating and Engaging
- Achieving Results
- Enabling People

If a resident directly states a need for help, your careful, attentive listening can make a considerable difference in the process of getting them an appropriate referral. It will also help them feel supported and less alone. Remember to listen not just to *what* is said but also *how* it is said (to the tone of voice, facial expression). Responding with accurate information regarding a referral to the appropriate agency is critical in linking the student to the help needed.

However, requests for help are not always direct. The below can help you identify students in need of help.

What to Look for (Changes in Mood or Behaviour):

- Withdrawal from usual social interaction, residence/hall activities or from friends
- Significant increase in alcohol consumption or changes in patterns of drinking. Increase in associated at-risk behaviours
- Withdrawal from lectures or classes, not completing assignments
- Significant loss of motivation, apparent disinterest
- Noticeable changes in energy levels (hyperactivity or exhaustion)
- Notable changes in personal hygiene and/or appearance that suggest neglect
- Crying for no apparent or explainable reason, outbursts of anger or unusual irritability

Referring students causing concern:

- Find a safe, quiet place to talk
- Speak directly to the person in a straightforward way that shows your concern
- Be specific. State what behaviours you have observed and invite person to talk about it
"Lately I have noticed that you seem..... I was wondering if anything was bothering you. Would you like to talk about it?"
- Clearly state your concern and willingness to listen. If appropriate offer alternatives
"I would really like to support you in any way I can but perhaps there might be someone else you might feel more comfortable talking to?"
- Listen carefully. Try to understand their perspective without offering opinions or judgments
- Explore existing support networks
- Recognize and normalize underlying feelings and underlying fears

Making Referrals

- If a referral is appropriate, make a clear statement expressing concern and intent.
"I would really like to support you with this, but I don't feel I have the skills to help you with have you thought about talking to someone at the counselling service?"
- Avoid the confidentiality trap. Safety **must** come first. You can discuss any dilemmas and ethical concerns with UHCS.
- Carefully check fears and doubts
- Offer support and reassurance
- Be direct in letting the resident know that you believe it is important to access professional counselling assistance
- Inform them that counselling is confidential and free of charge.
- If the resident is willing, discuss the next step. Offer support with the process if it seems appropriate or helpful.
- Except in emergencies leave it open for the resident to accept or refuse further support.
- The following suggestions may be helpful with reluctant students
Acknowledge, validate, and discuss the student's real fears and concerns about seeking help.

Normalize these doubts and emphasize the role of the counselling service within the University as a support service for students.

Point out that a situation does not need to reach crisis point to benefit from seeking assistance.

Restate your offer to accompany the student or to assist them in making the appointment. Suggest that they may like time to consider. Respect their decision - unless **it is an emergency!**

- Follow-up with the resident at a later date to indicate your continued concern and support.
- If for any reason, the counselling experience wasn't helpful, offer to speak to Kimberly Farmer (Counselling Lead) on their behalf. There may have been some misunderstanding. There have been some practical difficulties that could be overcome, or a change of counsellor may be appropriate. Remind the student that it is our responsibility to be open to feedback.

Contacts:

University Student Counselling:	09 923 7681, Ask for Duty Counsellor
Crisis Service:	0800 800 717
Emergency Services:	111
Te Papa Nemaaki	tepapamanaaki@auckland.ac.nz
Important:	Stay calm and get support for yourself.

If calling Counselling Service:

Tell reception that you are an **RA** and you need assistance with an appointment for your resident. If necessary ask to **speak directly** to one of the staff members below:

Counselling Lead =	Kimberly Farmer	k.farmer@auckland.ac.nz
Deputy Counselling Lead =	Julia Pelle	julia.pelle@auckland.ac.nz

Identifying students in need of support Learning checklist: <i>By reading this section you should be able to:</i>	✓
Identify the signs that indicate a resident might need support	
Apply the skills required to make a successful referral	

Crisis & Emergency Management:

This section supports the position description accountability areas of:

- Student welfare and Advisory services

This section falls under the Leadership Framework dimension of:

- Achieving Results
- Enabling People

Crisis Management:

The difference between a crisis and an emergency is that a crisis is a crucial or decisive point or situation; a turning point while emergency is a situation which poses an immediate risk, and which requires urgent attention. Outlined below are the guidelines for dealing with emergencies/crises.

The goals of Crisis Intervention:

- To intervene early to avoid the build-up of distress and tension
- To reduce distress- by normalizing how people are likely to respond, increasing understanding and acknowledging distress
- To encourage constructive helpful responses and support group cohesion
- To provide the opportunity for continued care and supporting referral where appropriate
- The majority of individuals exposed to a traumatic event will not need formal psychological intervention, beyond being provided relevant information

Handling a critical incident:

- Stay Calm. Keeping your cool is critical.
- Speak simply. In a volatile situation, people cannot reason clearly.
- If you feel you can't deal with it alone, **get help**.
- If a situation escalates out of control, **don't** get physically involved, call for **Security** or the **Police**.
- Your safety and the safety of others is paramount.
- Work as a team. Get help from other duty RAs or Level 2 on call staff so that those directly involved can be cared for while others are removed from the situation.
- When managing conflict situations don't place blame. Listen to all sides of the issue. Appearing to blame or judge may exacerbate anger.

Supporting those involved:

- Validate the significance of their experience.
- Remember that people respond differently for lots of different reasons.
- State the limits of your role and what you are able to provide.
- Offer on-going support to get what help is required.
- Explore doubts and fears about seeking support.
- Allow the person to feel as much in control as possible.

Supporting witnesses or those indirectly involved:

- Get other RAs to help meet with other students to provide immediate personal support.
- Provide a clear, succinct explanation of what has occurred.
- Normalise the likelihood of unexpected reactions.
- Demonstrate care and support by showing willingness to help get the support needed.
- Encourage other residents to support each other.
- Try to restore normal Hall or Residence functions as soon as possible.
- A sense of security and safety is re-established when other residents have some sense of normality.

If you ever have any concerns, please reach out to the person on-call for your area. It is always important to take mental health issues seriously and remember that there is always someone backing you up.

Following a crisis, here are some helpful tips for you and on what to advise your resident(s):

- Within **the first 24-48 hours** periods try alternating physical exercise with relaxation to alleviate some of the physical reactions

- Structure your time; keep busy
- You're normal and having normal reactions; don't label yourself crazy.
- Talk to people; talk is the most healing medicine
- Be aware of *numbing* the pain with overuse of drugs or alcohol, you don't need to complicate this with a substance abuse problem
- Reach out - people do care
- Maintain as normal a schedule as possible
- Spend time with others
- Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
- Give yourself permission to feel rotten and share your feelings with others
- Keep a journal - write your way through those sleepless hours
- Do things that feel good to you
- Realize those around you are under stress
- Don't make any big life changes
- Do make as many daily decisions as possible that will give you a feeling of control over your life - if someone asks you what you want to eat, answer them even if you are not sure
- Get plenty of rest
- Don't try to fight reoccurring thoughts, dreams, or flashbacks - they are normal and will decrease over time and become less intrusive
- Eat well-balanced and regular meals (even if you don't feel like it)

Emergency Management Procedures:

As a Resident Adviser you will be responding to different situations. When certain emergencies arise, there are recommended procedures that you will have to follow. Below are some emergency guidelines for you to consider.

Please Note: Each RA is the emergency warden for their floor in any given emergency situation. Where an emergency occurs after hours or during duty hours, the lead / head warden will be responsible.

Fire Evacuation:

Role of the Duty RA:

If you are the duty RA on any given duty, you are the building fire warden. As the building fire warden, you are to coordinate the evacuation. Ensure fire services are alerted, University Security is alerted and that evacuees are heading to the correct assembly point. You will receive resident specific training, to ensure all aspects are covered.

Contacting emergency services:

Where you are called upon to call emergency services **DIAL 111**. In a calm manner, provide the operator with the address of the property.

Evacuating and Assembly areas:

When evacuating, please do so in an orderly fashion. While it is a critical situation, a cool calm head will go a long way in re-assuring others around you. Ensure that the students are following all designated instructions. Each property will have a designated assembly area. If you are unsure where this is, please ensure that you are familiar with your property's assembly points.

Fire Panel:

Each property will have a fire panel that needs to be cleared/ turned over to show that their floors are clear. Please familiarise yourself with where your fire panel is for your property. Take the time to learn how the panel is to be utilised in a fire emergency.

Communication during the evacuation process:

During the evacuation, each RA will have a role to play. This will vary from property to property, nevertheless the fundamentals of role communications will remain the same.

Floor Wardens are to:

- Wear their warden vests where possible
- Ensure that any persons with disabilities and their caregivers are accounted for.
- Advise the Building Warden that there is a person with a disability and their caregiver evacuating from their floor or remaining in or near the nominated exit if it is not possible to evacuate them.

The Building Warden is to:

- Ensure the evacuation board/check sheet indicates the floor remains occupied.
- Update the Fire Service upon arrival should persons with disabilities and their caregivers still be within the building.

Emergency medical treatment:

If you discover an incapacitated person in the building, you should stay with them and help if you can - as long as you can do so without putting yourself in danger. Ask someone to advise the floor warden of the problem and to seek first aid help from the building warden. If the incapacitated person is in immediate danger from the emergency, ask other people to help you to move them to a safe place. If they can't be moved, leave the building, and report their location to the building warden.

Re-entering the building:

Only Emergency Services staff can enter a building while the evacuation alarm is sounding. You can only re-enter the building when you've been given clearance by the Building Warden. Floor wardens may be used to control entry points to the building. The Fire Service will let the Building Warden know when it's safe for you to re-enter the building.

Trapped Person in an Elevator:

Some of our accommodation properties have some type of machinery involved in their operation such as a lift. The most common being an elevator. There is also the potential that they are trapped in these machines.

Actions to take if a person is trapped in a lift:

- Look for the "Lift Emergency Phone" button or phone in your lift.
- State your location and the lift number.
- Remember to keep calm, help will be on the way.
- State which level you believe you are on or between.
- Time of breakdown.
- Do not attempt to open lift doors or release the occupants yourself.
- Note: in some lifts, telephones are provided with advice as to who you should call. In more modern lifts a push button, intercom type, direct dial service is provided.

If you observe a malfunction from outside an elevator:

- If you think someone may be trapped inside, contact Security Services.
- If they can hear you, try to reassure trapped person(s) that help is on the way.
- Do not attempt to open lift doors or release the occupants yourself.
- Should occupants suffer a medical condition while trapped contact the emergency services.
- Security will ensure that help is on its way either via Maintenance or the lift company directly. Security will attend to reassure lift occupants. In extreme cases the Fire Brigade may be called to assist with the rescue.

Bomb threats, suspicious mail, and explosions:

It is important to note that you should not use a mobile phone or trigger any fire alarms as these devices and sounds may trigger an explosion.

Remain calm and treat all bomb threats as genuine.

There are two types of bomb threats:

- specific bomb threats - where information will be given about the device or suspicious item
- non-specific bomb threats - where no information is given, other than information that a bomb is present or nearby.

For both types, where possible, you should ask and record answers to the following questions

- Where is the bomb?
- What time will it explode?
- What does it look like?
- What will cause it to explode?
- What kind of bomb is it?
- Why did you place the bomb?

Note as many details as you can about the person informing you about the bomb:

- age
- ethnicity
- sex
- speech
- accent
- any background noise that you can identify.

If a suspicious object is found, leave the object as it is. Once all the above has been identified:

- Inform emergency services of the threat and details obtained.
- Have person who received the call or identified suspect parcel be immediately available for interview.
- Inform emergency services of the location of any bomb or suspicious parcel.
- Inform emergency services of any areas that have not been cleared of staff/students/visitors.
- Inform emergency services of any suspicious person or activities witnessed or items that are suspicious.
- Follow instructions of emergency services.

Pandemic:

In the event of a pandemic, the university affirms and adopts the pandemic plan provided by the Ministry of Health. You can find this plan at the following link:

<https://www.staff.auckland.ac.nz/en/human-resources/health-safety-and-wellbeing/emergency-response-and-management/pandemicplan.html>

We encourage you to read through the plan to ensure compliance if such an emergency arises.

COVID-19

The University of Auckland has robust plans in place to ensure the safety of our community during these COVID-19 times. These plans are regularly reviewed to ensure that fit for purpose. Depending on what stage of the COVID-19 protection framework we are at will determine which measure we have in place. Some of our measures include:

- Creating bubbles on floors or in flats
- Applying alcohol bans
- Enforcing social distancing
- Closing of communal areas where transmission is likely to occur
- Amending dining services in order to minimise any possible transmission
- Restricting guests and services onsite
- Enforcing the use of mask/face covering wearing on UoA grounds

We will keep you informed which measures are in place at any time and communicate with you regularly through our Facebook group and email.

<https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus>

<https://covid19.govt.nz/>

Civil Defence / Natural Disasters:

In a civil defence emergency, radio becomes a key means of communication and the medium in which to receive vital updates and other information.

In the event of a civil defence emergency, tune into one of the following radio stations

- National Radio [Frequency: 101.4FM or 756AM]
- News Talk ZB [89.4FM]
- Classic Hits [97.4FM]
- More FM [91.8FM]
- Radio Live [100.6FM or 702AM]

It is important that we have plans in place to be able to respond to disaster situations – the emergency services will be assessing the situation and may need to attend to others who may be in more need of their assistance.

Severe Storms:

The Auckland and Northland regions can be subject to occasional storms that can be quite violent. It is an unusual occurrence to have a tornado through the regions, but it has been known to happen. Such events are not as powerful as experienced in other parts of the world, nevertheless damage to building roofs, downing trees, flooding, flying objects, power outages and severe traffic congestion can occur.

You are likely to receive some prior notice of a severe storm warning via the media and Met Service. In the event of such a warning follow the guidelines below.

Prepare:

- Secure loose items to prevent them flying around like unguided missiles.
- Monitor radio stations and applicable websites.
- Disconnect electrical appliances.
- Postpone appointments or field trips should your travel or activity coincide with a storm warning.
- Have torches, spare batteries, and radios readily accessible.

During a storm:

- Close all curtains to slow down flying glass and airborne objects.
- Stay away from doors and windows. If the wind becomes destructive, shelter further inside the complex.
- Don't walk around outside.
- Don't drive unless absolutely necessary.
- Contact Security Services to report location and damage.

Remain vigilant after the storm:

- Check your building for damage if any has occurred inform Security Services and Maintenance.
- Keep listening to your local radio station for official warnings/advice.
- Beware of fallen power lines, damaged buildings, trees, and flooded drains.
- Check trees near your building for damage and stability.

Floods:

- Floods caused by the overflow of rivers and streams are extremely dangerous and may require the evacuation of buildings.
- Move out of the flooded area or go to the nearest high ground.
- Lift items as high above the floor as possible if area is prone to flooding.
- Do not attempt to drive or walk through floodwaters unless it is absolutely essential.
- Do not go sightseeing to look at the damage the flood has caused.

Volcanic Eruptions:

The Auckland Region lies on a potentially active volcanic area. No one knows when or where the next volcanic eruption will be. However, it is likely that some warning will be provided prior to a significant eruption occurring.

The chances that an eruption will occur in your lifetime may be small, but scientists agree that another eruption is inevitable at some time in the future. There have been 20 eruptions in the Auckland area in the past 20,000 years.

What should you do in the event of an eruption?

- The University Emergency Management Response Group in liaison with Civil Defence will issue instructions on what actions need to be taken.
- Treat the following information as a general guide for when you are not on University grounds.
- Listen for instructions from Civil Defence - some people may need to be evacuated.
- Stay indoors as much as possible.
- If you need to go outside, wear a breathing mask and goggles.
- Try to keep ash from accumulating on the roof.
- Don't go sightseeing - you'll add to congestion and put yourself and others at risk.

Earthquakes:

The risk of an earthquake in the Auckland region is considered low. However other regions in New Zealand do, and have in recent history, experienced earthquakes.

What to do during an earthquake:

- if you are outside, then drop into a curled-up position, cover your head with hands and arms and hold position until the quake has stopped
- if you are inside a building, move no more than a few steps, drop, cover under a solid object such as a table and hold
- if you are driving, pull over and stop
- if you are at the beach or near the coast, drop, cover and hold then move to higher ground immediately in case a tsunami follows the quake.

After an earthquake:

- you should expect to feel aftershocks
- help those around you if you can
- if you are in a damaged building, try to get outside and find a safe, open place
- do not go sightseeing to look at the damage the earthquake has caused
- if you smell gas, try to turn off the gas main outside the building if it is safe to do so
- if you see sparks, broken wires, or evidence of electrical system damage, turn off the electricity at the main fuse box if it is safe to do so
- Listen to the radio for information and advice.

Civil Defence cabinets are positioned in most buildings and contain emergency supplies. Building wardens, floor wardens and designated first aid officers are to help with the safe coordinated evacuation of occupants from the building. Occupants are not to re-enter the building unless the building is declared safe to re-enter.

Tsunami:

- If a tsunami is approaching The Ministry of Civil Defence & Emergency Management will issue a national warning on the television and radio.
- Move to higher ground immediately.
- Be aware that there may be more than one wave, each potentially bigger than the one preceding it and it may not be safe for up to 24 hours.
All planned outdoor events will be cancelled when a National Civil Defence Warning of a tsunami alert has been issued.
- The Pacific Tsunami Warning Centre has up-to-the minute information and warnings on tsunami alerts in the pacific region.

For more information regarding any of the above-mentioned topics, feel free to ask your line manager and/ or visit the following site: <https://www.staff.auckland.ac.nz/en/human-resources/health-safety-and-wellbeing.html>

Crisis & Emergency management Learning checklist: <i>By reading this section you should be able to:</i>	✓
Understand and apply correct procedure for crisis management	
Understand and apply skills required for post-crisis follow up	
Differentiate between an emergency and a crisis	
Understand the requirements of an RA during an emergency situation	
Recall the required procedures to undertake in an emergency situation	

On Duty and On Call:

This section supports the position description accountability areas of:

- Student welfare and Advisory services
- Administrative duties

This section falls under the Leadership Framework dimension of:

- Achieving Results
- Setting Direction

This section refers to what an 'Active' on Duty RA should be doing. Its general aim is to provide basic expectations, but as each hall has different duty expectations, take direction from your Manager regarding specifics.

This session is also supported by the Combined RA training session also titled "On duty and on Call".

Being on active duty means:

- You are to remain on site for your allocated shift
- You will station yourself in either a public space, or complete tasks in a specified location as per your Resident Coordinator or Managers guidance
- You are not to consume alcohol, drugs or be in any way intoxicated
- You are to wear your RA uniform and display your 'on-duty' signs
- You should avoid having guests over during this time
- You will be required to do duty rounds of your property(s)
- You will make sure your duty phone is charged and set to the loudest notification setting
- Primary RAs are the ones required to record duty logs and incidents

Rounds:

RAs complete rounds when they are on duty not only to monitor behaviour and damage, but also to be an active positive presence in the community. Above all, the residents should be able to easily access an RA should they need to.

- If it is dark, take a torch with you
- Complete duty rounds with your duty partners (back up RAs) if you know you might be addressing a party or conflict situation
- Always make sure you take the Duty phone with you
- Be detailed in your duty log entries. Mention people you see and talk to, any activity that might need to be noted (e.g. flats that seem to be the most social)
- Do not forget to log incidents in StarRez as soon as they happen

While it is important that rounds are done at a similar time, we do not want it to be the exact time every single night. This is because residents will pick up on this and try and modify their behaviour to avoid detection.

Handover:

When passing the phone off to the next person, it must be handed over to an actual person (RA,

Administration staff, etc.) and cannot be left at reception unattended. Make sure you tidy up your duty log and pass over any information required to that next person.

Personal Safety:

If there is one key takeaway when performing your role in matters of Health and Safety is to always ensure your own safety before addressing the matter. Call security or your Level 2 on call staff member when you need advice or support.

Keys and access:

The Duty RA keys is a master key set. Master keys allow us access to rooms and facilities that our students will need and spaces that we, ourselves use. Keeping this in mind, to lose a key poses a huge security risk to our communities.

Please consider the below as guidelines in the use and possession of a master key sets.

Duty Keys:

- Only the Primary Duty RA is to carry the duty keys with them while on duty.
- Please do not give the duty keys to any other person (non-duty RAs included) without express permission from a delegated authority.
- Where a student loses their keys, please accompany them to their room to unlock their room. Remind the student of the cost of replacement keys and also to go to the office to resolve.
- Always return the duty keys in the morning to the first arriving staff member
- Never leave the keys unattended

Master Keys:

- When permitted to do so, only take keys that you are required to take
- Always adopt the 'return immediately after use' mindset unless otherwise specified

NOTE: Improper/ negligent use and possession of master keys may result in disciplinary action being taken against you. Improper/ negligent use and possession may include, but not limited to, accessing rooms without authority or justification to do so, possessing keys when you are not permitted to do so, consistent failure to return keys when asked to do so.

Overnight guests:

Residents are permitted to have overnight guests. They must have sought the permission of their roommates before having an overnight guest.

If a guest wants to stay for more than 2 nights, then they need the permission of the Resident

Manager. RAs must encourage Residents to log guests of more than 2 nights with the Manager.

Reporting – Incidents, Maintenance and Accidents:

It is important to write detailed reports of incidents, accidents, and maintenance. Writing a report is like baking a cake. If you miss any of the key ingredients (details) the outcome of the cake could be detrimental to the end result. You will have access to the required forms you will need to complete so please make sure these are completed promptly and with care.

So, what is the difference between the Duty Log and an Incident Report? The Duty Log is a record of your general duty and observations. It should not be used for reporting serious incidents because the information is too vulnerable and may not be easily accessible by the Manager.

An incident report includes information regarding sensitive information or the documentation of a breach of policy. All the required and relevant information should be included in the report and must have:

- Short accurately named title (PLEASE ALSO SELECT RELEVANT PROPERTY)
- When the incident occurred
- Where the incident occurred
- Complete information regarding who was involved (both staff and students)
- Complete information regarding the nature of the incident
- Complete information on how the issue was resolved or what steps were taken

- Professional writing with few grammatical or spelling errors

An incident report should not include:

- Opinions, personal judgements, or unprofessional attitudes
- Many grammatical or spelling errors

Your manager will direct you on accurate incident report writing.

StarRez web address:

You will need to use StarRez to check students in/out, log incident reports and other work as dictated by your Management team. The link for StarRez is below and personal details for logging in will be given to you in Combined RA training.

<http://accommodation.auckland.ac.nz/StarRezWeb>

Answering the duty phone:

You should answer the duty phone with "**Hello {Property Name here}, {Your name here} speaking...**". Please do not make the mistake of answering "Hello Duty Phone" as not everyone who calls through knows that it is a duty phone.

On Duty and On Call Learning checklist: <i>By reading this section you should be able to:</i>	✓
Understand the expectations of being an on-duty RA	
Know what is expected of an on-duty RA in regards to master keys	
Understand the differences between a Duty Log and Incident Log and what information is required for each of them	
Know the link for StarRez	
Know how to appropriately answer a duty phone	

Resources & Useful Links

Resources:

Maslow's hierarchy of needs. Also mentioned here: *Smith, E. R.; Mackie, D. M. (2007). Social Psychology (Third ed.). Hove: Psychology Press.* Or (Rosenberg, 2015)

Definition: longing for home and family while absent from them (Merriam-Webster dictionary)
(Brenditro, L & Brokenleg, M (1990)

DiTommaso, Brennen-McNulty, Ross, & Burgess, 2003

Donald H. Saklofske, Sybil B. G. Eysenck – 1988

Maner, J. K., DeWall, C. N., Baumeister, R. F., & Schaller, M. (2007). Does social exclusion motivate interpersonal reconnection? Resolving the "porcupine problem." *Journal of Personality and Social Psychology*

Abbey, A., & Melby, C. (1986), The effects of nonverbal cues on gender differences in perceptions of sexual intent. *Sex Roles, 15*, 283–298, Netting, N. S. 1992. Sexuality in youth culture: Identity and change. *Adolescence, 27*: 961–976.

Links:

Accommodation website:

<https://www.auckland.ac.nz/en/on-campus/accommodation.html>

Academic Support:

<https://www.auckland.ac.nz/en/students/academic-information/student-centres.html>

Reporting a safety injury , incident or observation:

<https://www.auckland.ac.nz/en/health-safety-wellbeing/report-concerns-hazards/injury-incidents-observations-reporting.html>

Te Papa Manaaki:

<https://www.auckland.ac.nz/en/students/student-support/te-papa-manaaki-campus-care.html>

Residential Rules:

<https://www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/residential-rules-flats-and-apartments/residential-rules.html>

Campus Life:

<https://www.auckland.ac.nz/en/for/current-students/cs-life-at-auckland.html>

Career Development:

<https://www.auckland.ac.nz/en/study/student-support/career-development-and-employability-services.html>

Health & Counselling Services:

<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling.html>

Student Support Services:

<https://www.auckland.ac.nz/en/students/student-support.html>

Campus Emergency Response/ Safety on Campus:

<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/safety-on-campus.html>

Campus Maps:

<https://www.auckland.ac.nz/en/about/the-university/how-university-works/campuses-locations-transport/maps.html>

Get ideas for building community, making posters, or learning about the position:

Canva - <https://www.canva.com/>

Library and Learning Services

<https://www.library.auckland.ac.nz/>

We Are Teachers - <https://www.weareteachers.com/>

(The following are tailored to US Uni students, but still provide some good resources)

<http://reslife.net/ra/>

<http://www.studentaffairs.com/>





**UNIVERSITY OF
AUCKLAND**
Waipapa Taumata Rau
NEW ZEALAND

**Accommodation | Ngā Wharenoho
Campus Life**

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