PHI GAMMA DELTA PLEDGE RETREAT

An Honors Creative Project

by

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Ball State University
Muncie, Indiana

June 2008

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Abstract

The purpose of the pledge retreat is to increase the retention rate of new members in Beta Sigma Chapter of The Fraternity of Phi Gamma Delta. Ideally, the retreat should be scheduled early in the pledging period so as to move the new member group through Tuckman’s stages of group dynamics. Subsequently, the new member class should naturally form a unified identity. The retreat does this through intentional experiential activities:

- Icebreakers move the group through the forming stage.
- Teambuilding moves the group through the storming stage.
- Self-assessment and discovery paired with discussion move the group through the norming stage.
- The pledge class brand activity takes advantage of the class’ arrival in the performing stage and utilizes peak performance the next day during goal setting.

The retreat includes a participant’s manual and a detailed facilitators guide with facilitating skills to help assist future pledge educators in conducting the retreat.
Acknowledgements

I would first and above all like to thank “Crazy” Cara Luyster, my honors thesis advisor. Thank you for your patience, your guidance, and your mentorship. You’ve made me a better person.

I would also like to thank the Rho, Sigma, and Tau Pledge Classes and respective Pledge Educators of the Beta Sigma Chapter of The Fraternity of Phi Gamma Delta for being the guinea pigs during the beginning stages of this retreat’s development. P!
The Phi Gamma Delta Pledge Retreat: Rationale

I was excited! I had just gotten back from David Stollman’s Recruitment Boot Camp where I was given the leadership tools I needed to empower my fraternity brothers with the skills needed to recruit enough men to fill our new house. Well, it was not our house yet, but if we could show the university that we could recruit and retain a large enough pledge to fill a large chapter house, the administration would bargain with us. Our goal was 25 men; it would put our chapter at a healthy 60. That semester, we surpassed our goal, pledging 30 men. Slowly, though, we saw these men drop. One by one. From a class of 30 men, the Beta Sigma Chapter of the Fraternity of Phi Gamma Delta initiated just 11 men. Student Life defines retention excellence between 100 and 80 percent though we saw a retention rate just shy of 37 percent. This was a problem.

The chapter stepped back and analyzed what had gone wrong in the process. Having identified the surface level variables, the Brothers sought to fix them. However, in my own observation, I saw that a core issue was pledge class cohesion. This core issue, though, was also an opportunity: an opportunity to create a passionate honors thesis and an opportunity to leave my mark on the chapter.

Inspiration for the project came from the intentional situations in which I placed myself so that I could learn as much as I could about groups, teamwork, and leadership. I placed myself in programs that helped me grow as a leader was fortunate to be mentored by Student Life professionals.

The first inspirational program was the LeaderShape Institute. As also the most influential experience, LeaderShape taught me the core value of a leader: integrity. During LeaderShape, I discovered my personal values and leadership style; I was also
exposed to others who had differing values and diametrically opposite leadership styles. LeaderShape taught me how to work with these people, rather than becoming frustrated with their natural tendencies. I also constructed my vision and personal leadership mission: “To live in a world where apathy does not exist, and each person reaches their leadership potential.” Thus, this thesis also aligns with my personal mission and vision as a leader.

The second inspirational experience was the Undergraduate Interfraternity Institute (UIFI). I was honored to have been awarded a full scholarship by the North American Interfraternity Conference to attend this 5-day endeavor. There, I learned what it meant to be Greek. UIFI mentors helped me to realign my actions with the Ritual and values of my fraternity and gave me the tools to help others do the same.

During my third developmental endeavor at the North American Interfraternity Conference’s Futures Quest, the gears shifted. This time, I was the facilitator mentoring participants. It was hands down one of the most intimidating times of my life. One hundred men from across the country came to learn about values, and—I say with a hint of sarcasm—they were excited. Though I learned a lot, challenged the beliefs of the men, and had some deep conversations, I never removed my “cool cap” and, thus, did not make a really meaningful, long-lasting connection with any of the participants. In order to be an effective trainer of future facilitators for this conceptual pledge retreat, I needed to work on my own areas of improvement.

My next opportunity to help mentor young leaders was during one of Ball State’s own freshmen summer bridge programs: the Leadership Challenge. Though the group was small, I knew that I had to do better than I had done at Futures Quest. I let down my
guard and took off my “cool cap.” I entered the Leadership Challenge with the mindset that I had a lot to offer future leaders but they, too, had a lot that they could teach me. Leading with the heart, I had some really meaningful discussions with the few participants that attended the program. Though time was limited to only one weekend, I definitely saw improvement in my facilitation skills, but the true test would be later during C.L.A.S.S. 2011.

Cardinal Leadership and Service Seminar (C.L.A.S.S.) 2011, my final and most pivotal developmental program in learning facilitation skills, was an intensive 4-day experience that helped incoming freshman acclimate to campus. My role as a C.L.A.S.S. mentor was to encourage enthusiasm and excitement so that the freshmen would let down their guard and welcome Ball State as their new home. In reflection, I would say that C.L.A.S.S. was my biggest success. Though I was often exhausted, I knew that my group of freshmen looked to me (and my co-mentor, Ashley Frey) for guidance. Within mere hours, Ashley and I saw the group begin to gel and bond. We were ecstatic and proud. Since C.L.A.S.S. 2011, Ashley and I have watched from a distance our C.L.A.S.S. freshmen emerge as leaders on campus. Three went Greek; one of whom became a brother in my fraternity. Additionally, five of the eight members interviewed to be C.L.A.S.S. mentors themselves, and four received an invitation to be a C.L.A.S.S. 2012 mentor.

Aside from my experiences in different immersive programs, individuals have also played a tremendous role in the development of my leadership and, thus, the knowledge that went into creating this thesis. During my term as Interfraternity Council president, I had the privilege of being mentored one-on-one with Cara Luyster. She
challenged me to think differently, and referenced familiar concepts that LeaderShape and UIFI sought to instill. She helped me to apply the theories that I had learned at those programs, and influenced me to make choices grounded in integrity.

Lynda Wiley also assisted me in my personal growth. While the advisor during my term as Vice President of the Student Government Association, she was simultaneously my instructor in one of my leadership studies minor courses. Using interactive activities on the basis that “students learn by doing,” and creating an open environment for deep, meaningful conversation among classmates, Lynda taught me how to transform a diverse group of people into a cohesive team. Her wisdom and friendly demeanor helped me grow as a person leading, not with the mind, but with the heart.

Lastly, Aimee Ash was a ball of fire, both challenging me and encouraging me to seek far beyond my perceived limits. Aimee was not only a mentor, but also an instructor for one of my leadership studies minor courses, my boss during my internship, and the advisor to the Student Leadership Development Board. Aimee’s direct nature and personality clicked well with mine. She helped me to see the bigger picture—the picture of leadership on a community and global scale.

Also important to note were weekly meetings and periodic conferences and presentations through the Student Leadership Development Board. This student organization helped me to hone leadership skills I had already acquired. While researching and presenting different topics on leadership, I was able to interact with the audience and gain a feel for the difference between a presenter and a facilitator. Looking back, I saw myself during sophomore year as a presenter; as I matured, however, I began to facilitate. The last presentation I gave for the Student Leadership Development Board
was a values workshop to freshmen in Phase I of the Excellence in Leadership Program. *Oh no!* I thought. *Remember what happened last time I tried to present values to underclassmen?* There was nothing to be afraid of, though. I saw the culmination of all of the skills I had developed succeed this time. The interactive workshop received fantastic marks on the audience feedback forms, and I recall a graduate assistant e-mailing me with news that many of the freshmen had written about the workshop in their final reflection paper for the Excellence in Leadership program.

All of my experiences and skills training have inspired me to pay it forward and, subsequently, have made me confident in creating a pledge retreat that would work. Aligning with my vision, I wanted to train future leaders who desired similar experiences and sough to fulfill their and others' leadership potential. The pledge retreat takes into consideration the progression of a new member class through Bruce Tuckman's stages of group dynamics. It begins with icebreakers to move the group through the forming phase. It continues with teambuilders to induce the storming phase. It assists in self-discovery through self-assessment and group conversations to help the group move through the norming stage. And finally, if all goes as planned, the cohesion of the group culminates in the final activity: the pledge class brand, where members are performing at their peak with one another.

I hope many fraternities, both my own and others, can find this retreat helpful in the retention of new members, I present to you: The Phi Gamma Delta Pledge Retreat.
Inspirational Bibliography

1. David Stollman’s Recruitment Boot Camp

2. The LeaderShape Institute.


4. The North American Interfraternity Conference’s Futures Quest.

5. Ball State University Student Life’s The Leadership Challenge.


7. The Student Leadership Development Board

8. The mentorship of Student Life professionals: Assistant Director Cara Luyster, Director Lynda Wiley, and former Associate Director Aimee Ash

9. Ball State University’s Leadership Studies Minor


THE PLAN

DAY ONE

5:00-5:05  Introduction to Retreat
5:05-5:35  Icebreakers
5:35-5:45  Community Expectations
5:45-5:55  Going Against The Grain Commitment
5:55-7:15  Teambuilding
7:15-8:15  Dinner and Reflection No. 1
8:15-8:25  Johari Window
8:25-9:10  Life Story
9:10-9:55  DiSC Assessment
9:55-10:25  Final Activity: Pledge Class Brand
10:25-10:30  Reflection No. 2

DAY TWO

9:00-9:15  Energizers
9:15-10:15  Breakfast and Goal Setting
10:30-12:30  Community Service Project
12:30-12:40  Reflection No. 3 and Retreat Evaluation
"Progress involves risk; you can't steal second base and keep your foot on first."
-Fredrick Wilcox

My GAG for this retreat is:
What has been my high so far?

What has been my low so far?

Looking back, things I could/should/would have done differently?

Looking forward, I intend to do the following things at this retreat to build my self-awareness:

Other thoughts:
<table>
<thead>
<tr>
<th>1. The Public Area</th>
<th>2. Blind Area</th>
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</thead>
<tbody>
<tr>
<td>3. Hidden Area</td>
<td>4. Unknown</td>
</tr>
</tbody>
</table>
I am a proud: ___ Behavioral Dimension

Some of my tendencies are:

I need to be in a place where:

I need people who:

I can improve as a leader by:
<table>
<thead>
<tr>
<th>ITEM</th>
<th>TARGET GOAL</th>
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<tbody>
<tr>
<td>TARGET GPA FOR INITIATION (INDIVIDUAL)</td>
<td></td>
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<tr>
<td>TARGET GPA FOR PLEDGE CLASS (AVERAGE)</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF WEEKLY STUDY TABLE HOURS</td>
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<td>NUMBER OF COMMUNITY SERVICE HOURS</td>
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<tr>
<td>NUMBER OF EXTRA-CURRICULAR ACTIVITIES</td>
<td></td>
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<tr>
<td>FUNDRAISING</td>
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<tr>
<td>BROTHER INTERVIEWS / WEEK</td>
<td></td>
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<tr>
<td>RECRUITS</td>
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<tr>
<td><strong>PERCENTAGE OF PLEDGE CLASS AT:</strong></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY SERVICE EVENTS</td>
<td></td>
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<tr>
<td>SOCIAL EVENTS</td>
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<tr>
<td>EVENT</td>
<td>DAY OF EVENT / DAY OF COMPLETION</td>
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<td>--------------------------------------------</td>
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<tr>
<td>PLEDGE EDUCATION ENDS</td>
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<td>PETITION</td>
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<td>PLEDGE PROJECT</td>
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<tr>
<td>ORDER PLEDGE PADDLE</td>
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<td>SOCIAL EVENT WITH SORORITY</td>
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<td>SOCIAL EVENT WITH FRATERNITY</td>
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<tr>
<td>FUNDRAISING EVENT</td>
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<tr>
<td>COMMUNITY SERVICE EVENT NO. 1</td>
<td></td>
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<td>COMMUNITY SERVICE EVENT NO. 2</td>
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<tr>
<td>PILGRIMAGE</td>
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<tr>
<td>LOCATION OF P.E. MEETINGS</td>
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<tr>
<td>DATE/TIMES OF P.E. MEETINGS</td>
<td></td>
</tr>
<tr>
<td>DAY OF WEEK/TIME OF OUTSIDE MEETINGS</td>
<td></td>
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</tbody>
</table>
FINAL ACTIVITY: PLEDGE CLASS BRAND

Use this area to sketch your ideas for your pledge class brand or write down your ideas for your pledge class chant.
What was my high for the last part of the night?

What was my low for the last part of the night?

An "Ah-ha" moment I had today was:

What actions can I do that show that I live the Five Values (friendship, knowledge, morality, service, and excellence) each day?

I am excited to be a brother of Phi Gamma Delta because:
How are you feeling?

Why would the fraternity select “service” as a value?

What are other everyday ways you can live the value of service?

Other thoughts:
Help us improve the Phi Gamma Delta Pledge Retreat. Fill out this quick and simple evaluation form. All information will be anonymous, so be honest!

1 = strongly disagree  
2 = disagree 
3 = neutral  
4 = agree  
5 = strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable with the members of my pledge class.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have improved my ability to work in a team environment.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have an understanding of my leadership style.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have an understanding of my pledge brothers' leadership styles.</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>I have an understanding of how different leadership styles can work together.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>I feel a stronger bond with members of my pledge class.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel a stronger bond with the fraternity.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel a stronger bond with the Five Values of Phi Gamma Delta.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe the facilitators were well prepared.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe the facilitators were effective.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I beleive the overall retreat was effective.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I enjoyed my overall experience.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Please list three strengths of this retreat.

1.

2.

3.

Please list three suggestions for improvement.

1.

2.

3.

Additional comments:
PHI GAMMA DELTA
PLEDGE RETREAT

NAME:
PLEDGE RETREAT: LEARNING OUTCOMES

1. Participants will stretch their level of comfort while improving their abilities to work in a team environment.

2. Participants will have an understanding of their leadership style and how they can work with other leadership styles.

3. Participants will begin forming a deep, meaningful bond with each other, the fraternity, and the values of Phi Gamma Delta.
THE PLAN

DAY ONE

5/5 Introduction 5:00-5:05 p.m.
30/50 Icebreakers
15/15 Name Aerobics 5:05-5:20 p.m.
15/30 Airport 5:20-5:35 p.m.
10/40 Community Expectations 5:35-5:45 p.m.
10/50 Going Against the Grain Commitment 5:45-5:55 p.m.
80/80 Teambuilders
20/20 Pipe Line 5:55-6:15 p.m.
20/40 Trust Walk 6:15-6:35 p.m.
20/60 Spider Web 6:35-6:55 p.m.
20/80 Jump Rope 6:55-7:15 p.m.
60/60 Dinner and Reflection No. 1 7:15-8:15 p.m.
10/10 Johari Window Exercise 8:15-8:25 p.m.
40/40 Life Story 8:25-9:10 p.m.
45/45 DiSC Assessment 9:10-9:55 p.m.
30/30 Final Activity: Pledge Class Brand 9:55-10:25 p.m.
5/5 Reflection No. 2 10:25-10:30 p.m.

DAY TWO

15/15 Energizers
5/5 Rock, Scissors, Paper Tournament 9:00-9:15 a.m.
5/10 Alphabet Circle 9:05-9:10 a.m.
5/15 Rock Band 9:10-9:15 a.m.
60/60 Breakfast and Goal Setting 9:15-10:15 a.m.

(Transportation allocation: 15 Min.)

120/120 Pledge Class Community Service 10:30-12:30 p.m.
10/10 Reflection No. 3 and Retreat Evaluation 12:30-12:40 p.m.
FACILITATOR RESOURCES
THE FACILITATOR'S SKILLS TOOL BOX

A facilitator is someone who stimulates learning and enhances experiential learning. To do that, here are some basic skills to put in your leadership tool box that will make you an effective facilitator:

Stay neutral on content.
It is important for the facilitator to focus on the process rather than the result. Avoid interjecting opinions or biases through words or tone.

**NOT:** “There was a much easier way for you all to do that.”

**IS:** “What just happened here?”

Listen Actively.
Facilitating in 90 percent listening; it is important for the group to find their own conclusion. Use direct eye contact and engaging body language. When a person is done speaking, you can summarize or paraphrase to show that you have been listening.

**Summarize:** to make or give a shortened version of something that has happened, stating the main points

**Paraphrase:** to restate something using other words, especially in order to make it simpler or shorter

**NOT (JUST):** “OK” or “YES”

**IS:** “So what John said was…”

Ask Questions.
Remember when I said that facilitating is 90 percent listening? Well the other 10 percent involves asking questions. Use questions to engage all participants and gain participation. You can also let questions guide you and your team to specific points. When there is a conflict or problem to be solved, questions can help the group discover the root of the cause.

**NOT:** “You all completed the task very easily.”

**IS:** “How difficult do you feel this task was?”

Stay on track.
Set clear and measurable time guidelines for discussion. Sometimes, someone in the group will say something profound that will spark a really deep and meaningful conversation. Though these are great for group development, it is
important to remain focused. "Parking lot" the item of discussion by writing it down, and return to it later when there is more time to talk about it.

**NOT:** “Well, that discussion took 10 minutes and we are in a time crunch, so we need to move on.”

**IS:** “This is a really good discussion! Let’s parking lot this and talk about it more during dinner.”

**Collect ideas**
Keep track of “ah-ha” moments, interesting ideas, and any final decisions. Refer to these ideas later and connect them with other concepts that are explored later in the retreat.

**NOT (JUST):** “Good point.”

**IS:** “Remember when John helped Jack during the Spider Web team building exercise…”

**Give Praise**
It’s a fact: People like to be recognized for a job well done or an idea well said. Thank people for their contribution and make your compliments sincere and do not be afraid to give them.

**NOT:** “Anyone else have something to say?”

**IS:** “Thanks for sharing, John. That was a great point. Would anyone else like to add something?”

**Focus on Feelings.**
Everyone is entitled to feel a certain way. Be observant and grant everyone ownership of their feelings.

**NOT:** “You shouldn’t feel bad, John. Jack was wrong, not you.”

**IS:** “John, why did this experience make you feel bad?”

Compiled from Ingrid Bens’s *Facilitating with Ease!* and Ball State University’s Cardinal Leadership and Service Seminar’s facilitator’s manual.
GROUP DYNAMICS

You will see the participants in this retreat exhibit the different stages in group dynamics. It is important to note that these stages are not linear. They can happen repeatedly in any order and in any time frame. You can better facilitate the retreat by understanding what stage the participants are currently in.

Stage one: FORMING

A group comes together for a common purpose. Usually, participants of the group are quiet and are individually seeking out their niche in the group. Use questions and enthusiasm to pull participation from the group during this stage.

Stage two: STORMING

Differences begin to surface, and people become less inhibited. Conflict naturally arises because of competition for power, leadership, and control.

Stage three: NORMING

Natural behaviors and tendencies of the group have been established, and members finally begin to sink into their role. Rituals and traditions are established that give the group a sense of identity.

Stage four: PERFORMING

Tasks and goals are accomplished with ease. People use their strengths for the rapid advancement of the group. Members are trusting and provide each other with support.

Stage five: ADJOURNING

The group has fulfilled its goals and purpose, and disbands.

From Howard Garner’s Helping Others Through Teamwork.
MANAGING CONFLICT

During the storming phase, the group will inevitably encounter conflict. It is important to note that conflict is not bad! You as the facilitator should be sure that the conflict stays solution-focused and team-oriented. You should take care, though, to recognize when the conflict has become destructive and individually focused. Here are some strategies that can help you manage a situation should it arise:

Stay calm. If the participants see that you are flustered, they will become uncomfortable and could disengage.

Slow it down. Bring the conflict to the attention of the group. Restate the conflict and go from there.

Revisit the retreat expectations. You know, the ones that were completed at the beginning of the retreat. Make sure that everyone agrees that they are being followed and that they will continue to be followed.

Be assertive. Make interventions. Do not be afraid to jump in if the conflict escalates. Make sure that no one is offensive, defensive, or speaking out of turn.

Use paper. If there are multiple issues, write them down and try to resolve them one at a time rather than jumping from one topic to another. Beside each issue, write the solution.

Call a time-out. Check in with the group, especially those who are not directly involved in the conflict. See how everyone is doing. If necessary, take a 5-minute cool-down break. Encourage them to get some water and return with a determination to solve the issue at hand.

Find a compromise or solution. Be sure to write down the solution or compromise. Seek input and agreement from all group members. Never leave a conflict unresolved.

Compiled from Ingrid Bens's Facilitating with Ease!
# How to Read This Manual:

- Name of retreat activity
- Duration of activity
- Inventory needed to complete activity
- Activity directions and facilitation assistance

## Life Story

**15 Minutes / Sharing: 30 minutes**

### Objectives:
- To create an environment of trust.
- To provide an opportunity for participants to share pivotal life events.

### Supplies:
- Large Post-it paper (one per participant).
- Marker (one per participant).

### Instructions

<table>
<thead>
<tr>
<th>First number</th>
<th>Elapsed time</th>
<th>Second number</th>
<th>Total time for activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15/30</strong></td>
<td><strong>Instructions</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Participants should create a &quot;picture&quot; of their life.</td>
<td></td>
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<td></td>
<td>• Participants could create a picture timeline; use symbols to represent different aspects of the past, future, and present life; Creativity is encouraged, though it is more important to emphasize that past experiences are important to share.</td>
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<td></td>
<td>• Encourage participants to only share that which they feel comfortable sharing at this point.</td>
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<tr>
<td><strong>30/30</strong></td>
<td><strong>Sharing</strong></td>
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<td></td>
<td>• After 15 minutes, participants should be asked to share what they have drawn.</td>
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<td></td>
<td>• Post the life stories around the room.</td>
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</table>

### Notes (Results? What Worked? What didn't? Suggestions for improvement?):

- Jot down thoughts, ideas, etc. to help synthesize your experience and help in enhancing the retreat by making future recommendations to future facilitators.
THE RETREAT
**INTRODUCTION TO RETREAT**  
**5 Minutes**

**Objectives:**
- To set a positive and enthusiastic tone for the retreat  
- To familiarize participants with the set up of the retreat

<table>
<thead>
<tr>
<th>5/5</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Introduce the roles of the lead facilitators</td>
</tr>
<tr>
<td></td>
<td>o Facilitators will participate in many of the exercises</td>
</tr>
<tr>
<td></td>
<td>- Discuss various parts of the retreat</td>
</tr>
<tr>
<td></td>
<td>- Not a lecture, but an experience—participate!</td>
</tr>
<tr>
<td></td>
<td>- Take off your cool cap: &quot;The more you put yourself out there and the more you expose yourself, the more fun the retreat will be.&quot;</td>
</tr>
<tr>
<td></td>
<td>- Any questions?</td>
</tr>
</tbody>
</table>

**Notes** *(Results? What Worked? What didn’t? Suggestions for improvement?):*
ICEBREAKERS (2)
30 Minutes

Objectives:
• To stretch participants' levels of comfort
• To solidify knowledge of each other's names
• To set a positive and enthusiastic tone for the retreat
**NAME AEROBICS**

15 Minutes

**Supplies:**
None

<table>
<thead>
<tr>
<th>15/15</th>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Participants stand in a circle</td>
</tr>
</tbody>
</table>
|       | • Each participant will introduce himself by assigning an alliterate adjective to himself along with conducting a motion that corresponds with the adjective.  
  *For example: “Jumping Jamie” (the motion is a few jumps)* |
|       | • Every time a new participant says his name, all previous participants’ names and their respective adjectives/motions are repeated |
|       | • At the end, try saying it as fast as possible a few times, switching the direction, etc. |

**Notes**
(Results? What Worked? What didn't? Suggestions for improvement?):
## Supplies:
None

<table>
<thead>
<tr>
<th>15/30</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I: Meet and Greet (Introductory Comfort)</strong></td>
<td></td>
</tr>
<tr>
<td>• Participants will stand in two circles, one inner and one outer circle, and face each other; each person should have a partner. (If there is an odd number, one of the lead facilitators should step out so that it is even.)&lt;br&gt;• Each participant will introduce himself to his partner, saying his name and critiquing his handshake.&lt;br&gt;• Upon the call of the facilitator, the inner circle will shift one person to the right until each person in the inner circle has introduced each person in the outer circle.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase II: The Boring Party (Discomfort)</strong></td>
<td></td>
</tr>
<tr>
<td>• Participants will be given the following scenario:&lt;br&gt;&lt;br&gt;Imagine this: Your best friend invites you to a party last Wednesday. However, tonight rolls around, and you feel under the weather. However, you are a good friend and value commitment, so you end up going to the party—hey, it could be fun. When you get to the party (this room), there is no one here that you know, and within five minutes you no longer want to be here. Your task is to greet each person in this room at this party based on the scenario given.&lt;br&gt;&lt;br&gt;• Note: The manner in which each participant introduces himself should be in a most unenthusiastic way.&lt;br&gt;• To end this phase, the facilitator should yell, “Stop!”</td>
<td></td>
</tr>
<tr>
<td><strong>Phase III: The Airport (Comfort)</strong></td>
<td></td>
</tr>
<tr>
<td>• Standing wherever, participants will be given a new scenario:&lt;br&gt;&lt;br&gt;Now imagine this: You have a cousin to who you were very close as a young child. However, for some reason or another, you lost touch. Yesterday, though, you received a call from your long-lost cousin who told you that he was flying in from Colorado to visit you at college. At this point, you are so excited! You can hardly wait! You wait here at the terminal [this room] until you finally see him walk out with his luggage. Your task is to greet each person in this as if they were your long-lost cousins at the airport.</td>
<td></td>
</tr>
</tbody>
</table>
• Note: The manner in which each participant introduces himself should be in a very enthusiastic way.
• To end this phase, the facilitator should yell, “Stop!”

**Suggested Point to be Made**

We have a decision in everything that we do. We can approach tasks, events, activities, and situations as if we were going to a boring party or as if we were meeting our long-lost cousin at an airport. You and you alone have the power to change your attitude in different situations, and you have seen first hand how easy it is to do. So I pose this scenario to you: You can approach this retreat like you would a boring party, or you can approach this retreat like you would the airport.

**Notes (Results? What Worked? What didn’t? Suggestions for improvement?):**
COMMUNITY EXPECTATIONS
10 Minutes

Objectives:
• To establish expectations for the retreat
• To create a sense of ownership and investment among participants for the retreat

Supplies:
• Large Post-it Paper
• Markers

<table>
<thead>
<tr>
<th>40/50</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Facilitators will write down suggested expectations for the retreat.</td>
</tr>
</tbody>
</table>

Examples of and suggested expectations:
- Each participant will respect the ideas, beliefs, values, etc. of all other participants.
- Confidentiality and privacy: Information shared in this room will remain in this room. [Fraternity secrecy]
- Cool-caps off; adherence to GAG Commitment
- Participation imperative.
- Speak without offending; listen without defending
- Be punctual

Notes (Results? What Worked? What didn't? Suggestions for improvement?):
GOING AGAINST THE GRAIN (GAG) COMMITMENT*  
10 Minutes

Objectives:
• To help participants examine their habits and areas for improvement  
• To introduce the concept of accountability

Supplies:
None

<table>
<thead>
<tr>
<th>50/50</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each participant is to write a goal they have for the retreat.</td>
<td></td>
</tr>
</tbody>
</table>

*Example GAGs:*
- To listen more.  
- To actively participate more.  
- To make one new, good friend

• Participants should share their GAG and post it on the wall

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):

* adapted from The LeaderShape Institute
Objectives:

- To intentionally encourage the participants to work together
- To participate in shared experiences and celebrate in a shared sense of accomplishment
# PIPE LINE TEAM BUILDER

[CHALLENGE BY CHOICE]

15 minutes / Process: 5 minutes

**Supplies:**
- 6” half pipes (1 per member)
- 1 small ball
- 1 bowl

<table>
<thead>
<tr>
<th>15/80</th>
<th>Set up</th>
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</thead>
<tbody>
<tr>
<td>Designate a starting point, and place a small bowl at an ending point. The distance between the starting point and the ending point should exceed the distance of the pipeline if all pipes were lined end to end.</td>
<td></td>
</tr>
</tbody>
</table>

**Goal**

To get the small ball in the bowl using the pieces of wood.

**Instructions**

- Participants must start the ball at the designated mark.
- Everyone must be involved in the movement of the ball.
- The ball must only move forward and cannot stop.
- If it rolls backward, stops, or falls off the pipe, they must start over from the beginning mark.

<table>
<thead>
<tr>
<th>20/80</th>
<th>Suggested Processing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Symbol-designated questions below correspond with corresponding points in next section.)</td>
<td></td>
</tr>
</tbody>
</table>
- What made this task difficult?
- What worked effectively? What did you all do well?
- (^) Was there an emerging leader? How did that leader work with the group? What did he do?
- (*) Who knew what was going on at all times? What does this say about a task that we would do in the pledge class?
- (%) How did you achieve your goal? How is this symbolic of achieving a goal during pledgeship?
- (#) Why didn't you ask a facilitator for some advice?
- How can we relate this to the fraternity experience and the Five Values?
- Other comments?

**Suggested Possible Points**

- Communication is key.
- (^) Everyone can place their trust in the leader so that the group can
become organized and effective. Emerging leaders (vs. assigned leadership)

- Synergy: The whole is greater than the sum of its parts.
- (*) In order for everyone to be involved in the goal, everyone must be involved in the process. If someone does not feel invested into the goal, that person checks out and becomes apathetic.
- (%) In order to achieve a goal, everyone must know what's going on, and thus, everyone must be moving in the same direction.
- (#) Ask someone who has already completed the task how it should be done.

**Notes** (Results? What Worked? What didn't? Suggestions for improvement?):
TRUST WALK TEAM BUILDER
[CHALLENGE BY CHOICE]
15 minutes / Process: 5 minutes

Supplies:
- Blindfolds (1 for every other participant)
- Mouse Traps (1 for every other participant)
- One deck of cards (to be used for pairing participants)
- Other obstacles (if desired)

<table>
<thead>
<tr>
<th>35/80</th>
<th>Set up</th>
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</thead>
</table>
| • Count out cards; there should be one black card to a corresponding red card.  
  *For example: A four of diamonds could be paired with a four of clubs*  
  • Have each participant draw a card; separate the “reds” from the “blacks”  
  • Have each participant find their counterpart  
  • The “blacks” are to be taken from the room and blindfolded; they may also be asked to take off their shoes.  
  • The “reds” are to be given a mousetrap, told to set it, and place it anywhere in the room.  
  • Have each “red” retrieve their black counterpart in the other room. |

<table>
<thead>
<tr>
<th>40/80</th>
<th>Suggested Processing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Symbol-designated questions below correspond with corresponding points in next section.)</td>
<td></td>
</tr>
</tbody>
</table>
| • Reds: What made this task easy? What made it difficult?  
  • Blacks: What made this task easy? What made it difficult?  
  • Reds: When you were told what was going to happen, how did you feel?  
  • Reds: (*) What did you need from the “blacks” in order to succeed?  
  • Blacks: What did you need from the “reds” in order to succeed?  
  • (*) How can we relate this to the fraternity experience? |
<table>
<thead>
<tr>
<th>Other comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Possible Points</strong></td>
</tr>
<tr>
<td>(*) CLEAR and precise communication is key.</td>
</tr>
<tr>
<td>(*) It is important to trust our brothers, especially when we might be in the dark.</td>
</tr>
<tr>
<td>(^) When transitioning someone into a new position, we must guide him step-by-step at first because they do not know what they are doing.</td>
</tr>
</tbody>
</table>

**Notes (Results? What Worked? What didn’t? Suggestions for improvement?):**
SPIDER WEB
[CHALLENGE BY CHOICE]
15 minutes / Process: 5 minutes

Supplies:
- Four wooden poles
- Yarn
- Scissors (to cut the yarn)
- Consequential items (such as string or bandanas to tie around a "lost limb," blindfolds to make a person blind, etc.)

<table>
<thead>
<tr>
<th>55/80</th>
<th>Set up</th>
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<tbody>
<tr>
<td></td>
<td>Place four poles in four corners of a 6' x 6' square.</td>
</tr>
<tr>
<td></td>
<td>Wrap yarn around poles to enclose the square.</td>
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<tr>
<td></td>
<td>Weave yarn so the are multiple and differently sized holes inside the enclosed box (to form a web-like structure).</td>
</tr>
<tr>
<td></td>
<td>Note: There should be at least 1 hole for every 2 participants. Holes should be large enough for participants to fit into.</td>
</tr>
</tbody>
</table>

Goal

To successfully get the team to the other side of the spider web.

Instructions

- The participants are to start at one side of the web.
- The following scenario may be given:

  "This is Mama Fiji's web. In case you don't know who Mama Fiji is, she is the chapter's giant spider that we keep as a pet. In front of you is her web. In order to do the next activity, though, we need to get to the other side of the web. Mama Fiji does not like it when people disturb her web. In fact, she hates it so much that she will either bite you, crippling one part of your body, or kick everyone back to the beginning of the web."

- Participants must complete the task by first going under the web and up through a hole.
- Once up a hole, they must successfully get to the other side.
- Each hole can only be used twice (or Mama Fiji gets suspicious.)

Additional Instructions for facilitator:

- If a participant touches the web, one of a number of things may happen:
  - The participant becomes "blind." (Blindfolded)
  - The participant loses the use of his appendage, either leg or foot.
(Tying yarn around the lost limb)

- Loss of speaking privileges
- The team must start over.
- Other creative obstacles are encouraged!

**One additional suggestion:**

To set up the point of accountability: The team will touch the string. Instead of smaller penalties, make the team start over at the very beginning (only once, or they will become frustrated). The second time, issue penalties, but only the first few. After issuing the first few penalties, tell them that if another person touches the web, they must all start over. The team will continue to touch the web. Question them; ask them if they saw that particular participant touch the web. Of course, they will say, “no.” When they do, respond, “OK,” and let them continue the task. Refer to this situation later in processing.

<table>
<thead>
<tr>
<th>60/80</th>
<th>Suggested Processing Questions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(Symbol-designated questions below correspond with corresponding points in next section.)</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> What made this task easy?</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> What made this task difficult?</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Who took the lead during this task?</td>
</tr>
<tr>
<td></td>
<td><strong>(*)</strong> How did you know how to trust him?</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Who shared ideas on how to complete the task?</td>
</tr>
<tr>
<td></td>
<td><strong>(+)</strong> Who felt like their ideas were listened to?</td>
</tr>
<tr>
<td></td>
<td>For those who were ignored: How did that make you feel?</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> How did you all finally decide on a solution?</td>
</tr>
<tr>
<td></td>
<td><strong>(*)</strong> For the person that touched the web the first time and made the team start over, how did the team make you feel?</td>
</tr>
<tr>
<td></td>
<td><strong>(%)</strong> How did those with disabilities feel? What did you need to succeed? How was the activity different for you?</td>
</tr>
<tr>
<td></td>
<td>How can this be related into a chapter setting? What “disabilities” might chapter members have that we must cope with in order to move forward?</td>
</tr>
</tbody>
</table>

If referencing the accountability situation:

- How many of you saw someone touch the web but did not see that person penalized.
- We all know the rules of the game, why didn’t you hold those people accountable for their actions?
- (#) What are some consequences for not holding people accountable?
- How can we relate this to the fraternity experience and the Five Values?
- Other comments?

**Suggested Possible Points**

- **(*)** CLEAR and precise communication is key.
- **(*)** It is important to trust our brothers, especially when we might be in the
When transitioning someone into a new position, we must guide him step-by-step at first because they do not know what they are doing.

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
**JUMP ROPE**

**[CHALLENGE BY CHOICE]**

**15 minutes / Process: 5 minutes**

**Supplies:**  
- One long jump rope

<table>
<thead>
<tr>
<th>75/80</th>
<th>Set up</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Find a solid area at which to swing and jump rope.</td>
</tr>
</tbody>
</table>

**Goal**

To have all participants jump in succession over the jump rope each time it hits the ground.

**Instructions**

- Two participants must be twirling the rope at any given time  
- **All** participants must travel through the rope. (*This includes that facilitators; don't jump in right away, though. Wait until you are invited or directed to do so—allow participants to figure this out on their own.*)  
- One person must jump over the rope every time it hits the ground  
- If the rope does hit the ground without someone jumping over it or if the rope hits someone, the entire group must start over.  
- Participants may only jump once.  
- Participants may only jump the rope one at a time.

**One additional suggestion:**

Time is not the most important issue during the task; it is the advice of the creator of this retreat that the task, if at all possible, be completed. This will give the class a sense of accomplishment.

<table>
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<tr>
<th>80/80</th>
<th>Suggested Processing Questions</th>
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<tbody>
<tr>
<td></td>
<td>(Symbol-designated questions below correspond with corresponding points in next section.)</td>
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</table>

- What worked effectively in this task?  
- What could have used improvement?  
- (*) To the “weakest link”: How did the group make you feel?  
- Who acted as a motivator?  
- How can we effectively motivate people?  
- How can we relate this to the fraternity experience and the Five Values?  
- Other comments?

**Suggested Possible Points**

- (*) Motivation is important; it is crucial that we build people up and
empower them with the necessary tools to complete a task.

Notes (Results? What Worked? What didn't? Suggestions for improvement?):
DINNER AND REFLECTION NO. 1
60 minutes

Objectives:
• To provide a moment for participants to reflect on their experience thus far
• To introduce the idea of introspection, which is important for self-discovery

Supplies:
• Pen
• Respective paper in Participant's Manual

<table>
<thead>
<tr>
<th>60/60</th>
<th>Instructions</th>
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<tbody>
<tr>
<td></td>
<td>Have participants fill out reflection sometime during their break. Encourage them to go to a quiet spot in the house and spend five minutes being introspective. Such a process is important to building effective leadership skills.</td>
</tr>
</tbody>
</table>

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
# JOHARI WINDOW EXERCISE

## 10 minutes

**Objectives:**
- To provide a mechanism for self-discovery
- To introduce the importance of disclosure and feedback for personal growth

**Supplies:**
- One large, pre-made Johari Window

<table>
<thead>
<tr>
<th>10/10</th>
<th>Set up</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Post large, pre-made johari window on the wall.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce participants to the importance of self-disclosure, feedback, and growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td>• Read, summarize, and/or facilitate the following information about the Johari window:</td>
</tr>
</tbody>
</table>

1. **Public Area** - Refers to information that others know about you and that you are also aware of.

   *Question: What types of characteristics might be included in this area?*

   *Some Answers: age, gender, eye color*

2. **Blind Area** - Consists of information that other people know about you, but that you do not know.

   *Question: What types of characteristics might be included in this area?*

   *Some Answers: rumors, gossip, bad breath*

3. **Hidden Area** - Consists of information that you know about yourself, but that others do not know about you.

   *Question: What types of characteristics might be included in this area?*

   *Some Answers: personal background, fears, values*
4. Unknown Area- Consists of information that is unknown to both you and others, things you do not know about yourself yet.

Question: What types of characteristics might be included in this area?

Some Answers: potential, reactions to situations

What does this all mean?

Let's begin with the Hidden Area. This is the area of which we as individuals have the most control. The Public Area shrinks and extends itself downward the more we disclose about ourselves. As a result, this self-disclosure can foster trusting relationships. It is important to note, though, that appropriate self-disclosure is timed according to the situations and the persons involved.

Simultaneously, as you disclose more about yourself, you open yourself to more feedback. You learn how others see you, and thus, the Blind Area of the Johari Window gets smaller. In order for it to shrink, others tell you about their perceptions of you. Generally, the more we accurately know about ourselves and about how others see us, the better our chances to establish open and honest relationships with others. Therefore, by opening ourselves up to feedback, we extend our public area to the right and shrink the second quadrant.

The ultimate goal is to extend our first quadrant downward and rightward. Productive and positive communication is key to this happening. Notice, too, that as we self-disclose ourselves and gain feedback, the fourth quadrant also shrinks—knowing that which we never knew about ourselves and what others never knew about us is what will make us the most effective leaders. The fourth quadrant is where we truly tap into our leadership potential.

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
LIFE STORY
15 Minutes / Sharing: 30 minutes

Objectives:
• To create an environment of trust
• To provide an opportunity for participants to share pivotal life events

Supplies:
• Large Post-it paper (one per participant)
• Marker (one per participant)

<table>
<thead>
<tr>
<th>15/30</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| • Participants should create a “picture” of their life.  
• Participants could create a picture timeline; use symbols to represent different aspects of the past, future, and present life; Creativity is encouraged, though it is more important to emphasize that past experiences are important to share.  
• Encourage participants to only share that which they feel comfortable sharing at this point. |

<table>
<thead>
<tr>
<th>30/30</th>
<th>Sharing</th>
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</thead>
</table>
| • After 15 minutes, participants should be asked to share what they have drawn.  
• Post the life stories around the room. |

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
**DiSC Assessment**  
**15 Minutes / Processing: 30 minutes**

**Objectives:**
- To begin self-discovery by learning about personal leadership tendencies
- To learn about others’ leadership tendencies
- To learn how those of varying leadership tendencies can work together

**Supplies:**
- One DiSC Assessment per participant*
  - *The creator recommends the purchase of DiSC Assessment prior to and for use in the retreat*
- Pens
- Post-it notes
- Four markers (one per leadership style)

<table>
<thead>
<tr>
<th>15/30</th>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Each participant should fill out the DiSC assessment, keeping in mind only ONE situation. (i.e. in the mindset of a president, committee chair, etc.—this is because people take on different leadership styles in different situations)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30/30</th>
<th>What do the results mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lead the participants in evaluating their assessment.</td>
</tr>
</tbody>
</table>

**Interpreting the Results**:

**Keys for Relating to D Dimension of Behavior**
High Ds want other to be direct, straightforward, and open to their need for results.

**When working with a D, try to:**
- Make communication brief and to the point
- Respect their need for autonomy
- Be clear about rules and expectations
- Let them initiate
- Show your competence
- Stick to the topic
- Show independence
- Eliminate time wasters

**Be prepared for**
- Blunt, demanding approaches
- Lack of empathy

---

* Adapted from the LeaderShape Institute’s
- Lack of sensitivity
- Little social interaction

**Keys for Relating to i Dimension of Behavior**
High i's want others to be friendly and emotionally honest, and to recognize their contributions.

When working with an i, try to:
- Approach them informally
- Be relaxed and sociable
- Let them verbalize thoughts and feelings
- Keep the conversation light
- Provide written details
- Give public recognition for individual accomplishments
- Use humor

Be prepared for:
- Attempts to persuade or influence others
- Need for the limelight
- Overestimation of self and others
- Oversell of ideas
- Vulnerability to perceived rejection

**Keys for relating to S Dimension of Behavior**
High S's want other to be relaxed, agreeable, cooperative, and appreciative.

When working with an S, try to:
- Be logical and systematic in your approach
- Provide a consistent and secure environment
- Let them know how things will be done
- Use sincere appreciation
- Show their importance to the organization
- Let them adapt slowly to change

Be prepared for:
- Friendliness to colleagues and supervisors
- Resistance to change
- Difficulty identifying priorities
- Difficulty with deadlines

**Keys for relating to C Dimension of Behavior**
High C's want other to minimize socializing, give details, and value accuracy.

When working with a C, try to:
- Give clear expectations and deadlines
- Show dependability
- Demonstrate loyalty
- Be tactful and emotionally reserved
- Allow precedent to be a guide
- Be precise and focused
- Value high standards

**Be prepared for:**
- Discomfort with ambiguity
- Resistance to vague or general information
- Desire to double check
- Little need for affiliation with others

**Activity**
- Split the participants up into four groups according to leadership style
- Have each group discuss how they go about leadership and have someone record the results
- After 10 minutes, have each group share what they recorded.

**Further Discussion**
- By a show of hands, who thought the DiSC assessment was accurate?
- Identify what statement goes with what dimension of behavior or ask them to identify a statement that they would be approached with:

  "I need your input and help. We have a challenge ahead."
  \( (D- \text{ Note: Be confident.}) \)

  "I think you will want to be a part of this exciting project ahead. It is going to involve a lot of people, and your energy will be needed."
  \( (i- \text{ Note: Be enthusiastic.}) \)

  "I recognize all your past contributions and how valuable you are to the team, so I hope I can count on you for help."
  \( (S- \text{ Note: Be calm.}) \)

  "We have lots to do. You have the tremendous skill, and I'll need you to make sure we cover all the bases and are doing things in an orderly fashion."
  \( (C- \text{ Note: Be systematic.}) \)

- Why is it important that we are aware of each other's leadership style?

**Notes** (Results? What Worked? What didn't? Suggestions for improvement?):
FINAL ACTIVITY: PLEDGE CLASS BRAND

30 minutes

Objectives:
- To encourage the participants to work together in order to complete a task
- To build pledge class unity under a common image

Supplies:
- Large Post-it notes
- Markers

<table>
<thead>
<tr>
<th>30/30</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Like the fraternity crest, the participants are to create a crest that represents who they are as a whole.</td>
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<tr>
<td></td>
<td>- Have participants consider the meaning of symbols, the meaning of colors, etc.</td>
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<tr>
<td></td>
<td>- Participants must also make an appropriate pledge class chant</td>
</tr>
</tbody>
</table>

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
REFLECTION NO. 2
5 minutes

Objectives:
• To provide a moment for participants to reflect on their experience thus far
• To introduce the idea of introspection, which is important for self-discovery

Supplies:
• Pen
• Respective paper in Participant’s Manual

<table>
<thead>
<tr>
<th>5/5</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have participants fill out the reflection after night one of the retreat. Encourage them to go to a quiet spot in the house and spend five minutes being introspective. Such a process is important to building effective leadership skills.</td>
</tr>
</tbody>
</table>

Notes (Results? What Worked? What didn't? Suggestions for improvement?):
### NIGHT ONE: FACILITATOR'S EVALUATION

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Facilitators only. Facilitators should sit down for a time at the conclusion of the first night. You should discuss what worked well and what could use improvement for the future retreats. The evaluation should be thorough, touching on each item of the retreat. Notes can be made below.</td>
</tr>
</tbody>
</table>

**Evaluation Notes:**
DAY TWO: MORNING
SUGGESTED ENERGIZERS (3)
15 minutes

Objectives:
• To wake up the participants!
• To reengage them in the retreat
• To set an exciting, enthusiastic tone for the end of the retreat
# ROCK, SCISSORS, PAPER TOURNAMENT

**5 minutes**

**Supplies:**
- None

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>- Participants will verse each other in this single elimination Rock, Scissors, Paper Tournament.</td>
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<tr>
<td></td>
<td>- The participant who wins will move on to the next round. There are no brackets; participants need to find an available opponent to verse.</td>
</tr>
<tr>
<td></td>
<td>- The participants who lose will become the winning participants' cheering section.</td>
</tr>
<tr>
<td></td>
<td>- If a participant has a cheering section and loses, both the losing participant and his cheering section become an addition to the winners' cheering section.</td>
</tr>
</tbody>
</table>

**Notes (Results? What Worked? What didn’t? Suggestions for improvement?):**
### ALPHABET CIRCLE

#### 5 minutes

**Supplies:**
- None

<table>
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<tr>
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</table>
|      | - Participants should stand in a circle. Tell participants the letters will be thrown to them by another participant, and they should take care to remember their letter.  
  - You do not have to use the entire alphabet—just go far enough so that each participant will have a letter. Though, to make it more challenging, you could use all letters...  
  - The first participant will “throw” the letter A to a random participant. The participant whom A is thrown at will throw the letter B to another participant. This should continue until each participant has thrown a letter. The last person should throw their letter back to the first participant.  
  - Time the participants. See how fast they can get it.  
  - Encourage them to think outside the box, but within the boundaries.  
    - i.e. A way for them to go fast is for them to figure out to line themselves up in alphabetical order according to what letter they have been assigned. |
# ROCK BAND

## 5 minutes

### Supplies:
- None

<table>
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<tr>
<th>5/15</th>
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</table>
|      | - Participants should stand in a circle.  
|      | - The first person should begin with a simple beat.  
|      | - The next participant should add a sound to the beat until all participants have contributed their unique sound to the overall sound.  
|      | - After the last participant has added his sound, keep going—encourage the participants to listen to the unique beat that is being played. |

### Suggested point to be made

- In Phi Gamma Delta, each person brings something different and unique to the fraternity, and no matter how great or odd, it contributes to the whole. And when each person’s strengths are contributed, it creates a beat, a *synergy*. As people are added into and graduate from the fraternity, the sound changes and the experience changes, but we shouldn’t be afraid of that change. Rather, we must embrace it and make it our own. We must anticipate and appreciate it. Phi Gamma Delta is a unique experience, just like the sound we just made.

### Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
GOAL SETTING
60 minutes

Objectives:
• To create buy-in and ownership of the pledge education program
• To set meaningful, challenging, and attainable goals for the future

Supplies:
• Goal Setting worksheet in Participant’s Manual
• Date Setting worksheet in Participant’s Manual
• Pen

<table>
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<tbody>
<tr>
<td>• Refer to the Goal Setting worksheet. Ask participants to discuss and agree upon a common goal. If a unanimous agreement cannot be made, try to find a compromise and/or vote.</td>
<td></td>
</tr>
<tr>
<td>• Refer to the Date Setting worksheet. Ask participants to discuss and agree upon the dates in which each activity will be completed. If a unanimous agreement cannot be made, try to find a compromise and/or vote.</td>
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</table>

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
PLEDGE CLASS COMMUNITY SERVICE
120 minutes (120/120)

Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
REFLECTION NO. 3 AND RETREAT EVALUATION

10 minutes

Objectives:
- To provide a moment for participants to reflect on their experience thus far
- To introduce the idea of introspection, which is important for self-discovery
- To receive feedback assessing the learning outcomes of the retreat
- To identify strengths and areas for improvement within the retreat

Supplies:
- Pen
- Respective paper in Participant's Manual
- Manila Folder

<table>
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<td></td>
<td>Have participants fill out the reflection and evaluation after their service project. Encourage them to go to a quiet spot in the house and spend five minutes being introspective. Such a process is important to building effective leadership skills. Have participants place their completed evaluations in the manila folder.</td>
</tr>
</tbody>
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Notes (Results? What Worked? What didn’t? Suggestions for improvement?):
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<td>Facilitators only. Facilitators should sit down for a time at the conclusion of the morning and retreat. You should discuss what worked well and what could use improvement for the future retreats. The evaluation should be thorough, touching on each item of the retreat. Notes can be made below.</td>
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Evaluation Notes: