**LEADING BITS**

**TOPICS**

- Advising Groups
- Agendas
- Assertiveness
- Brainstorming
- Communication
- Community Service
- Conflict Management
- Constitution/By-Laws
- Co-Sponsorship with Other Groups
- Delegation
- Difficult Members
- Elections
- Evaluation Series
  - Group Performance
  - Individual Performance
  - Meeting Evaluation
  - Program/Event Evaluation
- Financial Series
  - Budgeting Organization Funds
  - Corporate Sponsorship
  - Fundraising
- Getting Involved
- Goal Setting
- Group Dynamics
- Icebreakers
- Marketing your Leadership Skills
- Meetings
- Minutes from Meetings
- Motivation
- Newsletters
- Officer Transition
- Parliamentary Procedure
- Program Planning
- Public Speaking
- Publicizing Events
- Recognition
- Recruiting Volunteers
- Retreats
- Starting an Organization
- Stress Management
- Team Building
- Time Management
- University Events

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**LEADING BITS**

Tips on Leadership Development
For GROUPS

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**QUICK TIPS**

**RETREAT PLANNING CALENDAR**

It is important to give yourself sufficient time to plan a retreat. The following calendar will give you an idea of when and what to do so you will not be rushed at the last minute.

**TWO MONTHS BEFORE:**
- Decide on purpose of retreat
- Decide on date (notify members involved)
- Reserve the site
- Appoint committee heads to be responsible for certain areas

**ONE MONTH BEFORE:**
- Determine the format
- Contact outside resources
- Check-in with committee heads to make sure the different areas are on track

**TWO WEEKS BEFORE:**
- Send letters to members including important information—costs, travel arrangements, what to bring, purpose of the retreat, etc.
- Reserve equipment
- Make food arrangements

**ONE WEEK BEFORE:**
- Copy maps, agendas, handouts, etc.
- Confirm site arrangements
- Make a checklist of who is to bring what
- Gather equipment and visual aids

**ONE DAY BEFORE:**
- Deal with last-minute problems
- Rest

**DURING RETREAT:**
- Have a great time!
- Share information about yourself to allow others to get to know you
- Listen to others and learn about them
- Participate fully in activities
- Evaluate the experience

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**LEADING BITS** is a publication of the Office of Student Activities at LeTourneau University.

Copies are available from the O|SA in MSC-1 or by calling extension 3127.

The O|SA staff offers programs and consultation in these and other areas of personal and organizational leadership.

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LeTourneau University
PLANNING A RETREAT

GOALS
Write out the goals and purpose of the retreat, and be specific. List skills and behaviors you want each participant to experience. Possible goals include team building/unity/awareness, training, communication, problem-solving, learning, orienting, building a sense of community, and spiritual/prayer retreat.

EXPECTATIONS
Allow members to share their expectations of the retreat and discuss what is expected of them during the retreat (undivided attention, participation, disclosure about themselves, cooperation, planning, fun vs. serious time, etc.)

LOGISTICAL CONSIDERATIONS
TIMING (season/climate, events taking place on campus, how busy members are at this time of year)
LENGTH (one day, overnight, entire weekend)
ANTICIPATED COSTS (site, transportation, meals, handouts, presenter fees, etc.)
BUDGET (amount of money allocated, financial cost to members)
ACTUAL SITE (distance from home, adequate space for activities and number of people, lighting, climate control, possible distractions, equipment available, sleeping arrangements—beds/sleeping bags, recreational equipment)
TRANSPORTATION (carpools, University vehicle, directions)
MEALS (catered or prepared by group—who will buy food/cook, time allotted for meals and clean-up, access to restaurants, menu)
AGENDA (plan time carefully and have a little flexibility; give participants a copy of the entire schedule)

INTERACTION CONSIDERATIONS
EXCESS BAGGAGE (concerns or problems that participants will be bringing to the retreat)
ATTITUDE (receptiveness of participants; mandatory/coercion issues)
GROUP DYNAMICS (stage of development the group is in, supportiveness of group, involvement of members in planning the retreat, team building exercises planned, level of sharing the members will feel comfortable doing)

ACTIVITY AND PRESENTATION CONSIDERATIONS
FACILITATORS/PRESENTERS (use campus resources to determine availability of speakers on topics, utilize your advisor as a resource)
FORMAT (large group or triads/dyads, lecture vs. working on activity)
TIME (schedule adequate time to cover material, ask questions, participate in activities, and process information—will processing be after each exercise or at the end of the day—schedule free time and breaks approx. every 45-60 minutes)
COMPATIBILITY (plan activities with participants’ concerns in mind, vary format of presentations/activities, watch out for information overload)
ACTIVITIES/PROJECTS (always bring extra supplies, make expectations clear, rotate individuals working together)

SCHEDULE CONSIDERATIONS
OPENING (introduction discussing goals/purpose/expectations; negotiate group norms/expectations; cover rules and responsibilities pertaining to the retreat site; do an icebreaker/energizer to get the group motivated and help them get to know one another)
PRIORITIES (identify the most important concerns which need to be addressed, determine how that will happen)
TEAM BUILDING (schedule activities in between major presentations to break up the monotony; bring extra ideas to fill gaps in the schedule; make sure risk levels of activities match the group)
MEALS/SNACKS (three meals per day plus snacks; give healthy energizing snacks like juice and fruit instead of all sweets; include some free time with meals for fellowship, and schedule lightly after meals)
OUTSIDE PRESENTERS (introduce them to group, allow some time for members to talk one-on-one with him/her)
HANDOUTS (provide members with an accurate record of what took place at the retreat, make handouts so that it reduces the amount of time needed to take notes; make handouts readable and functional)
CLOSING (allow time to close the retreat and discuss the learning that took place; a closing exercise should review the goals and objectives and determine what was accomplished)
EVALUATION (each session/part of the retreat should be evaluated by the participants before they leave the retreat; give copies of evaluations to presenters; evaluations should be relatively short and simple in order to get the most honest feedback)
CLEAN-UP (make sure the site is left clean and orderly—better than you received it; everyone should help with this, and have sign-ups beforehand)

ADVANTAGES OF A RETREAT
- Enhances experiences
- Eliminates daily distractions
- Foster communication among group members
- Creates shared experiences
- Maximizes participation and minimizes distractions

ASSISTANCE WITH RETREAT PLANNING
The Office of Student Activities has the following resources for groups planning retreats:
- Many books on retreats and team-building activities
- Consultation on retreat planning, goal setting for retreats, presentation formats, and possible presenters (also see the CDCL)
- Facilitation of activities at retreats (depending on availability)