

THE JOURNEY

Zeta Beta Tau Fraternity

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This manual provides everything you need to implement THE JOURNEY in your chapter. The complete program materials are listed in the next column, and all the support materials you need for implementing THE JOURNEY in your chapter are provided below.

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THE JOURNEY Overview

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Introduction

THE JOURNEY is ZBT's brotherhood development program. It guides brothers through a series of bonding, education, and personal development experiences that help them fulfill the goals of the fraternity and gain the most from their experience.

While pledging is not a part of ZBT, brothers still desire a process for personal development and brotherhood building. THE JOURNEY serves that need by providing an appropriate way for brothers to learn and grow together throughout their undergraduate life. It is based in the following concepts:

Ongoing development

Brothers develop continuously throughout their life, not just during the first few weeks of brotherhood.

Learning through all experiences

Brothers learn and grow naturally through all of their experiences together, whether formal or informal, whether focused on brotherhood, learning, fun, or chapter business, and regardless of which chapter officer runs them. THE JOURNEY is not one program - it is a collection of activities involving brotherhood, ritual, learning, personal development, service, and other experiences that brothers complete throughout their time in the chapter.

Self-guided, brotherhood-supported

While each brother follows his own unique path in personal development, brothers walk the path together. Activities throughout THE JOURNEY are infused with mentoring, coaching, teaching, and sharing activities to help brothers support and learn from one another.

Living the Precepts

There are a few core experiences every brother should complete during college because they have such a profound impact on anyone who participates. There are also many experiences that brothers find helpful and should explore as well. THE JOURNEY guides brothers in living out the Precepts every day by encouraging them to pursuing core and elective experiences grounded in ZBT's Ritual.

THE JOURNEY MAP



Continuous Development

Brothers move through a cycle of learning, leading, and mentoring throughout THE JOURNEY. Although brothers may repeat some activities, they are in a new stage of life each time. Brothers therefore see the activity through different eyes, play a different role, and still learn something new.



Learning

As you enter ZBT, you will experience everything in THE JOURNEY for the first time. Your primary role is to enjoy and learn from each experience as your JOURNEY unfolds.



Mentoring

During your final years as an undergraduate in ZBT, your role is to impart your wisdom and offer guidance to other brothers in a mentor capacity. You will experience many of the same activities again, this time as a teacher, guide, or Big Brother. Once you graduate, you begin the cycle again: learning, leading and mentoring your way through ZBT as an alumnus.



Leading

As your JOURNEY continues, you begin to experience programs and activities a second time. Your role shifts from learning to leading and executing. Your job is to plan programs and help other leaders provide a positive experience for other brothers.

Brother's Guide to Personal Development

In addition to everything brothers learn through actively participating in ZBT, each brother should also be pursuing his own personal development goals.

As part of THE JOURNEY, brothers work on at least one personal development experience at any given time such as attending workshops, taking on projects, and getting involved in organizations. Brothers are expected to complete two types of experiences in each of six categories by the time they graduate:

Core Experiences

Core experiences are significant projects that take up to one academic term to complete. These experiences can be transformative, and they might become the most important thing you do in college and in ZBT. You should work on at least one core experience each academic term and complete all categories before graduation.

Elective Experiences

Elective experiences are shorter, easier, and more routine than core experiences, but they are still important. They take multiple forms and include a wider variety of topics. Brothers are expected to complete at least two experiences per academic term and cover all six categories before graduation.

Six Categories

Personal development experiences are organized according to the six Precepts of ZBT: Justice, Service, Charity, Truth, Wisdom, and Brotherhood.

Milestone Workshop

Each academic term, the Provost will host the Milestone Workshop, which is an opportunity for brothers to assess what they have completed, answer the reflection question below, share what they are learning, and plan their next steps in personal development.

Reflection Questions

- Summarize your experience into at least one lesson learned.
- How does this experience fit in with your academic studies?
- What did you learn that can help you in school?
- List examples of how you might use this in your life or career?

Personal Development Experiences

This illustration provides examples of core and elective experiences that suit each category of. For a complete list, explanation of each category, and criteria for experiences, see THE JOURNEY Personal Development Experiences Guide.

Elective Experiences - Two items per term, every category by graduation

Inclusion	Civic Engagement	Leadership Development	Career Development	Personal Development	Interpersonal Development
<ul style="list-style-type: none"> Attend diversity, inclusion, and social justice workshops Participate in campus cultural center events and activities Join and participate in a cultural or social justice organization 	<ul style="list-style-type: none"> Complete a group service activity in the local community Attend a political debate, town hall, or meeting of public officials Complete training on community organizing 	<ul style="list-style-type: none"> Run for an elected leadership position Take a course or attend a workshop on leadership Plan and organize a major event Serve on a committee 	<ul style="list-style-type: none"> Interview alumni mentors in your chosen field Attend workshops on advanced study skills Visit the Career Office and meet with a career coach Participate in a mock interview 	<ul style="list-style-type: none"> Attend health and well-being workshops Attend a time management workshop Take a course on a spiritual tradition not like your own 	<ul style="list-style-type: none"> Attend conflict resolution sessions Attend workshops on dating and healthy relationships Serve as a mediator or peer counselor

Justice	Charity	Service	Truth	Wisdom	Brotherhood
<input type="checkbox"/> <p>Complete an extended, immersive experience in a different culture</p>	<input type="checkbox"/> <p>Complete extensive hands-on service in support of a cause</p>	<input type="checkbox"/> <p>Complete a full term in a formal leadership role</p>	<input type="checkbox"/> <p>Complete advanced academic work such as a research project, internship, or assistantship</p>	<input type="checkbox"/> <p>Complete a significant learning, participation, or advocacy project to explore Jewish Heritage</p>	<input type="checkbox"/> <p>Work with a mentor for an entire academic term</p> <p>Serve as a mentor for an entire academic term</p>

Core Experiences - One item in each category before graduation

Implementing THE JOURNEY

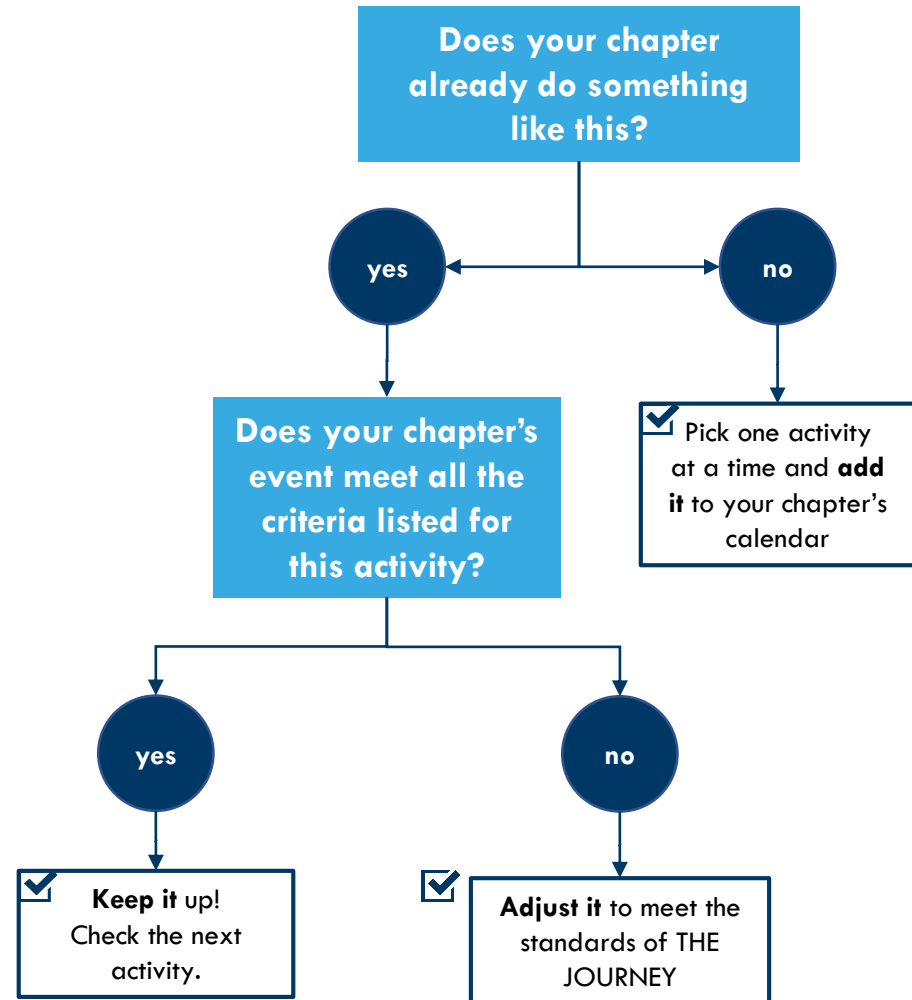
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THE JOURNEY has evolved over the years, and was recently redeveloped to provide a consistent but adaptable framework that aligns more naturally with current chapter practices.

Most likely, your chapter is already doing many components of THE JOURNEY. Use the flow chart on the right to determine how closely your chapter currently meets the standards of THE JOURNEY program, and record your results on the next page.

Once you complete the audit, work with your chapter leaders to make a plan for adjusting activities that are close to meeting the criteria and adding activities you are missing. We encourage you to add one new activity at a time to gradually make each one a regular practice in your chapter.





	Keep it	Adjust it	Add it
Brotherhood Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Big Brother Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brotherhood Building Activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ZBT Game Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ZBTeams Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progressive Dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To Be ZBT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brotherhood Retreat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milestone Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior and Alumni Panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Brotherhood Orientation

After initiation, each brother completes an interactive workshop that introduces the basic elements of the fraternity. This should resemble an onboarding meeting that would happen during your first day at a new job.

- ☐ All new initiates complete an Orientation session within a week of initiation.
- ☐ The Orientation lasts no more than 4-6 hours.
- ☐ Educational activities cover only the basics:
 - Who we are (Crest, Precepts, Mission, Credo, History, and Brotherhood)
 - How we operate (Constitution, Leadership structure, Policies, Operating Procedures, Brotherhood Standards, SBRV, Dues, and Risk Prevention).
 - THE JOURNEY program
- ☐ Brotherhood building activities are conducted outside the orientation session year-round and include all brothers.
- ☐ Recent initiates attend all chapter activities, meetings, and programs.
- ☐ There are no additional activities focused specifically on new initiates.

Big Brother Mentoring Program

Brothers are paired with initiates into a formal big- and little-brother relationships that involve mentoring, assistance, and advocacy.

- ☐ Brothers submit an application to become a big brother.
- ☐ Brothers are evaluated before being approved and assigned to little brothers.
- ☐ Big brothers are selected and paired according to their character rather than popularity or social chemistry.
- ☐ Big brothers receive formal training.
- ☐ Big brothers sign an agreement to meet expectations complete the mentoring program.
- ☐ Big brothers meet with little brothers at least bi-weekly.
- ☐ Big brothers ask four questions at every meeting:
 - What's going well / not so well?
 - What are you learning, and how is it helping you?
 - What's the next big thing you're working on?
 - How are ZBT's principles showing up in your life right now?



Brotherhood Building Activities

THE JOURNEY includes a series of 5 chapter-wide brotherhood building experiences that create and strengthen relationships throughout the chapter and that help brothers identify with ZBT and one another from the time they are initiated into their alumni years.

- ☐ ZBT Game Day
- ☐ ZBTeams Course
- ☐ Progressive Dinner
- ☐ To Be ZBT
- ☐ Community Connection

ZBT Game Day

All chapter brothers participate in a sport, game, challenge, or activity in pairs or small groups mixed across class years, families, and cliques.

- ☐ The chapter holds a fun, competitive activity within a few weeks of initiation, which could include:
 - Homecoming Competitions
 - Sports/Video Game/Board Game Tournaments
 - Intramural participation as a chapter
 - Greek Week Events
 - Brotherhood Olympics
 - Brotherhood Trivia/Jeopardy
- ☐ All initiated brothers attend and participate.
- ☐ Brothers participate in groups or teams that are mixed across families, class years, and cliques.



ZBTeams Course

Brothers participate in a facilitated ropes or teams course involving physical, cognitive, and interpersonal activities while debriefing the lessons learned and applying them to the brotherhood.

- ☐ The ZBTeams Course takes place within 6 weeks of initiation
- ☐ Brothers complete interactive group development activities, which could include:
 - High or Low Ropes Courses
 - Obstacle Courses
 - Teambuilding Course
 - Rock Climbing Walls
 - Facilitated Ziplines
 - Adventure Trips or Hikes
 - Escape Rooms
- ☐ The activity is led by a trained and certified professional facilitator.
- ☐ All initiated brothers attend and participate.
- ☐ Brothers participate in groups or teams that are mixed across families, class years, and cliques.
- ☐ Brothers debrief lessons learned and apply them to the brotherhood.

Progressive Dinner

Brothers share a multi-course meal while discussing ZBT's precepts, mission, purpose, inclusivity, and the personal beliefs and aspirations of brothers.

- ☐ The chapter hosts a dinner for all initiated brothers once per academic term, which could include:
 - Hillel Shabbat Dinners
 - Chabad Shabbat Dinners
 - Formal Etiquette Classes
 - Gentlemen's Talks
- ☐ All initiated brothers attend and participate.
- ☐ Brothers meet at tables with different brothers during each course of the meal.
- ☐ Tables are mixed across families, class years, and cliques.
- ☐ During each course of the meal, brothers discuss a different question about:
 - ZBT's Precepts
 - ZBT's Mission
 - ZBT's Purpose
 - Inclusivity
 - Brothers' personal beliefs, and/or
 - Brothers' aspirations



To Be ZBT

Brothers spend an evening participating in a series of one-on-one and small group conversations about the organization's identity, values, mission, and principles.

- ☐ Chapter leaders host a discussion about the fraternity's identity within six weeks of initiation.
- ☐ The program follows the To Be ZBT outline or accomplishes similar outcomes through activities like:
 - Cross the Line
 - Pass the Candle
 - Fireside Chats
 - Gentlemen's Talks
 - Anti-BDS Discussions
- ☐ All brothers attend and participate.
- ☐ The discussion involves personal sharing and listening among all brothers.
- ☐ The discussion addresses concepts from the fraternity's Precepts, Credo, Mission, Brotherhood Standards, and Identity.
- ☐ The discussion involves one-on-one conversations between brothers in multiple pairings.
- ☐ Brothers interact with those from other families, class years, and cliques.

Community Connection

Brothers contribute to their local community through hands-on service, diversity and inclusion efforts, or other civic engagement activities.

- ☐ The chapter organizes a community engagement experience, which could include:
 - Partnering with Hillel or Chabad on a community event
 - Habitat for Humanity
 - Participating in a campaign related to community engagement topics (e.g., voting, advocacy, etc.)
 - Hands on volunteering in high schools, shelters, or food kitchens
- ☐ This takes place once per academic term.
- ☐ The experience involves direct contact with community members (i.e., not including cleanups).
- ☐ The experience involves hands-on effort of serving or actively participating in the community (i.e., not involving fundraising)
- ☐ All brothers attend and participate.
- ☐ The experience includes time where brothers reflect on lessons learned, implications on their life, and future intentions following the event.
- ☐ Chapter leaders guide brothers in debriefing the experience as a group.



Brotherhood Retreat

The chapter hosts a full-day retreat each academic term including activities such as dialogue about the precepts and Credo, exploration of ZBT's identity as an inclusive Jewish fraternity, relationship-building involving self-disclosure, and learning songs and insignia.

- ☐ The retreat takes place approximately one to two months following initiation.
- ☐ All initiated brothers attend and participate.
- ☐ The retreat lasts at least one full day.
- ☐ There is no alcohol involved in the retreat.
- ☐ The retreat follows the curriculum provided in THE JOURNEY, or comparable activities for each segment.
- ☐ The retreat includes activities involving the fraternity's Precepts, Credo, Mission, Brotherhood Standards, and Identity.
- ☐ The retreat includes exploration of ZBT's identity as an inclusive Jewish fraternity.
- ☐ The retreat involves personal sharing and listening among all brothers.
- ☐ The discussion involves one-on-one conversations between brothers in multiple pairings.

Milestone Workshop

Once each academic term, brothers look back on what they have learned through THE JOURNEY and plan their next steps in personal development.

- ☐ The Milestone Workshop takes place a few weeks before the Semiannual Brotherhood Review Vote, or about six weeks after initiation.
- ☐ All brothers attend and participate.
- ☐ Brothers self-assess their personal development according to THE JOURNEY's core and elective experiences.
- ☐ Brothers meet once per academic term to advance their personal development, including:
 - Reflecting on and sharing lessons learned from core and elective experiences
 - Providing coaching to one another on personal development
 - Making a plan for the next core and elective experiences to pursue
- ☐ The Provost collects a copy of each brother's personal development plan and uses it to guide chapter educational programming.



Educational Programming

The chapter hosts educational programs that address brothers' shared priorities for personal development, including inclusion, civic engagement, leadership development, career development, personal development, and interpersonal development.

- ☐ Chapter leaders collect information from brothers each academic term about their personal development progress and priorities.
- ☐ The chapter provides multiple educational programs to supplement brothers' personal development in the areas of:
 - Inclusion
 - Civic Engagement
 - Leadership Development
 - Career Development
 - Personal Development, and
 - Interpersonal Development
- ☐ Chapter educational programs are selected based on brothers' personal development priorities.
- ☐ Chapter leaders recruit alumni and campus experts to present on each topic.

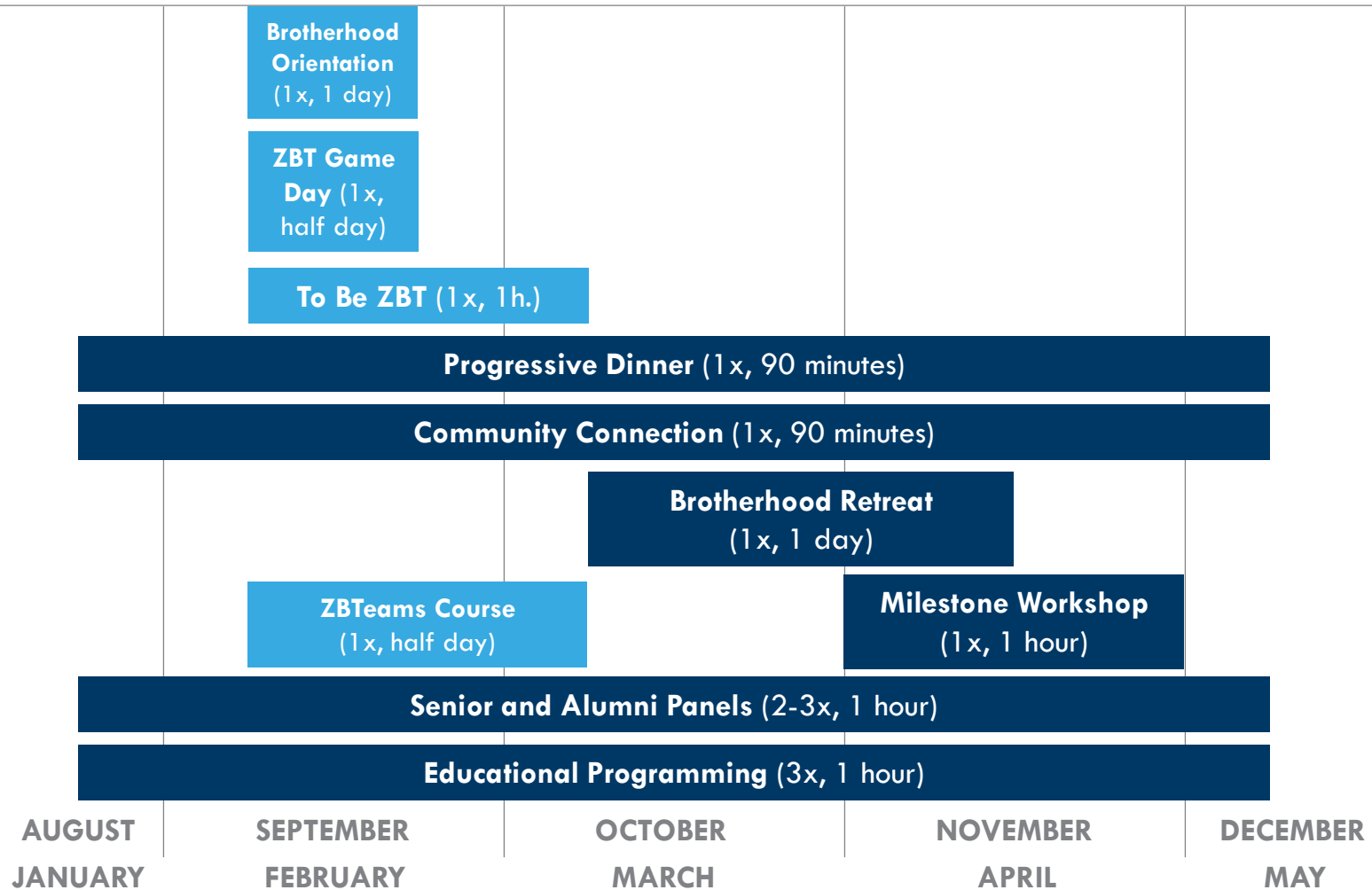
Senior and Alumni Panels

Seniors and alumni share the lessons they learned through THE JOURNEY with brothers by answering questions about inclusion, the Ritual, the Credo, the Precepts, ZBT history, and their growth and development as a brother.

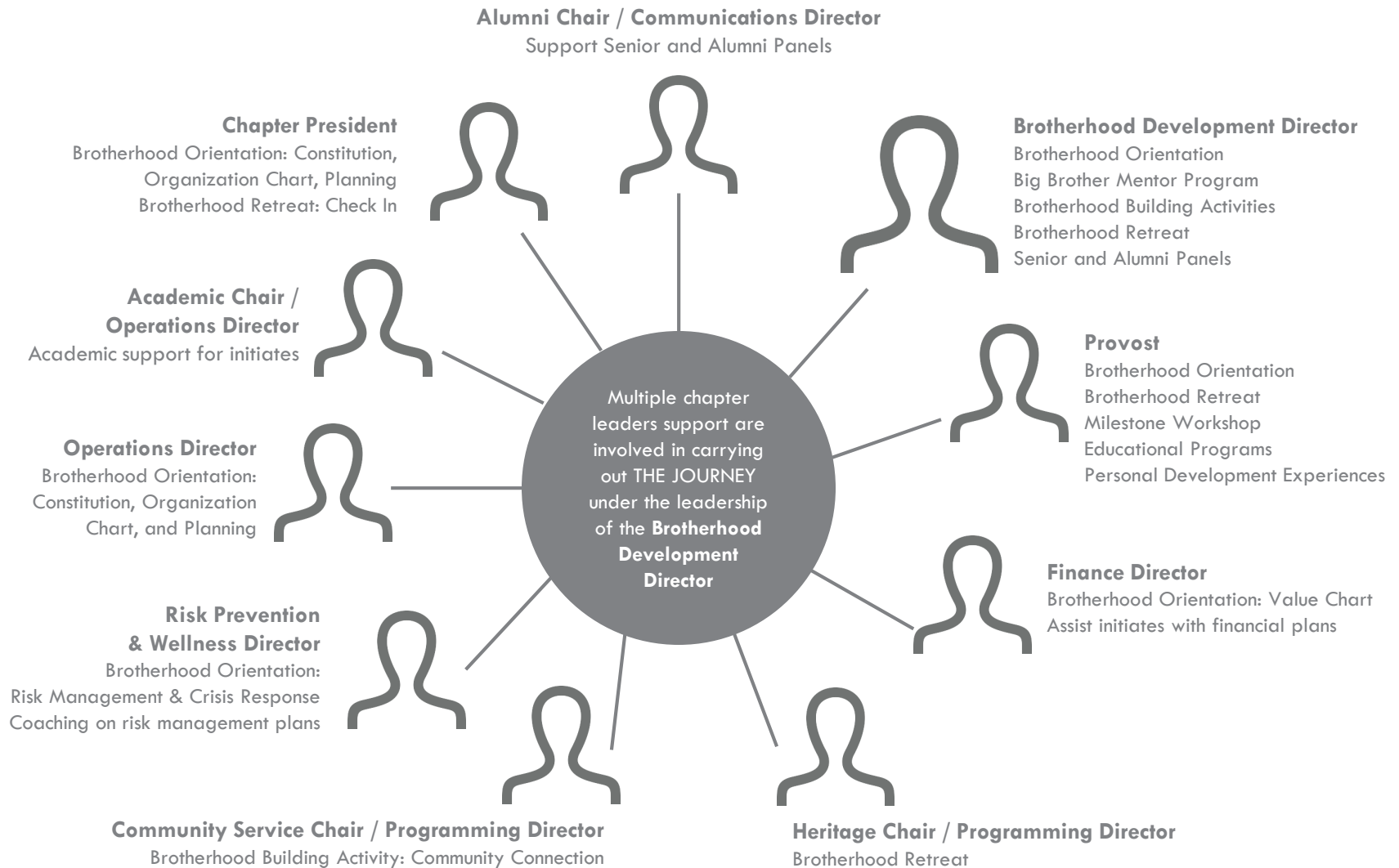
- ☐ The chapter holds events where alumni and/or seniors speak about their experience.
- ☐ The focus of these conversations is on ZBT's Ritual, Credo, Precepts, and/or history
- ☐ Panelists explain how their ZBT experiences facilitated their growth and development.
- ☐ These sessions focus on learning rather than entertainment (e.g., they avoid storytelling, roasts, superlatives, etc.)
- ☐ Panelists respond to questions provided in the curriculum.
- ☐ Brothers have the opportunity to ask follow up questions.
- ☐ The chapter invites panelists who are not local to contribute virtually.
- ☐ Panel sessions are held multiple times throughout the term in conjunction with other events such as:
 - Homecoming, Alumni, or Parents' Weekends
 - Graduation Ritual
 - Chapter Meetings
 - Brotherhood Retreats
 - Internship/Job Fairs
- ☐ Every brother serves as panelist at least once before he graduates.

Chapter JOURNEY Calendar

Use the timeline below as a guide to plan the timing of each component of THE JOURNEY. Place each event on your chapter and campus calendar within the time range suggested. If your chapter initiates later in the term, the activities in light blue should be moved to the right on the timeline. Chapters on a quarter calendar can spread this over multiple academic terms, as long as events are placed in approximately the same time scale in relation to one another and are conducted twice per year.



Who is responsible for THE JOURNEY?



Brotherhood Development Director Responsibilities



The Brotherhood Development Director is responsible for overall leadership of THE JOURNEY in the chapter. He is specifically responsible for leading all activities involving relationship building and brotherhood, including the items listed below. He may choose to delegate some of these responsibilities to other chapter leaders if it aligns with their position.



Facilitate portions of Brotherhood Orientation



Manage the Big Brother Mentoring program



Plan and lead the Brotherhood Building Activities



Plan the Brotherhood Retreat in conjunction with the Heritage Chair and other leaders



Organize Senior and Alumni Panels with the Alumni Chair.



Ensure all elements of THE JOURNEY are being completed and conducted properly

Provost Responsibilities



The Provost is responsible for assisting the Brotherhood Development Director in carrying out all aspects of THE JOURNEY in the chapter. Additionally, the Provost is primarily responsible for the educational aspects of the program. He carries out the instruction and learning activities, including those listed below.



**Organize and lead
Brotherhood Orientation**



**Facilitate segments of the
Brotherhood Retreat**



**Plan and lead the
Milestone Workshop**



**Select and organize
Educational Programs**



**Track brothers' Personal
Development Experiences**

Finance Director Responsibilities



The Finance Director supports THE JOURNEY by facilitating the Value Chart segment of Brotherhood Orientation. He should also ensure that initiates have a financial plan in place to pay dues on time and in full.



Lead the Value Chart segment of Brotherhood Orientation



Work with initiates to ensure they have a financial plan for dues

Heritage Chair/Programming Director Responsibilities



The Heritage Chair supports THE JOURNEY by leading a segment of the Brotherhood Retreat.

If the chapter does not have a Heritage Chair, these responsibilities fall to the Programming Director.



**Lead a segment of the
Brotherhood Retreat**

Community Service Chair /Programming Director Responsibilities



The Community Service Chair supports THE JOURNEY by working with the Brotherhood Development Director to plan and lead the Community Connection that is part of the Brotherhood Building Activities. He should also assist brothers in identifying opportunities to complete the Hands-On Service component of the Personal Development Experiences.

If the chapter does not have a Community Service Chair, these responsibilities fall to the Programming Director.



Plan and lead the Community Engagement Brotherhood Building Activity



Identify organizations, causes, and programs where brothers can complete the Hands-On Service component of the Core Experiences.

Risk Prevention & Wellness Director Responsibilities



The Risk Prevention and Wellness Director supports THE JOURNEY through leading the Risk and Crisis Management segments of Brotherhood Orientation. He should also develop plans for providing real-time coaching and support to initiates as they learn to carry out the chapter's risk prevention plans.



Lead the Risk Management and Crisis Management segments of Brotherhood Orientation



Provide coaching and support to initiates on carrying out risk prevention plans

Operations Director Responsibilities



The Operations Director plays multiple roles in carrying out THE JOURNEY. He facilitates three segments of Brotherhood Orientation. He also ensures initiates receive the master calendar and that they are connected into the day to day operations of the chapter.

If the chapter does not have an Academic Chair, the Operations Director is responsible for incorporating plans to support new initiates into the chapter's academic development plan. This can include individualized guidance, a meeting to incorporate them into the chapter's overall academic plan, and personal check-ins to ensure initiates are finding an appropriate balance in their academic and fraternity responsibilities.



Lead segments of Brotherhood Orientation



Provide initiates with access to the chapter's master calendar



Ensure initiates are incorporated into the daily operations of the chapter

Academic Chair / Operations Director Responsibilities



While there is no formal role or program for the Academic Chair, he should incorporate plans to support new initiates into the chapter's academic development plan. This can include individualized guidance, a meeting to incorporate them into the chapter's overall academic plan, and personal check-ins to ensure initiates are finding an appropriate balance in their academic and fraternity responsibilities.

If the chapter does not have an Academic Chair, these responsibilities fall to the Operations Director.

Alumni Chair/Communications Director Responsibilities



The Alumni Chair supports THE JOURNEY through the Senior and Alumni Panels. He should continuously help identify and recruit alumni to participate as a panelist for these sessions. If appropriate, the Brotherhood Development Director may delegate the responsibility of planning these sessions to the Alumni Chair.

If the chapter does not have an Alumni Chair, these responsibilities fall to the Communications Director.



Identify and recruit alumni to participate as panelists in Senior and Alumni Panels



Plan Senior and Alumni panels if delegated by the Brotherhood Development Director

Chapter President



The chapter president participates in THE JOURNEY by supporting the Brotherhood Development Director and Provost as needed and by contributing to some educational sessions.



**Lead segments of
Brotherhood Orientation**



**Lead the Check In activity during
the Brotherhood Retreat**

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Brotherhood Orientation

What

Brotherhood Orientation is a half- to full-day workshop that introduces the basic elements of the ZBT to all brothers upon initiation.

Why

Learning about ZBT is a lifelong process. Brothers gradually gain a deeper understanding of ZBT's identity and functions through their daily experiences in the chapter. Through Brotherhood Orientation, brothers establish baseline knowledge to build upon, including:

- The meaning behind ZBT's Credo, Precepts, and Symbols
- ZBT's constitution and leadership structure
- ZBT policies and procedures
- Brotherhood Standards and the SBRV
- THE JOURNEY
- ZBT's identity as an inclusive Jewish fraternity
- ZBT's identity as a brotherhood of equals

Who

All initiates attend Brotherhood Orientation

The Provost plans and leads the program with assistance from other chapter officers, including:

- President
- Brotherhood Development Director
- Finance Director
- Risk Prevention & Wellness Director
- Operations Director

Chapter advisors attend and assist with the program

A university staff or council officer attends for the Our Fraternity/Sorority Community segment

When

Brotherhood Orientation should be held within 10 days of initiation, and should last at least a half-day, or about 4 to 6 hours. The Provost should take breaks as needed, about once per hour.

Brotherhood Orientation

Where

A classroom or multi-purpose space with:

- Room for brothers to move around
- Ability to post sticky notes and chart paper on walls and write on it
- Tables or desks so brothers have a writing surface
- Ability to move chairs back-to-back and in small groups

How

The session is similar to an onboarding meeting that would happen on the first day in a new job. The program includes presentations, activities, and group discussions

Brothers should bring their personal planners or calendars

The following materials are needed to lead the session:

- Index cards with segments of the constitution
- 6 sheets of chart paper
- 6 chart paper markers
- Projection capabilities
- ZBT History and Mergers slide deck
- Whiteboard or chalkboard
- Copy of the Ritual
- Printed Friendship and Brotherhood Statements in strips of paper

Additionally, prepare the following materials for each brother:

- Writing utensil
- Introduction to Brotherhood Manual
- Brotherhood Orientation Workbook (pp. 94-105)
- Blank sheet of printer paper
- Chapter Constitution
- List of chapter committees
- Printed list of the spelled out English name (e.g. Alpha Beta Gamma) of all fraternity / sorority chapters on campus

Agenda

The session is organized into the following outline, but the Provost can reorganize contents if a different order or structure is preferred:

Welcome & Introduction (10 minutes)

Who We Are (approx. 2 hours)

- Crest Drawing Contest (20 minutes)
- Six Precepts Gallery (20 minutes)
- Mission and Credo Discussion (20 minutes)
- ZBT History (15 minutes)
- Defining Brotherhood (20 minutes)
- Debating Brotherhood (15 minutes)

How We Operate (approx. 2 hours)

- (re)Writing the Constitution (15 minutes)
- Navigating ZBT's Organization Chart (20 minutes)
- Setting Brotherhood Standards (15 minutes)
- Preparing for the SBRV (15 minutes)
- A Brotherhood of Equals (20 minutes)
- Preventing and Managing Risk (20 minutes)
- Crisis Response Basics (10 minutes)
- ZBT Value Chart (15 minutes)
- Our Fraternity/Sorority Community (15 minutes)

My JOURNEY in ZBT (30 minutes)

- THE JOURNEY Program (15 minutes)
- Planning the Year (15 minutes)

Welcome & Introduction

What

The Provost welcomes brothers and prepares them for the orientation session.

Why

Each brother should have a warm welcome to the brotherhood and receive everything they need to be successful. After the welcome, they should:

- Feel closer to ZBT
- Know the people in the room
- Know what to expect from Orientation

Who

Planned and led by the Provost

All recent initiates should attend

Officers and brothers in attendance should observe

When

10 to 15 minutes at the beginning of Brotherhood Orientation

Where

In a classroom or multi-purpose space

How

Welcome, reviewing the agenda, and handing out materials

Materials include:

- Introduction to Brotherhood Manual
- Brotherhood Orientation Workbook
- Writing utensils
- Other materials determined by chapter leaders

Welcome & Introduction Checklist

Each brother introduces himself and answers:

1

What brotherhood experience are you most excited for initiates to share with brothers?

Hand out materials and introduce each piece:

- ☐ Brotherhood Orientation Workbook
- ☐ Introduction to Brotherhood Manual
- ☐ Writing utensils
- ☐ Other materials

2

Review the schedule of Orientation:

1 Who We Are

We will explore the Precepts, Mission, Credo, and identity of ZBT and why they matter to us.

2 How We Operate

We will outline how the organization works, including the constitution, leadership, policies, and activities.

3 Your JOURNEY in ZBT

We will prepare you for continuous learning and growth in the fraternity.

Share expectations for the session:

- Participate: there is lots of interaction.
- Ask questions: this is your chance to learn.
- This is an introduction: there will always be more to learn.
- Silence phones.
- Review the session schedule and duration

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Who We Are

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Crest Drawing Contest

What

Brothers learn the main elements of the crest and the meaning of each one through a drawing and communication contest and a group discussion.

Why

Each brother should know each element of the crest, what it means to ZBT, and how it applies to their life in the fraternity. This activity will prepare brothers to:

- Name each item in the crest
- Explain the meaning of each item
- Recreate a drawing of the crest

Who

Planned and led by the Provost

All recent initiates should attend

Officers and brothers in attendance should participate, even if they already know the crest

When

20 minutes at any time during Brotherhood Orientation, ideally in the beginning or middle to create energy

Where

In a classroom or multi-purpose space with the ability for brothers to move chairs back-to-back

How

Drawing and communication contest in pairs followed by a group discussion

Set up chairs back to back

Materials needed:

- A blank sheet of paper per brother
- Introduction to Brotherhood Manual
- Writing utensil for each brother
- Brotherhood Orientation Workbook: Crest Worksheet

Crest Drawing Contest

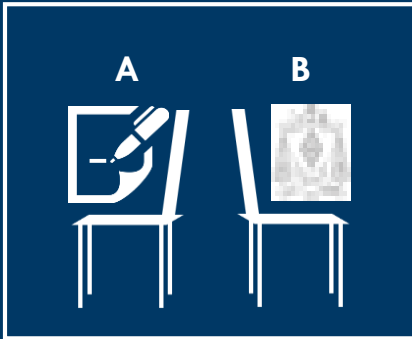
SETUP

Move chairs back-to-back in pairs

Intro to Brotherhood p. 17

Brotherhood Orientation Workbook p. 94

Blank paper and pen to each person



RULES



Talking only
Questions are OK



No gesturing
No touching
No checking
No peaking

1

Person A: Draw what you hear.

Person B: Use Intro to Brotherhood p. 17 to help your partner draw the crest with verbal instructions only.



Work for up to 2 minutes, then stop.

Compare the results!

2

Switch roles!

Person A: Use Intro to Brotherhood p. 17 to help your partner draw the crest with verbal instructions only.

Person B: Draw what you hear.



Work for up to 2 minutes, then stop.

Compare the results!



Repeat as needed.

3

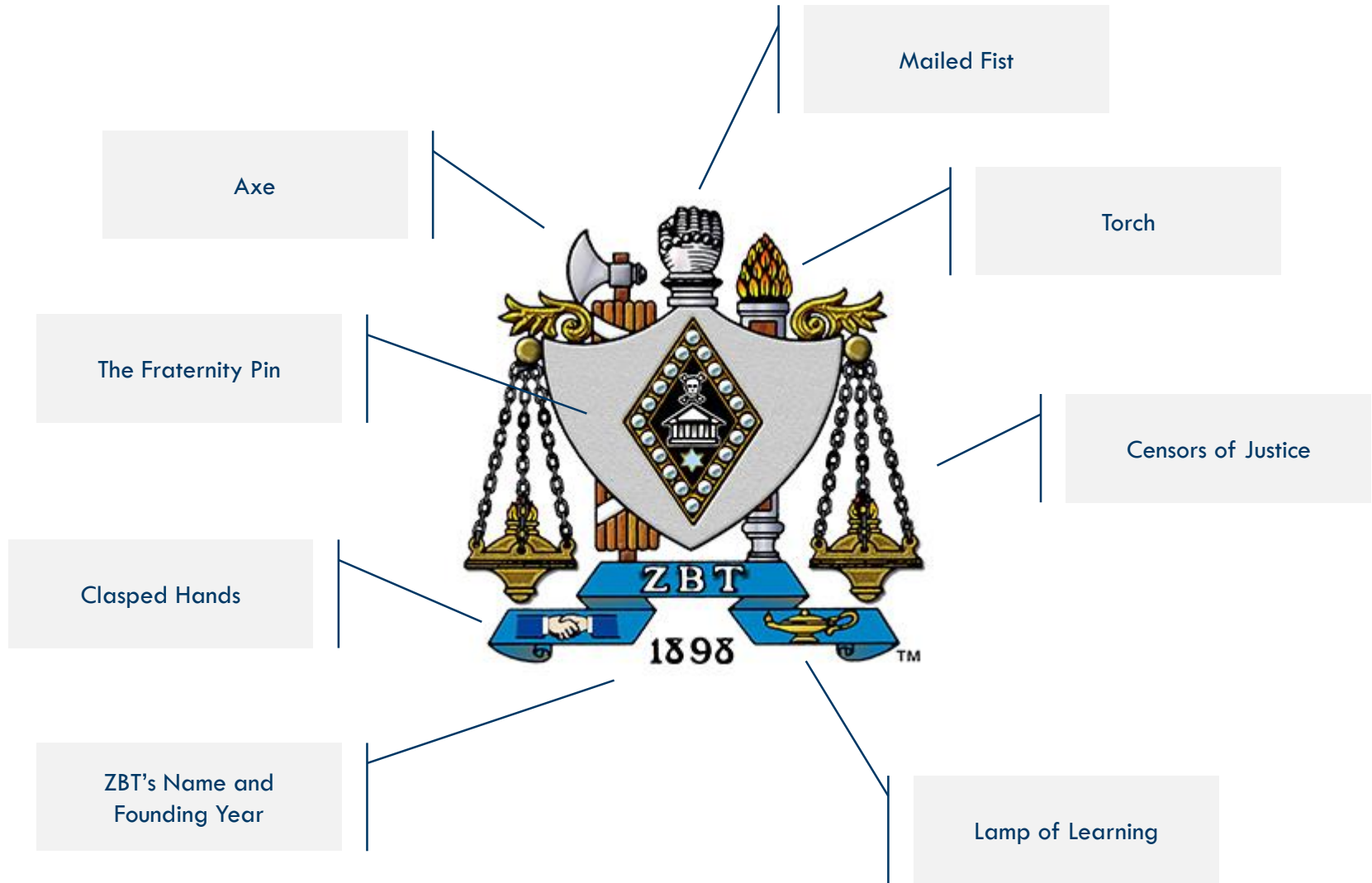
Turn to The Crest Worksheet (p. 94) and discuss:

- Without looking, list the elements in the crest.
- Label each element in the worksheet.
- What do you think each element stands for?
- How do these elements and the meaning behind them define ZBT?

Describe the meaning behind each item in the crest.

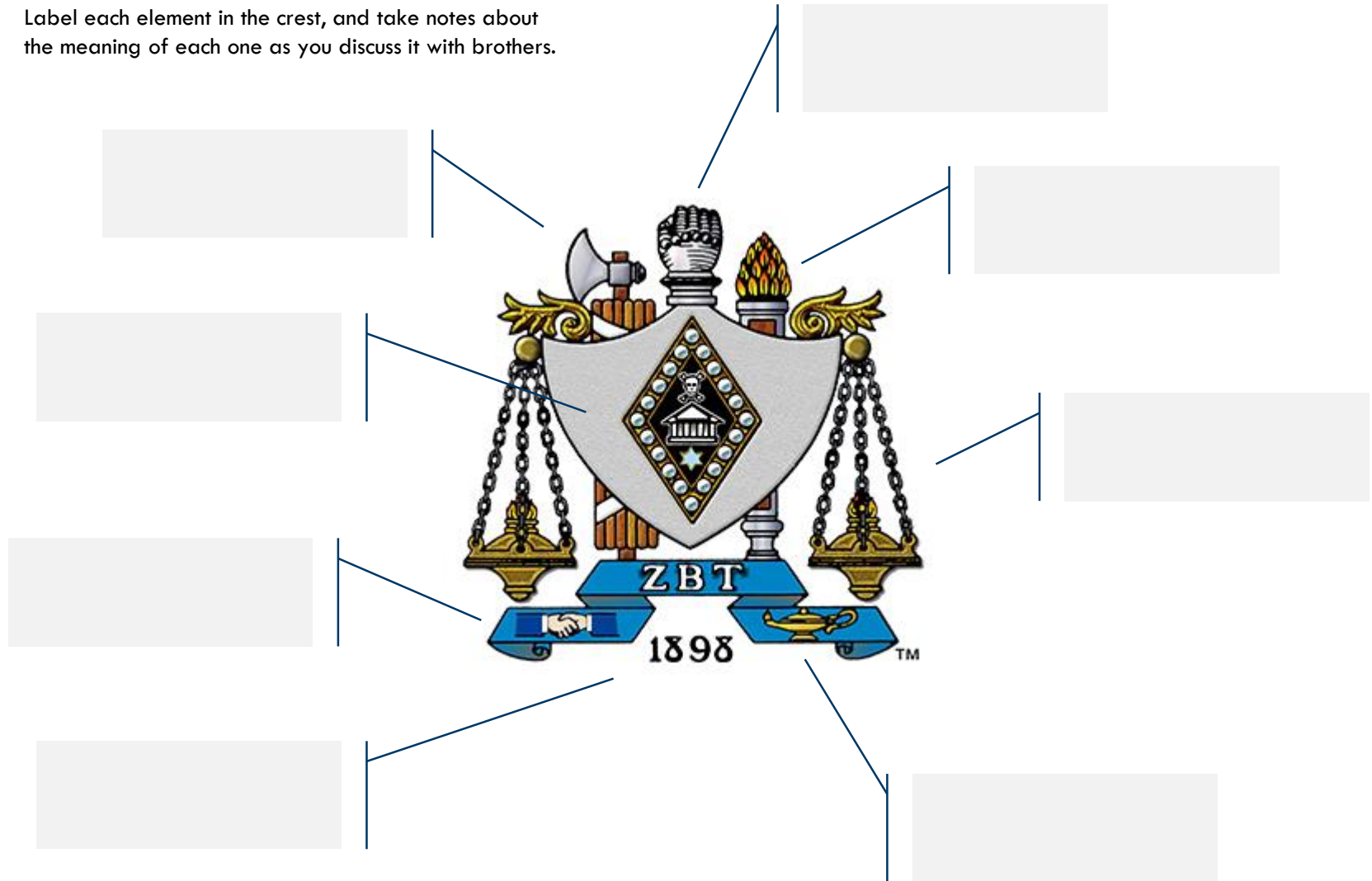
Ask additional discussion questions if appropriate.

The Crest of ZBT



The Crest of ZBT Worksheet

Label each element in the crest, and take notes about the meaning of each one as you discuss it with brothers.



Six Precepts Gallery

What

Brothers learn about the Precepts by determining what behaviors, words, ideas, and situations exemplify or disgrace them. Brothers discuss how the Precepts should inform their actions.

Why

Brothers need to know and live by each Precept embodied in ZBT's Ritual. This activity helps brothers:

- Explain the meaning of each Precept
- List actions that are consistent with each Precept
- List actions that are inconsistent with each Precept
- Describe how to use Precepts to guide daily actions

Who

Planned and led by the Provost

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have before

When

20 minutes at any time during Brotherhood Orientation, especially in the middle to keep brothers energized

Where

In a classroom or multi-purpose space with room for brothers to move around and the ability to post chart paper on walls and write

How

A series of brainstorming activities in small groups followed by a group discussion

Set up chart pages around the room labeled with each Precept and a vertical line down the center

Put markers at each station

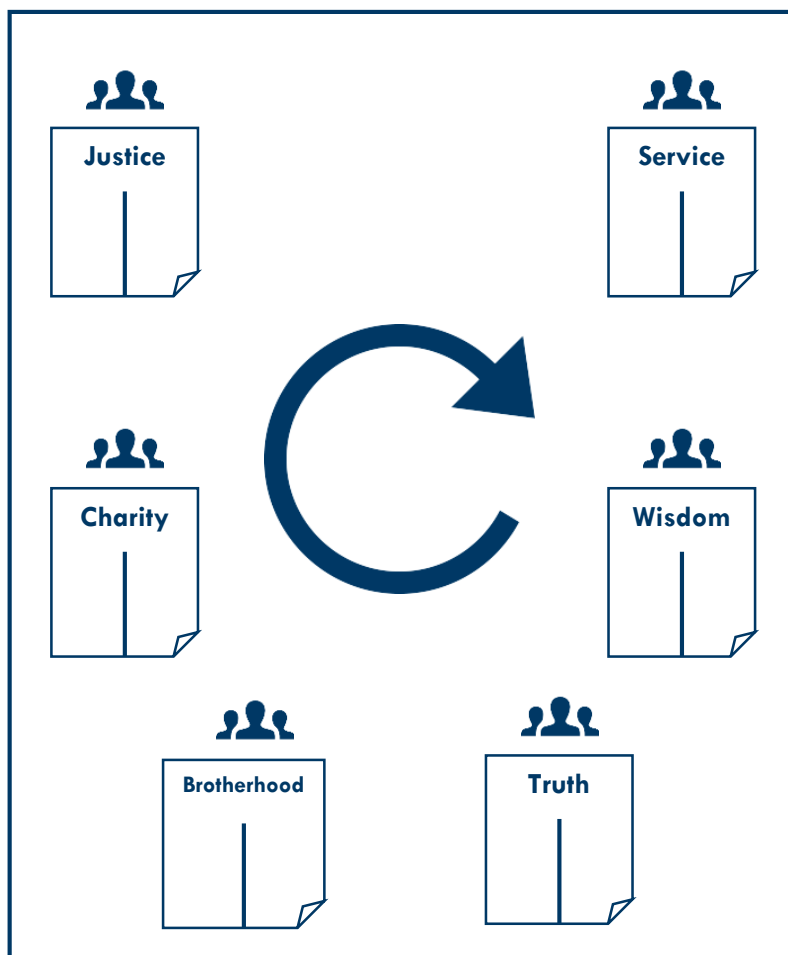
Materials needed:

- 6 sheets of chart paper
- 6 chart paper markers

Six Precepts Gallery

SETUP

- Post 6 pages of chart paper around the room
- Label each with one Precept and a line down the center
- Place a marker at each station
- Break into 6 equally-sized groups



INSTRUCTIONS

1

Introduce the Precepts:

"The Precepts are embodied in ZBT's Ritual, and they provide guidance for how we should live our everyday lives. ZBT brothers work to exemplify these values in everything they do."

2

Give instructions:

- Label the left column "Exemplify"
- List behaviors, words, ideas, and situations that are perfect real-life examples of this Precept in action.
- Work for 60 seconds ⌚

3

Give instructions:

- Label the right column "Disgrace"
- List real-life examples of behaviors, words, ideas, and situations that disgrace this Precept.
- Work for 60 seconds ⌚

4

Rotate clockwise to the next precept.

Review the last group's work, and add new examples.
Repeat until all groups complete all Precepts.

5

Lead a Group Discussion:

- What are we already doing well to exemplify our Precepts? What can we do better?
- How do we prevent disgracing our Precepts?
- How do we take control and change situations where we are about to violate a Precept?

Mission and Credo Discussion

What

Brothers discuss each element of the Mission and Credo in small groups and report their findings to one another.

Why

The Mission and Credo define ZBT's goals as a fraternity, so brothers should know they say, understand what they mean, and take responsibility for carrying them out. This session prepares brothers to:

- List and describe each element of the Mission and Credo
- Discuss the origin and purpose of the Mission and Credo
- Describe how to use the Mission and Credo to guide their daily actions

Who

Planned and led by the Provost

All recent initiates should attend

Officers and other brothers in attendance should participate, splitting up equally among groups

When

20 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around

How

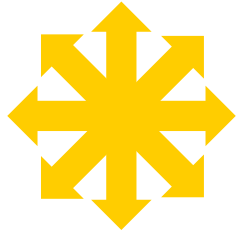
Brothers split into 8 equally-sized groups, with officers and other brothers divided evenly across groups

If there are fewer than 10 initiates, use 4 groups instead of 8, assign two segments to each group, and do two rounds of presentation

Materials needed:

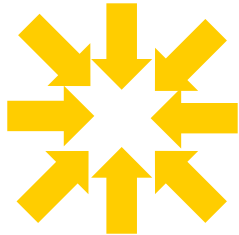
- Brotherhood Orientation Workbook: Mission and Credo Group Assignment

Mission and Credo Discussion



Split into groups to discuss and prepare to present:

- What does this section of the Mission/Credo mean?
- Why is this important to ZBT?
- How do we fulfill this in our daily life?
- How can we – individually and as a chapter – do better in fulfilling this principle?



Groups reconvene and present their answers.



Make the following points:

- The Mission and Credo define the ultimate aspirations of ZBT
- They are to be lived, not just memorized.
- They guide every decision.
- Your integrity in ZBT and the chapter's performance are measured by these statements
- Revisit each principle and these questions regularly



All brothers read the Credo aloud together

Setup:

- ☐ 8 equal groups (or 2 rounds of 4)
- ☐ One officer in each group
- ☐ Brotherhood Orientation
Workbook: Mission and Credo
Group Assignment
- ☐ One segment of the Mission & Credo per group

Mission & Credo Group Assignment

Our Mission

The Mission of Zeta Beta Tau Fraternity (ZBT) is to foster and develop in its brotherhood the tenets of its Credo: Intellectual Awareness, Social Responsibility, Integrity and Brotherly Love, in order to prepare its brothers for positions of leadership and service within their communities.

GROUP 1

Mindful of its founding in 1898 as the world's first Jewish Fraternity, ZBT will preserve and cultivate its relationships within the Jewish community. Since 1954, ZBT has been committed to its policy of non-sectarian Brotherhood, and values the diversity of its brothers. ZBT will recruit and initiate men of good character, regardless of religion, race or creed who are accepting of these principles.

GROUP 2

Our Credo

At the 1963 Convention in San Francisco, a dozen or so chapter presidents were concerned about the wave of anti-establishment feeling which was emerging throughout the country, particularly as this manifested itself on college campuses in growing anti-fraternity sentiment. They determined to draw up a resolution that would serve as an effective response—at least so far as ZBT was concerned—to those who claimed fraternities were irrelevant and had outgrown their usefulness.

The resolution, which the Convention adopted overwhelmingly, became so widely quoted during the turbulent years of the 1960s that it became known as the “Credo” of Zeta Beta Tau.

GROUP 3

Discuss and prepare to present:

- What does this section of the Mission/Credo mean?
- Why is this important to ZBT?
- How do we live by this in our daily life?
- How can we – individually and as a chapter – do better in fulfilling this section of the Mission/Credo?

We, the brothers of Zeta Beta Tau Fraternity, believe that the development of the individual as a responsible, mature member of society is the primary goal of the university today. We believe that fraternity offers to the university community a unique, desirable and successful means of achieving this goal. In fulfilling the purposes of fraternity, we dedicate ourselves to the principles of:

GROUP 4

INTELLECTUAL AWARENESS. Fraternity creates an atmosphere conducive to the expansion of the individual's intellectual horizons, the interchange of ideas within the academic community and the pursuit of scholastic excellence.

GROUP 5

SOCIAL RESPONSIBILITY. Fraternity requires the individual to commit himself and accept his responsibility to participate.

GROUP 6

INTEGRITY. Fraternity generates a standard of personal integrity – a framework for the individual to maintain honesty, exhibit loyalty and retain a sense of self-discipline.

GROUP 7

BROTHERLY LOVE. Fraternity inspires and expresses the interrelation of the individual with his fellows, his pride in the institution and respect for the wisdom of its tradition

GROUP 8

ZBT History

What

Brothers complete a worksheet while learning about the origins of ZBT, the major milestones in its history, and the antecedent organizations that make up ZBT.

Why

The origins of ZBT provide important lessons about the fraternity's identity and its current form. Brothers should see the story of ZBT as part of their own JOURNEY and be prepared to share with others. The history session will help them:

- Describe the circumstances of ZBT's founding
- List and describe the antecedent organizations
- List and describe at least 5 milestones in ZBT's history

Who

Led by the Provost

All recent initiates should attend

Officers and other brothers in attendance should participate, even if they have in the past

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around

How

Brothers use a presentation and the Introduction to Brotherhood manual to complete two worksheets about the organization's history and the antecedent organizations.

Materials needed:

- Introduction to Brotherhood manual
- Brotherhood Orientation Workbook: ZBT History Worksheet
- Projection resources
- ZBT History slide deck

ZBT History Outline



Refer brothers to the ZBT History worksheet in their workbook and the Introduction to Brotherhood Manual



Organize brothers into pairs



Brothers work in pairs using their Manual to fill in the ZBT History worksheet

 5 minutes



Ask brothers to review the correct answers.
Add or correct anything they miss.



Lead a short discussion on ZBT's history:

- How are these events and this history relevant to us now?
- Imagine being a brother during each milestone: the founding, mergers, transition to non-sectarianism, and elimination of pledging and hazing. What do you think that would have been like?
- What lessons can we learn from the people who led through these situations in the past?



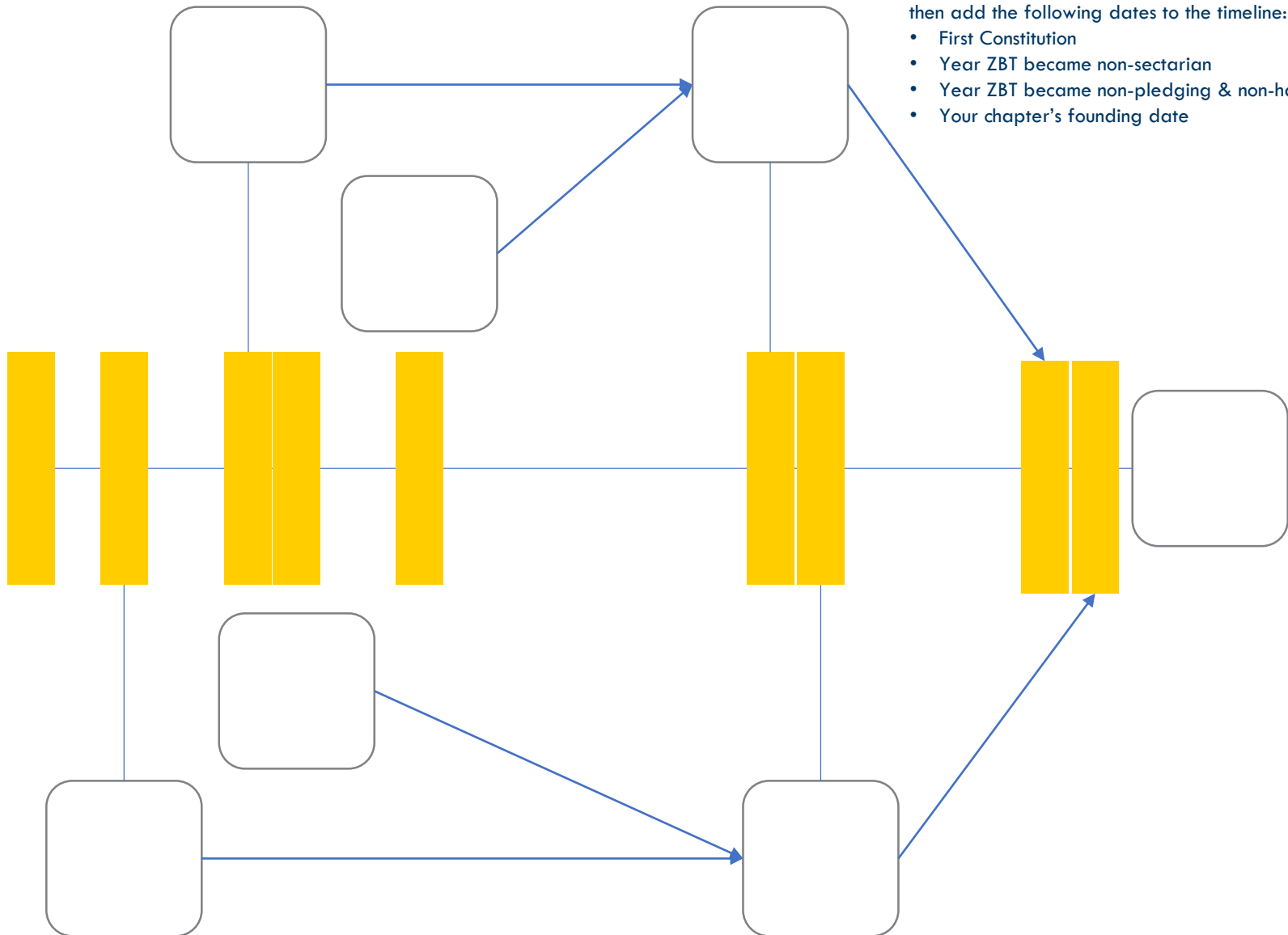
Alternative option:

Have pairs compete with one another to see who can complete the worksheet fastest and most accurately. Do multiple rounds, first with open notes, then from memory.

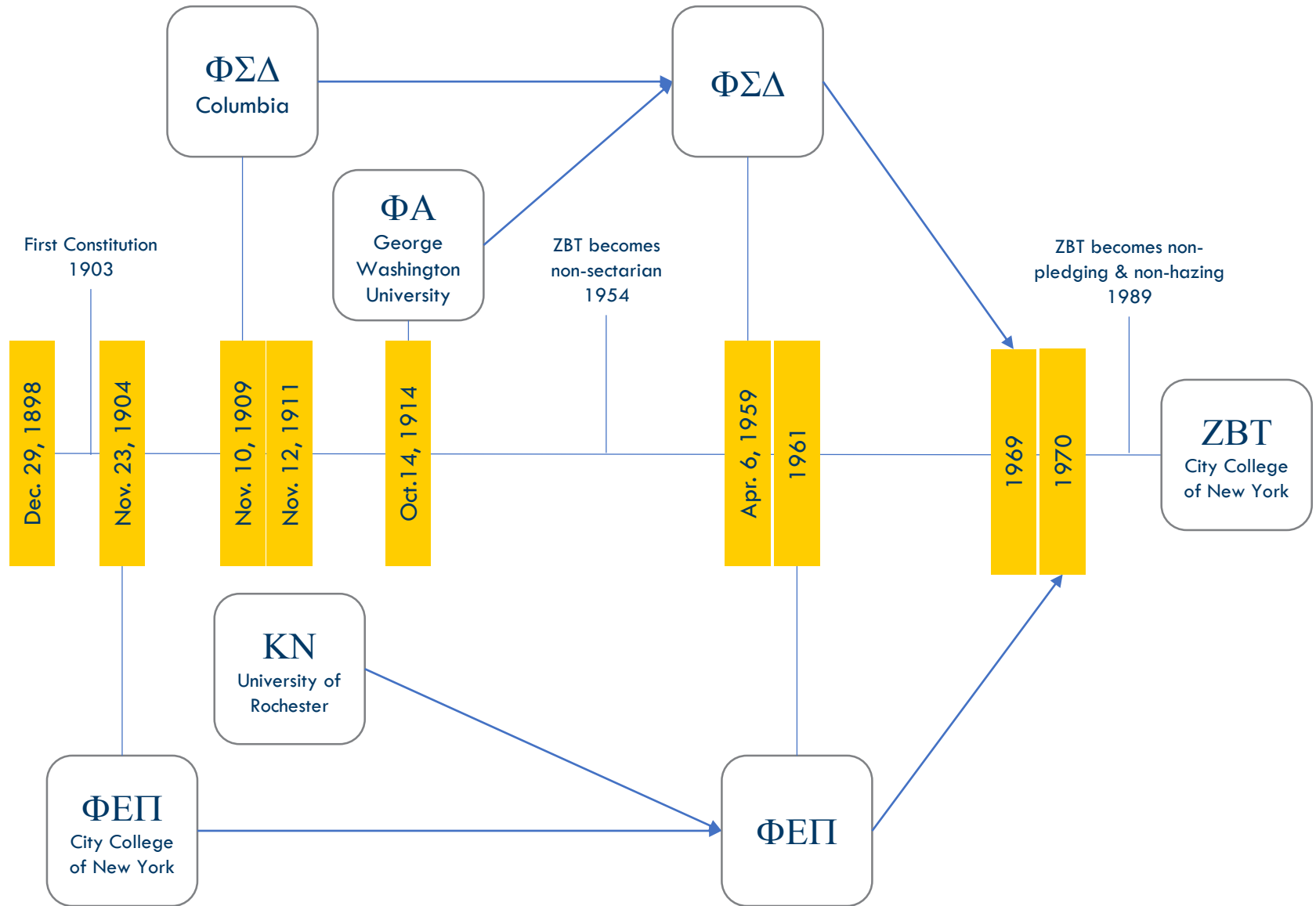
ZBT History Worksheet

Enter the organizations, founding location, founding dates, and merger dates into the timeline as you learn about the antecedent organizations of ZBT, then add the following dates to the timeline:

- First Constitution
- Year ZBT became non-sectarian
- Year ZBT became non-pledging & non-hazing
- Your chapter's founding date



ZBT History Worksheet Answers



Defining Brotherhood

What

Brothers differentiate between friendship and brotherhood by discussing statements about each and placing them on a spectrum.

Why

Brotherhood is a different type of relationship than brothers may have had in the past. It is important that they differentiate between brotherhood and friendship to fully understand their commitment. Through this session, they will:

- Define the characteristics of brotherhood
- Describe how brotherhood is different from friendship
- Explain the work involved in being a brother

Who

Led by the Brotherhood Development Director

All recent initiates should attend

Officers and other brothers in attendance should participate, even if they have in the past

When

20 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around

How

Large group discussion and activity to assign statements to the categories of friendship or brotherhood, followed by a debate about the pros and cons of brotherhood

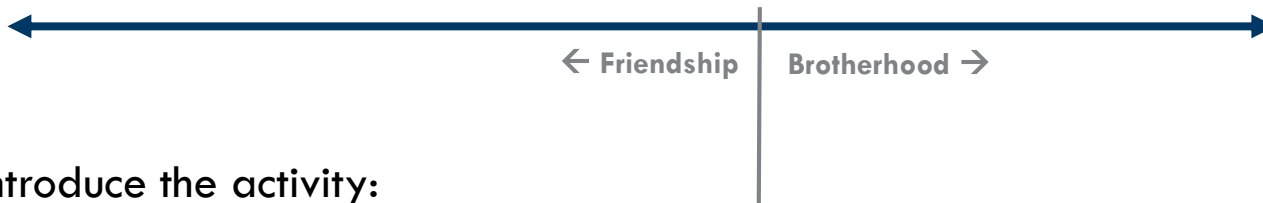
Create a spectrum on a whiteboard, chalkboard, or chart paper at the front of the room

Materials needed:

- Print the Friendship and Brotherhood Statements and cut them into strips of paper with one of statement each
- Place them in a hat, bag, or box brothers can draw from

Defining Brotherhood

1 Draw the spectrum on blackboard, whiteboard, or chart paper:



2 Introduce the activity:

“Brotherhood and Friendship are two different types of relationships. As brothers, it is important to know how our relationship is different from the friendships we have outside ZBT

3 Pick a brother at random, and provide instructions:

- Pick a statement out of the bag
- Read it aloud
- Place it on the chart where you think it belongs: a characteristic of brotherhood, friendship, or both
- Give your reasons for placing it where you did

4 Ask brothers to provide feedback and the statement adjust as needed

5 Repeat step 3 & 4 with different brothers until all statements are used

6 Reread the final list and sum up:

- Are there any attributes you would like to add?”
- Brothers, in the literal sense, come from the same parents.
- Brothers in ZBT are born from the same ritual, and become part of the history and story of ZBT.
- Brotherhood is eternal.
- In a Brotherhood, the actions of one Brother reflect on all brothers.
- You are not friends with people you have not met.
- You are brothers with other ZBTs even if you never meet them.

Friendship & Brotherhood Statements

The actions of one reflect on all

Men figuratively born in the same ritual experience

Members of a united front who work together for a common goal

An eternal relationship

Connected in a close relationship to people you have not yet met

Responsibility to confront in private.

Have fun together

Study together

The actions of one influence everyone else

Formal, lasting requirements and standards

Support each other

Similar values

Willing to confront

Share traditions and rituals

Eat lunch together

Go on vacation together

Attend each others' weddings

Holding each other accountable

Seek to help the other before he asks

Taking care to show thanks

Pride in and respect for others

Spend time together because you like them

Debating Brotherhood

What

Brothers debate the upsides and downsides of brotherhood and discuss how to find balance.

Why

When misinterpreted or taken to the extreme, relationships of brotherhood can be detrimental to brothers and the people around them. Brothers should know the signs of toxic brotherhood and how to maintain a healthy brotherhood. The debate will help them:

- Identify warning signs of a toxic brotherhood
- List the characteristics of a healthy brotherhood
- Describe how to foster a healthy brotherhood

Who

Led by the Brotherhood Development Director

All recent initiates should attend

Officers and other brothers in attendance should participate, even if they have in the past

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around

How

Brothers participate in a 3-sided debate about the pros and cons of brotherhood

Write the Elizabeth Farrell quote on a whiteboard, chalkboard, or chart paper, or display it on a projected screen

Debating Brotherhood

Instructions:

- ☐ Post the quote and ask for a few reactions
- ☐ Form 3 equal groups and assign topics:
 - Healthy Brotherhood
 - Toxic Brotherhood
 - Fostering Brotherhood
- ☐ Read the assignment in the circle for each group
- ☐ Ask for one answer from each group
- ☐ Rotate the order and repeat with additional answers or rebuttals
- ☐ Continue for 5 to 10 rounds or 15 minutes
- ☐ Ask brothers to summarize lessons learned

"The principles of Brotherhood are a double edged sword; they can inspire a Fraternity to improve or precipitate its downfall. The problem with organizations that foment such strong bonds among members is that they sometimes defend each other when it contradicts the best interest of the group."
-Elizabeth Farrell

Healthy Brotherhood

List and describe the positive aspects of brotherhood when it is most healthy.

Fostering Brotherhood

List the behaviors we need to practice to avoid toxic brotherhood and foster a healthy brotherhood

Toxic Brotherhood

List and describe the negative aspects of brotherhood when it becomes toxic.

How We Operate

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(re)Writing the Constitution

What

Brothers learn how ZBT operates by reconstructing the chapter's constitution one line at a time.

Why

The Constitution defines the authority, operating guidelines, and decision-making processes of the fraternity, and every brother should be familiar with these basics. By examining each line, brothers will be able to:

- List and describe each section of the Constitution
- Describe ZBT's operating and decision-making processes
- Discuss how the constitution is put to use

Who

Led by the Provost or the President

All recent initiates should attend

Officers and other brothers in attendance should participate, even if they have in the past

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around and work in teams

How

Brothers work as a group to organize cards containing segments of the constitution into the correct order and structure

Materials needed:

- Prepare a set of Constitution Cards by removing numbers and letters from a copy of the constitution, and printing each numbered/lettered section onto an index card or quarter sheet of paper
- A copy of the current constitution is needed to verify whether responses are correct

(re)Writing the Constitution



Introduce the activity:

- Our founding brothers created the first Constitution, which laid the parameters for our brotherhood. Local chapters shape specific pieces of their constitutions to best align with their practices and experiences. While all Constitutions are based on the original document, we have the ability to tailor our chapter document to best reflect our chapter.
- Our chapter's constitution acknowledges that we are part of ZBT and are subject to its guidelines, processes, and authority. It also defines how we work together as a chapter within ZBT.



Hand out constitution cards.

Provide instructions:

- Work together to sort cards into the correct sections and order of the constitution



Review the results:

- Give feedback on any incorrect groupings
- Give the group a chance to correct any mistakes
- It is important that cards are grouped into the correct sections, but they do not need to be in the correct order within sections



Debrief with the following questions:

- Why is this important to us?
- What changes do you think we should consider to the constitution? What is missing or incorrect in our constitution?
- What situations do you think we might face where we have to turn to the constitution for an answer?



Alternative options:

- For larger groups, break brothers into teams of 4 to 5
- Have teams compete to see who can complete the activity fastest and most accurately

Navigating ZBT's Organization Chart

What

Brothers learn about chapter leadership by recreating an organization chart, discussing responsibilities of each leader, and declaring their interest in committees

Why

All brothers share in the leadership and decision-making of the chapter, and they need to know where to go to address the issues they may face as a brother. Creating and examining a visual organization chart and committee list will prepare them to:

- List who to go to with issues they might face as a brother
- Name specific positions and committees
- Increase the likelihood of running for positions

Who

Led by the Provost or President

All initiates should attend

Officers in attendance share comments and answer questions about their position

Brothers in attendance should participate, even if they have in the past

When

20 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around and work in teams

How

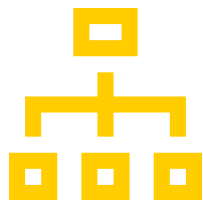
Brothers use their resource materials to recreate their chapter's organization chart, discuss the responsibilities of each officer, answer quiz questions about where to go for a variety of issues, and list and identify their preferred committees

Materials needed:

- Introduction to Brotherhood Manual
- Chapter Constitution
- Brotherhood Orientation Workbook: ZBT Organization Chart Worksheet
- Print a list of committees for brothers to rank their interests

Navigating ZBT's Organization Chart

1



Hand out materials:

- Chapter Constitution
- Intro to Brotherhood Manual

Give instructions:

- Use all the resource materials available to you to recreate our chapter's organization chart
- Hint: They may need to add or remove boxes based on chapter/international differences

Review the results:

- Provide feedback on any incorrect responses
- Ask brothers to note 1 or 2 major responsibilities of each officer
- Ask each officer in attendance to comment on their primary duties
- Have brothers write the name of brothers who hold each position

2



Add committees:

- Read a list of committees
- Have brothers take notes in the list on their worksheet

Diagram committees:

- Ask brothers to draw a diagram of how the committees fit into the organization chart

Rank preferences:

- Distribute a printed list of committees to each brother
- Ask brothers to rank (1 = most preferred) the committees they would like to serve on

3



Explain the role of alumni advisors and house corporations:

- If alumni advisors are present, have them discuss their role
- Add chapter advisors to the chart
- If there is a house corporation, ask a chapter leader or alumni advisor to describe the organization and explain its interaction with the chapter

4



Ask brothers to describe who to go to if they...

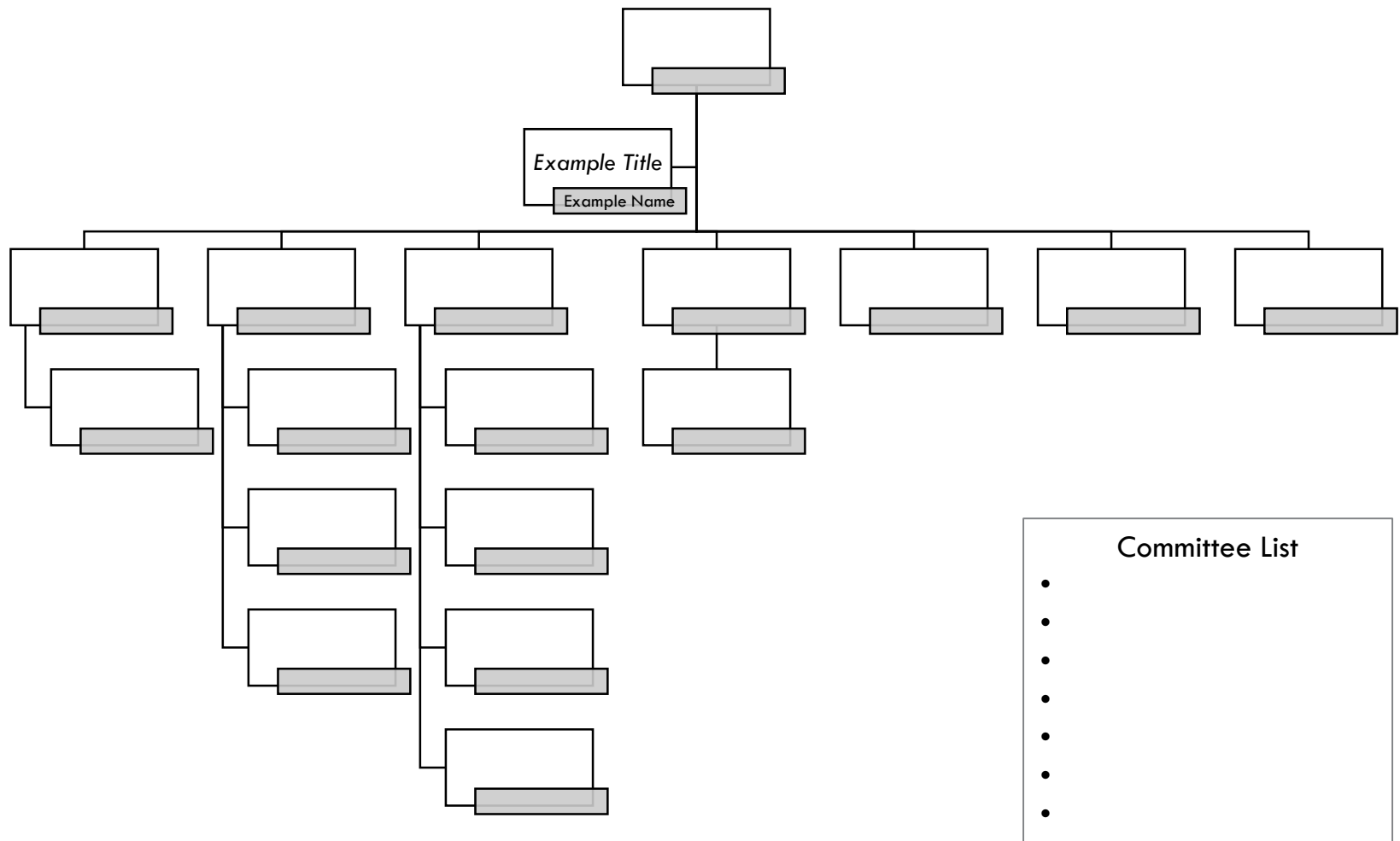
- Have a problem with another brother
- Have trouble paying dues
- Need community service hours
- Want to learn more about our philanthropy
- Want to add something to the chapter calendar
- Want to be a Big Brother
- Want to learn more about your chapter's history

Provide feedback and comment on each answer

Add other items brothers may need from officers

ZBT Organization Chart Worksheet

Write position titles in each box as you learn them. Create or remove boxes to represent additional positions in your chapter. Write in the name of the brother who currently holds each position, then use your organization chart to determine who does what.



Setting Brotherhood Standards

What

Brothers compare the Brotherhood Quality Standards to the contents of the Precepts, Mission, and Credo. They identify challenges they expect to face in living up to the standards and develop strategies for overcoming them.

Why

Brothers must meet high expectations to remain an active brother in good standing. Meeting these expectations may take time and special strategies. Brothers prepare to meet these standards by:

- Listing and explaining each standard
- Describing the meaning and significance of each standard
- Identifying strategies for living up to the standards

Who

Led by the Brotherhood Development Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have in the past

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with a surface for brothers to write on

How

Brothers review and discuss the Brotherhood Quality Standards.

Materials needed:

- Introduction to Brotherhood Manual

Setting Brotherhood Standards



Introduce the lesson:

Brothers in our fraternity share the beliefs and high ideals embodied in the Precepts, the Mission, and the Credo, but these are only hollow words if we don't also live up to them in our actions. Each brother is expected to carry himself in a way that represents these ideals at all times.



Give instructions:

In the Brotherhood Quality Standards (p. 11 of Introduction to Brotherhood Manual)

- Underline things reflected in the Precepts
- Circle things that also appear in the Mission
- Star things embodied in the Credo



Lead a discussion:

- Which standards will be most difficult for you to meet?
- What barriers or challenges will make it difficult to meet them?
- What resources or strategies could help you live up to the standards?

Review the following strategies if they are not mentioned:

- Checking in with another brother regularly
- Asking a brother to hold you accountable
- Reflecting on the standards each morning
- Developing a personal plan for working towards each standard
- Taking an extra moment when tensions are high



Review the rights and privileges of Brothers in Good Standing on page 10 of the Introduction to Brotherhood Manual

Preparing for the SBRV

What

Brothers listen to the opening statement of the SBRV session, and the Brotherhood Development Director reviews the procedures for how the SBRV is conducted.

Why

The Semi-Annual Brotherhood Review Vote is an important practice in ZBT that ensures brothers continuously live up to high expectations defined in the Brotherhood Quality Standards. Those participating in the process for the first time should know the significance, guidelines, and processes involved. This session will teach them:

- Their responsibility for meeting the Standards
- Their responsibility for holding brothers to the Standards
- Basic procedures for conducting the SBRV
- Suggestions for ensuring they meet the standards

Who

Led by the Brotherhood Development Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have in the past

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space

How

The Brotherhood Development Director reads the opening statement and teaches the process and procedures for conducting the SBRV in the chapter.

The Brotherhood Development Director should prepare slides, a handout, electronic documents, and any other resources to help teach the process



Read the SBRV introduction passage



Make the following comments

You will hear this during the Semi-Annual Brotherhood Review Vote. This is one way we ensure every brothers meet high standards.



Review the SBRV processes

Review expulsion procedures

Review how improper behavior is dealt with outside SBRV



Answer questions from brothers

Challenge brothers to:

- Accept accountability for their actions
- Hold others accountable for theirs

Preparing for the SBRV

Brothers, we are assembled today to participate in a process that, while sometimes painful and always difficult, is critically important to preserving the integrity of our Brotherhood."

"An important part of our deliberations will be to review those things which we feel separate Brotherhood from simple friendship."

"We know that Brotherhood consists not only of friendship, but also of a commitment to each and every man we call Brother. That commitment is one that requires us to put our Brother's interests above our own. That commitment also requires that we confront our Brother when he does wrong or fails to meet our standards."

"We also know that selfish men misrepresenting themselves as Brothers take unfair advantage of true Brothers, and we must, when so identified, remove them from our midst."

"To remove those who have failed us protects the integrity of our Brotherhood, and provides encouragement to those who do abide by our Standards."

"We define Brotherhood as friendship plus commitment plus honesty. The struggle we face now is to put in actual terms what that Brotherhood means."

"When we do so, we then will deliberate and decide if any of our Brothers have failed to meet our Standards."

"While they will be removed from our Fraternity, our actions should not be interpreted as casting judgement on their worthiness as human beings. Our actions simply state that they were not able or willing to meet our Standards, admittedly higher Standards than the those to which the average man might commit himself."

"As we proceed tonight, we must not be sidetracked by so called "good trade-offs." That a Brother under review has done good, even much good in some way, is no justification for failing to meet our Brotherhood Quality Standards."

"I ask that each Brother present tonight base his vote not on a prejudicial or predetermined basis, and not simply on the words of any speaker this evening. Rather votes should be based on the actual deeds of each Brother discussed, and how his actions meet or fail to meet the Standards which we determine to be the fundamental aspects of our Brotherhood."

"I also insist that this Vote is not a forum for attack or insult. Any such behavior is most unfraternal, and will result in the offending Brother being removed from this meeting."

A Brotherhood of Equals

What

Brothers illustrate the reasons behind ZBT's belief in single-tier membership, discuss the concept of being a brotherhood of equals, and review ZBT policies regarding hazing and pledging.

Why

ZBT is a pioneer among fraternities in its stance against pledging and hazing and in its belief that every brother is of equal status. It is important that brothers understand this decades-long stance and the reasons behind it.

Brothers will learn:

- What it means to be a brotherhood of equals
- ZBT's stance against hazing and pledging
- Reasons behind ZBT's stance on hazing and pledging

Who

Led by the Brotherhood Development Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have in the past

When

20 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with room for brothers to move around and post sticky notes on walls

How

Brothers post their internal thoughts on the wall and review others' comments. Chapter leaders present ZBT's stance against pledging and hazing. Brothers discuss the reasons behind these policies. Brothers read aloud the statement about the founders.

Materials needed:

- Two sticky notes per brother
- Writing utensils
- Brotherhood Orientation Workbook: Our Best Members
- Introduction to Brotherhood Manual

A Brotherhood of Equals



Our Best Members

They were our best members.

They worked hard to make the Fraternity the best through visionary leadership, shared goals, high integrity, and common principles.

They knew how to take the most from their Fraternity experience. They became better citizens, better leaders, better scholars, and better friends from their membership. They were able to say with great pride that when they became members of the Fraternity, they became better men.

They understood the Fraternity's role in the community and at the college or university where they attended. They wanted to create something larger than themselves. They wanted to create something which they could mold and shape for future generations.

They were everything that is right about our grand Fraternity.

They were our best members.

These men never wore their pin except when dressed appropriately. They never stood in a line-up and had obscenities yelled at them by other members. They never did physical exercises for the "good of the Fraternity" or had to enter the chapter house from the back door. They never said "yes sir" to other members, but got to call them by their first name.

They never had to do frivolous errands for brothers. They never had to carry fifty cents in their pockets at all times or wake brothers up each morning to ensure they got to class on time. They were never hazed.

They respected their new members. They never forced them to drink alcohol, or do drugs. They never branded them, or called them demeaning names. They never made them dress alike, or made them make fools of themselves on campus. They never deprived them of sleep, or made them do push-ups if they could not recite the Greek alphabet in five seconds.

They earned their new members' respect by respecting them. They knew that respect was earned, not forced.

They are our most respected members.

We have their pictures in our manuals. We quote their words with earnest sincerity. We make pilgrimages to their graves. They are revered, despite the fact that they were never pledged or hazed.

They were everything right about the Fraternity.

They are our founding fathers.

They didn't need pledging or hazing. Why do we?

Preventing and Managing Risk

What

Brothers discuss passages from the ritual, learn about ZBT's risk management policy, and discuss strategies for preventing and managing risk.

Why

Fraternity brothers are likely to face situations involving risk of harm to themselves and others. Brothers must be aware of these risks, understand their expectations in these situations, and know how to best handle them. This session will prepare brothers to:

- Explain the importance of being their brother's keeper
- List and describe ZBT risk management policies
- List strategies they can use to prevent and minimize risk

Who

Led by the Risk Prevention & Wellness Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have in the past

When

20 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space

How

Brothers read and discuss a passage from the ritual. The Risk Prevention & Wellness Director teaches the concept of risk and presents ZBT's risk management policy. Brothers discuss the policy and practices for preventing and managing risk.

Materials needed:

- Introduction to Brotherhood Manual
- A copy of the Ritual

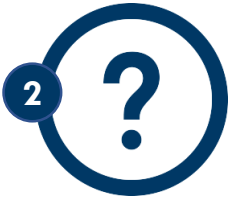
Preventing and Managing Risk



Read section from the Ritual where it speaks about being your brother's keeper



Review the contents of ZBT's Risk Management Policy
(Introduction to Brotherhood Manual pp. 22-23)



Ask brothers to discuss what it means to be your Brother's Keeper as it relates to risk management



Discuss as a group:

What situations do you expect to arise most often that involve the greatest risks of someone being hurt or something going wrong?

How do we handle situations when brothers violate the rules that are keeping us safe?

What else do we need to do to honor our commitment to be our brother's keeper and keep one another safe?



Define risk:

Risks are any actions or inactions that create the potential for negative consequences for ourselves or others.

Share the following comments:

The risks involved in fraternity life are clear

We have policies – rules for how we handle certain situations – that help us prevent risk and avoid these situations

It is important that you know these policies because it is every brother's job to hold one another accountable to them

Crisis Response Basics

What

Brothers learn the basic steps they will need to follow in case of an emergency.

Why

While we do everything possible to prevent crisis situations, they may arise. It is best to have a plan in place in advance for how to work through the crisis, and every brother should be following the same basic steps. This session will prepare brothers to:

- List and describe the protocols in case of an emergency
- List and describe their expectations during an emergency

Who

Led by the Risk Prevention & Wellness Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have in the past

When

10 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space

How

The Risk Prevention & Wellness Director teaches the basic components of ZBT's crisis response plan

Materials needed:

- Brotherhood Orientation Workbook: Crisis Response Basics
- The Risk Prevention & Wellness Director may also want to print and distribute copies of the complete crisis management plan

Crisis Response Basics

There are protocols for how the chapter and every brother should respond in an emergency.

If you are there when a crisis happens:

1. Call 911 to request assistance
2. Call the Chapter President

While the crisis is being resolved:

- The chapter president is in charge.
- He will notify and work with all officials.
- Brothers will assemble as a group.
- The house will be closed to brothers only.
- Do not make statements to anyone other than university or ZBT officials.

The president will lead the chapter through each step of the complete Crisis Response Plan.

ZBT Value Chart

What

Brothers map the personal and financial investments and benefits necessary to sustain ZBT.

Why

The chapter depends on each brother's contribution of time, energy, and money to operate, and it is important for each brother to recognize his responsibility. This activity helps brothers:

- List and acknowledge their financial commitment
- Describe how their dues are used in the local chapter and international organization
- List and acknowledge their personal responsibilities to contribute time, talent, and energy to the chapter
- Articulate the value they gain from ZBT as a result of their investments.

Who

Planned by the Provost

Led by the and led by Finance Director

All recent initiates should attend

Officers and brothers in attendance should participate, even if they have before

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with a table or desk where brothers can write

How

A guided discussion about financial investments, human investments, and personal benefits of ZBT followed by a group discussion.

Materials needed:

- Brotherhood Orientation Workbook: Value Chart Worksheet

ZBT Value Chart



Skills



Network



Learning



Impact



Support
Brothers



Show Up



Clothing



Dues



Home



Scholarships



Bonds



Other?



Lead



Contribute



Other?



Insurance



Housing



Council
Dues



Food



Other?

4

Ask discussion questions:

- What value are you most excited about experiencing?
- What costs will be hard to pay?
- What do you need to do to make sure you're putting in your share?

Make the following points:

- We can't create value for brothers without financial and human investment
- Getting more value means investing more

3

Brainstorm as a group while brothers take notes:

What value does our collective financial and human investment create for brothers? for ZBT?

Review anything they missed

2

Brainstorm as a group while brothers take notes:

What are the human costs of ZBT (time, talent, and effort)?

Review anything they missed

1

Refer to the Value Chart in the workbook

Brainstorm as a group while brothers take notes:

What are the financial costs of ZBT?

Review anything they missed

Review international fees and the chapter's budgeting and dues payment processes

Our Fraternity/Sorority Community

What

Brothers compete in small teams to match Greek letters to the names of other fraternity and sorority chapters represented on campus.

Why

The primary value of knowing the Greek alphabet is to be able to recognize the other fraternities and sororities that make up the fraternity/sorority community on your campus. Because brothers will interact with other chapters, they should be familiar with the names of each organization. This activity helps brothers:

- Recognize Greek letters and their names
- List other fraternities and sororities on campus

Who

Planned and led by the Provost

All initiates should attend

Officers and brothers in attendance should participate, even if they have before

University staff, advisors, or council representatives teach brothers about the fraternity/sorority community structure

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with a table or desk where brothers can write

How

A competition among teams

Materials needed:

- Printed list of the spelled out English name of all fraternity / sorority chapters on campus.

Our Fraternity/Sorority Community

Three teams:



Fill in the Greek letters for every fraternity and sorority on campus:

Alpha Beta Gamma

Iota Kappa Lambda

Chi Psi Omega

Alpha Beta Gamma

Iota Kappa Lambda

Chi Psi Omega

Alpha Beta Gamma

Iota Kappa Lambda

Chi Psi Omega



First to finish correctly wins! Additional Option: Repeat working individually.



Review Community Structure

Ask a University staff, advisors, or council representatives to present an overview of the fraternity/sorority community including its councils and how it is governed and supported, and how to get involved.

My JOURNEY in ZBT

THE JOURNEY Program	88
Planning the Year	92

THE JOURNEY Program

What

Brothers learn about THE JOURNEY program, complete the self assessment worksheet, and share their plans about which personal development experiences they are pursuing this academic term.

Why

THE JOURNEY is a defining component of the ZBT experience and brothers begin their JOURNEY immediately upon initiation. This segment gets them started on their personal development experiences while ensuring they are familiar with what is to come. As a result, brothers will be able to:

- List and describe each component of THE JOURNEY
- Differentiate between core and elective experiences
- List core and elective experiences already completed
- List core and elective experiences they are pursuing next

Who

Planned and led by the Provost

All initiates should attend

Officers and brothers in attendance should participate, even if they have before

When

15 minutes at any time during Brotherhood Orientation

Where

In a classroom or multi-purpose space with a table or desk where brothers can write

How

A presentation by the Provost and a self-assessment and planning tool

Materials needed:

- Brotherhood Orientation Workbook: JOURNEY Map
- Brotherhood Orientation Workbook: Self-Assessment Worksheet

The Provost should have a way to collect Self Assessment results

THE JOURNEY Program



Read the following introduction:

The name of THE JOURNEY reflects Isaiah's prophecy as reflected in the City of Light Ritual, and in ZBT's mission. The City of Light is a beacon for our actions and thoughts as we move ourselves, our brothers, and our world toward a more perfect future. It lights our daily deeds, but remains an ideal that we journey ever closer towards. But the City of Light also exists in our fraternity, in our time. We have our ZBT; a contemporary City of Light bathed in the light of brotherhood and justice. We have reached it by joining ZBT, but there are always the ideals of the City of Light for ourselves and for our society that we strive for every day.



Refer brothers to THE JOURNEY Map and introduce each experience



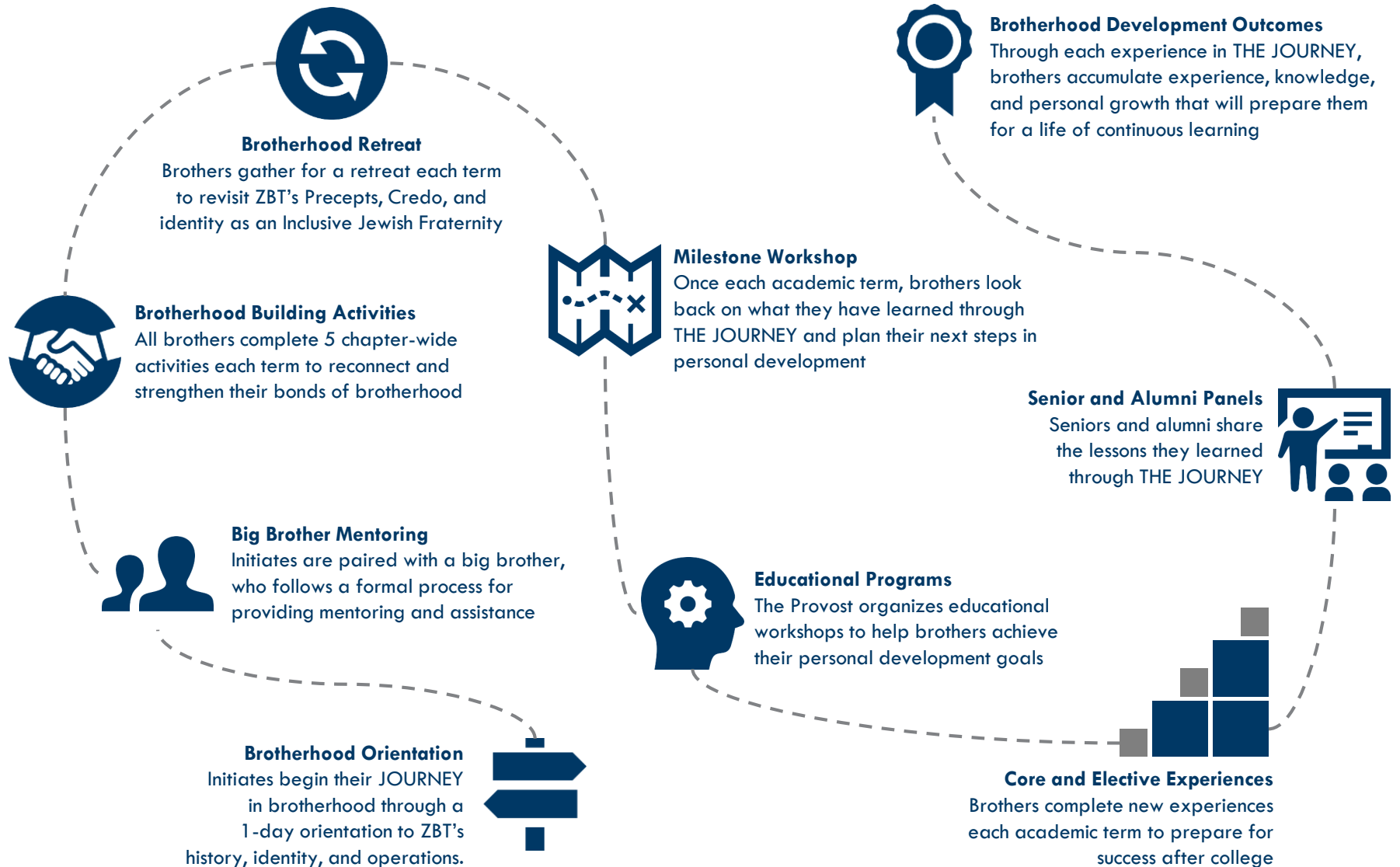
Brothers complete the Self-Assessment worksheet
Have brothers share their plans with one another
Collect the results when finished



Make the following points:

This is the beginning of your JOURNEY. You will experience many of the items on THE JOURNEY map in the coming months and continuously until graduation, and you will revisit these personal development experiences each academic term.

THE JOURNEY MAP



JOURNEY Self-Assessment Worksheet

Elective Experiences - Two items per term, every category by graduation

1. Check the elective experiences you already completed in THE JOURNEY.
2. What experiences did you complete in the past academic term? _____
3. Which experience(s) are you interested in pursuing next? _____

Inclusion Learn about others' experiences and values and fostering understanding, inclusion, and equity	Civic Engagement Get involved in learning about and serving the community	Leadership Development Learn leadership theories while putting them into action	Career Development Become a more effective learner and learn practical knowledge of career success	Personal Development learn to manage your life and fulfill needs for personal, psychological, and spiritual well-being	Interpersonal Development Develop skills for working with other people through conflict and difference
Justice	Charity	Service	Truth	Wisdom	Brotherhood
Complete an extended, immersive experience in a different culture	Complete extensive hands-on service in support of a cause	Complete a full term in a formal leadership role	Complete advanced academic work such as a research project, internship, assistantship	Complete a significant learning, participation, or advocacy project to explore Jewish Heritage	Work with a mentor for an entire academic term Serve as a mentor for an entire academic term

Core Experiences - One item in each category before graduation

4. Check the core experiences you already completed in THE JOURNEY.
5. What experience did you complete in the past academic term? _____
6. Which experience(s) are you interested in pursuing next? _____

Planning the Year

What

Brothers review their responsibilities, create their calendar, and discuss their intentions for the upcoming year.

Why

As brothers complete Brotherhood Orientation, they will be preparing to implement multiple lessons. It is important to give them a moment to review and consolidate everything they learned into a plan for the year. This activity will help them:

- Describe the lessons learned through Brotherhood Orientation
- List their personal development, committee, and other plans
- List upcoming chapter events
- Discuss strategies for managing time and meeting expectations

Who

Planned and led by the Provost, the Brotherhood Development Director, and the Operations Director

All initiates should attend

Officers and brothers in attendance should participate, even if they have before

When

15 minutes at the very end of Brotherhood Orientation

Where

In a classroom or multi-purpose space with a table or desk where brothers can write

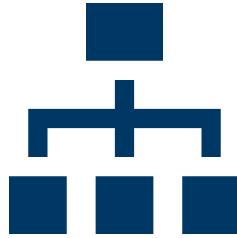
How

A recap of Orientation, review of the chapter calendar, and discussion to plan for meeting responsibilities

Materials needed:

- Brothers should have a personal calendar available

Planning the Year



President:

Review the expectation of committee membership and immediate involvement



Operations Director:

Review upcoming events in the chapter calendar



Provost:

Review the expectation that brothers pursue personal development experiences



Brotherhood Development Director:

Lead a discussion:

- What were the biggest lessons you learned today?
- How will you manage all these new demands on your time and energy?
- What skills will you need to practice to live up to ZBT's Standards?
- What do you still have to learn?

Brotherhood Orientation Workbook

Contents

The Crest of ZBT	96
Mission & Credo Group Assignment	97
ZBT History	98
ZBT Organization Chart	99
Our Best Members	100
ZBT Value Chart	101
THE JOURNEY Map	102
JOURNEY Self-Assessment	103

Agenda

Welcome & Introduction

Who We Are

- Crest Drawing Contest
- Six Precepts Gallery
- Mission and Credo Discussion
- ZBT History
- Defining Brotherhood
- Debating Brotherhood

How We Operate

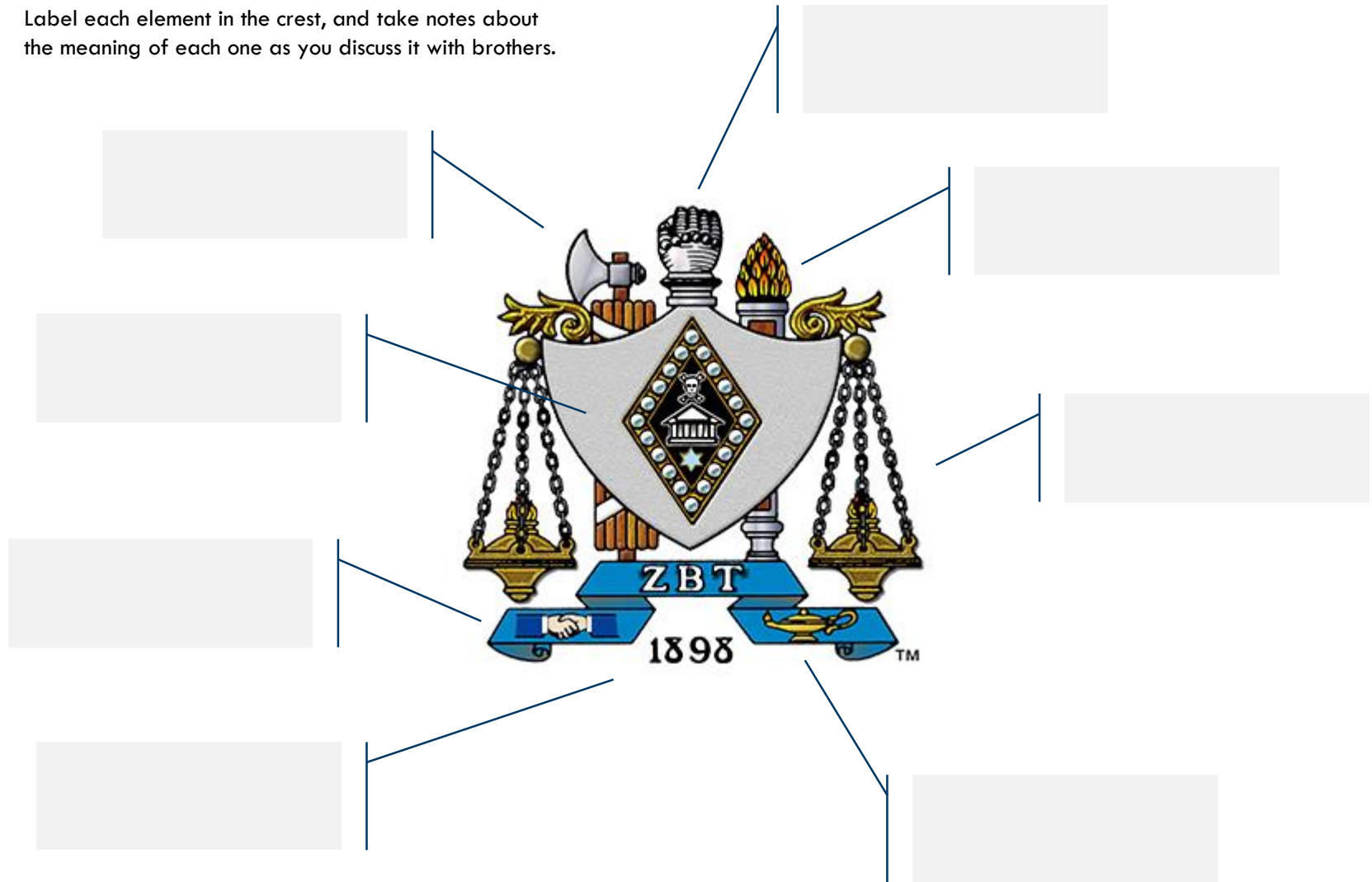
- (re)Writing the Constitution
- Navigating ZBT's Organization Chart
- Setting Brotherhood Standards
- Preparing for the SBRV
- A Brotherhood of Equals
- Preventing and Managing Risk
- Crisis Response Basics
- ZBT Value Chart
- Our Fraternity/Sorority Community

My JOURNEY in ZBT

- THE JOURNEY Program
- Planning the Year

The Crest of ZBT

Label each element in the crest, and take notes about the meaning of each one as you discuss it with brothers.



Mission & Credo Group Assignment

Our Mission

The Mission of Zeta Beta Tau Fraternity (ZBT) is to foster and develop in its brotherhood the tenets of its Credo: Intellectual Awareness, Social Responsibility, Integrity and Brotherly Love, in order to prepare its brothers for positions of leadership and service within their communities.

GROUP 1

Mindful of its founding in 1898 as the world's first Jewish Fraternity, ZBT will preserve and cultivate its relationships within the Jewish community. Since 1954, ZBT has been committed to its policy of non-sectarian Brotherhood, and values the diversity of its brothers. ZBT will recruit and initiate men of good character, regardless of religion, race or creed who are accepting of these principles.

GROUP 2

Our Credo

At the 1963 Convention in San Francisco, a dozen or so chapter presidents were concerned about the wave of anti-establishment feeling which was emerging throughout the country, particularly as this manifested itself on college campuses in growing anti-fraternity sentiment. They determined to draw up a resolution that would serve as an effective response—at least so far as ZBT was concerned—to those who claimed fraternities were irrelevant and had outgrown their usefulness.

The resolution, which the Convention adopted overwhelmingly, became so widely quoted during the turbulent years of the 1960s that it became known as the “Credo” of Zeta Beta Tau.

GROUP 3

Discuss and prepare to present:

- What does this section of the Mission/Credo mean?
- Why is this important to ZBT?
- How do we live by this in our daily life?
- How can we – individually and as a chapter – do better in fulfilling this section of the Mission/Credo?

We, the brothers of Zeta Beta Tau Fraternity, believe that the development of the individual as a responsible, mature member of society is the primary goal of the university today. We believe that fraternity offers to the university community a unique, desirable and successful means of achieving this goal. In fulfilling the purposes of fraternity, we dedicate ourselves to the principles of:

GROUP 4

INTELLECTUAL AWARENESS. Fraternity creates an atmosphere conducive to the expansion of the individual's intellectual horizons, the interchange of ideas within the academic community and the pursuit of scholastic excellence.

GROUP 5

SOCIAL RESPONSIBILITY. Fraternity requires the individual to commit himself and accept his responsibility to participate.

GROUP 6

INTEGRITY. Fraternity generates a standard of personal integrity – a framework for the individual to maintain honesty, exhibit loyalty and retain a sense of self-discipline.

GROUP 7

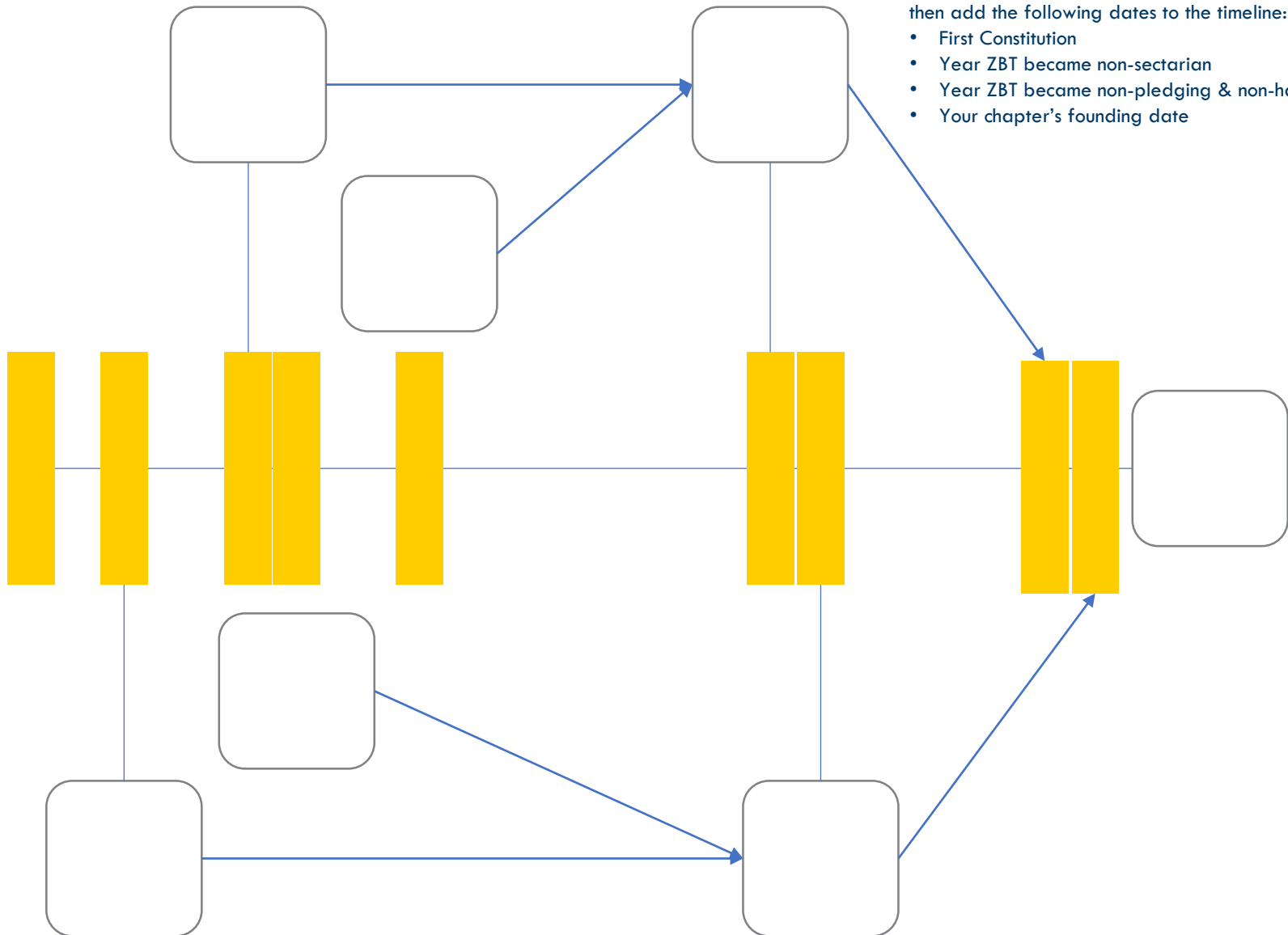
BROTHERLY LOVE. Fraternity inspires and expresses the interrelation of the individual with his fellows, his pride in the institution and respect for the wisdom of its tradition

GROUP 8

ZBT History

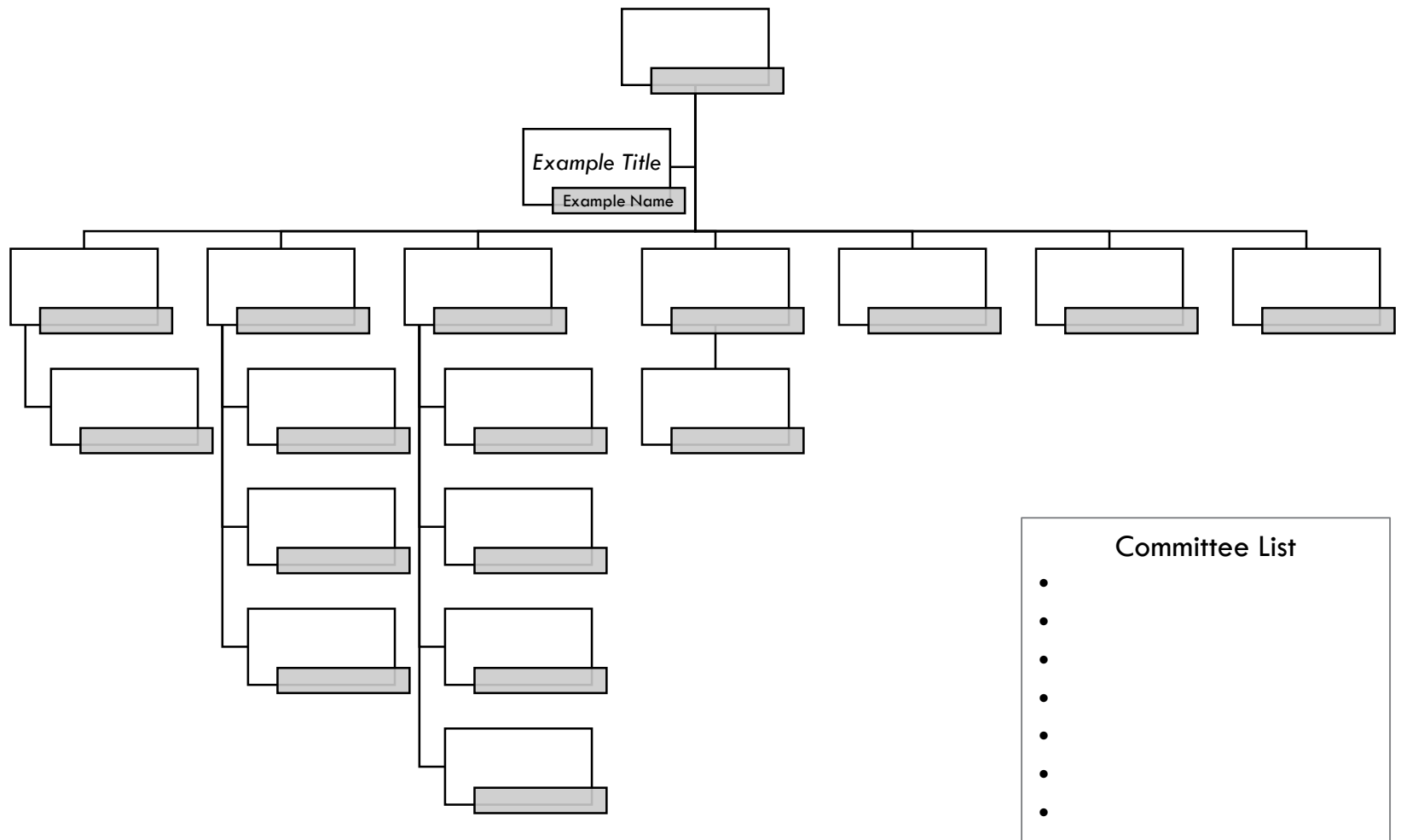
Enter the organizations, founding location, founding dates, and merger dates into the timeline as you learn about the antecedent organizations of ZBT, then add the following dates to the timeline:

- First Constitution
- Year ZBT became non-sectarian
- Year ZBT became non-pledging & non-hazing
- Your chapter's founding date



ZBT Organization Chart

Write position titles in each box as you learn them. Create or remove boxes to represent additional positions in your chapter. Write in the name of the brother who currently holds each position, then use your organization chart to determine who does what.



Our Best Members

They were our best members.

They worked hard to make the Fraternity the best through visionary leadership, shared goals, high integrity, and common principles.

They knew how to take the most from their Fraternity experience. They became better citizens, better leaders, better scholars, and better friends from their membership. They were able to say with great pride that when they became members of the Fraternity, they became better men.

They understood the Fraternity's role in the community and at the college or university where they attended. They wanted to create something larger than themselves. They wanted to create something which they could mold and shape for future generations.

They were everything that is right about our grand Fraternity.

They were our best members.

These men never wore their pin except when dressed appropriately. They never stood in a line-up and had obscenities yelled at them by other members. They never did physical exercises for the "good of the Fraternity" or had to enter the chapter house from the back door. They never said "yes sir" to other members, but got to call them by their first name.

They never had to do frivolous errands for brothers. They never had to carry fifty cents in their pockets at all times or wake brothers up each morning to ensure they got to class on time. They were never hazed.

They respected their new members. They never forced them to drink alcohol, or do drugs. They never branded them, or called them demeaning names. They never made them dress alike, or made them make fools of themselves on campus. They never deprived them of sleep, or made them do push-ups if they could not recite the Greek alphabet in five seconds.

They earned their new members' respect by respecting them. They knew that respect was earned, not forced.

They are our most respected members.

We have their pictures in our manuals. We quote their words with earnest sincerity. We make pilgrimages to their graves. They are revered, despite the fact that they were never pledged or hazed.

They were everything right about the Fraternity.

They are our founding fathers.

They didn't need pledging or hazing. Why do we?

Crisis Response Basics

There are protocols for how the chapter and every brother should respond in an emergency.

If you are there when a crisis happens:

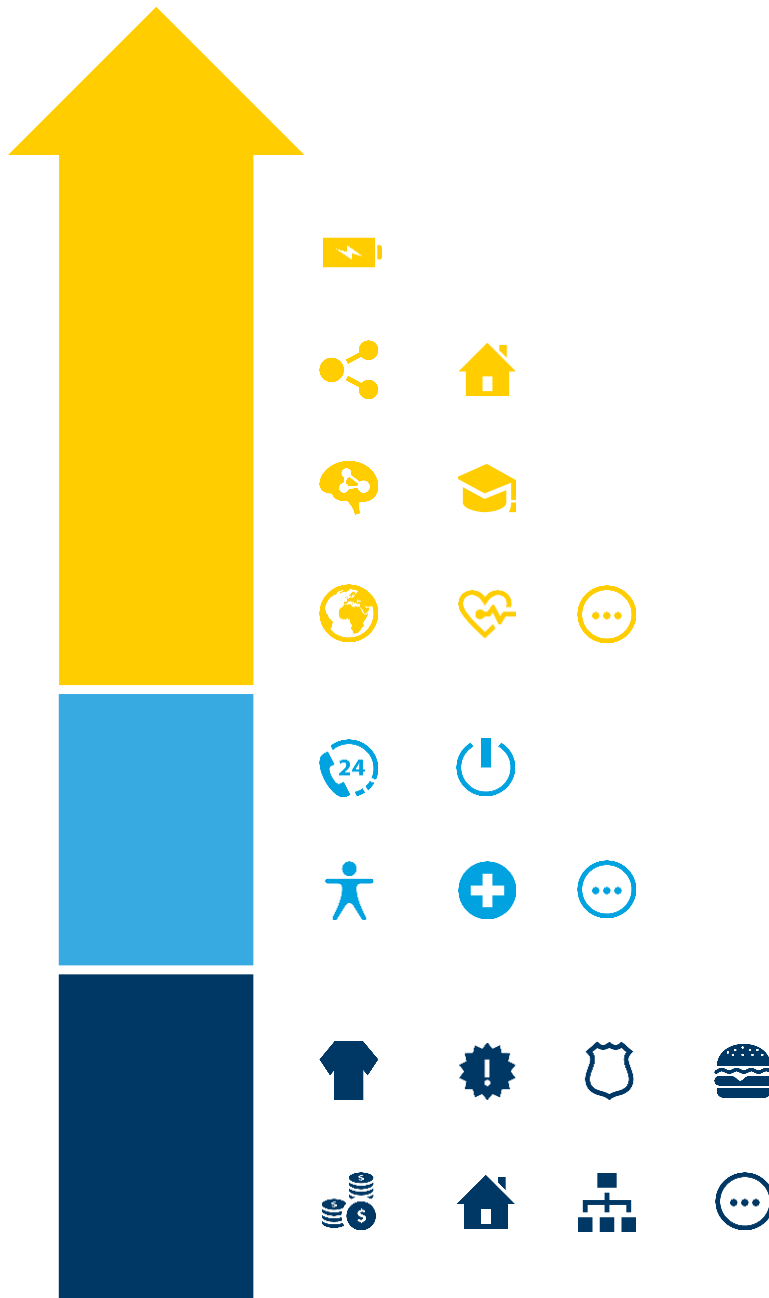
1. Call 911 to request assistance
2. Call the Chapter President

While the crisis is being resolved:

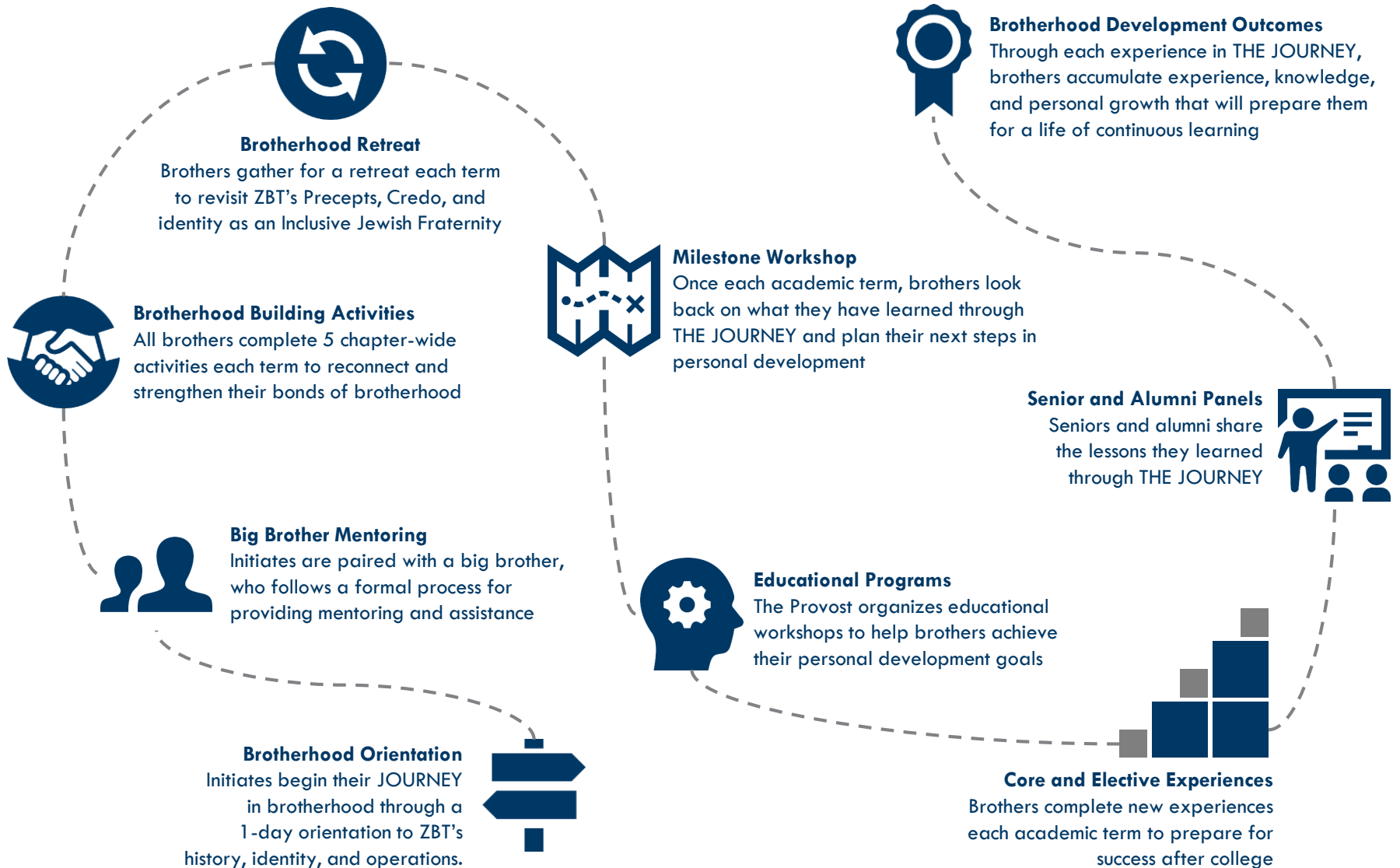
- The chapter president is in charge.
- He will notify and work with all officials.
- Brothers will assemble as a group.
- The house will be closed to brothers only.
- Do not make statements to anyone other than university or ZBT officials.

The president will lead the chapter through each step of the complete Crisis Response Plan.

ZBT Value Chart



THE JOURNEY MAP



JOURNEY Self-Assessment

Elective Experiences - Two items per term, every category by graduation

1. Check the elective experiences you already completed in THE JOURNEY.
2. What experiences did you complete in the past academic term? _____
3. Which experience(s) are you interested in pursuing next? _____

Inclusion Learn about others' experiences and values and fostering understanding, inclusion, and equity	Civic Engagement Get involved in learning about and serving the community	Leadership Development Learn leadership theories while putting them into action	Career Development Become a more effective learner and learn practical knowledge of career success	Personal Development learn to manage your life and fulfill needs for personal, psychological, and spiritual well-being	Interpersonal Development Develop skills for working with other people through conflict and difference
Justice	Charity	Service	Truth	Wisdom	Brotherhood
Complete an extended, immersive experience in a different culture	Complete extensive hands-on service in support of a cause	Complete a full term in a formal leadership role	Complete advanced academic work such as a research project, internship, assistantship	Complete a significant learning, participation, or advocacy project to explore Jewish Heritage	Work with a mentor for an entire academic term Serve as a mentor for an entire academic term

Core Experiences - One item in each category before graduation

4. Check the core experiences you already completed in THE JOURNEY.
5. What experience did you complete in the past academic term? _____
6. Which experience(s) are you interested in pursuing next? _____

Big Brother Mentor Program

Big Brother Mentor Program



What

The Big Brother Mentor Program connects brothers with one person in the chapter who provides direct assistance, guidance, and support throughout his life. Big and Little Brothers connect formally and informally on a regular basis.

Why

Brothers who provide mentoring to one another gain more from their ZBT experience. While all brothers should mentor one another as a matter of habit, a formal pairing ensures each brother has someone always dedicated to their success. The Big Brother Mentor Program ensures:

- Brothers gain an unconditional source of support
- Brothers gain appreciation for the values and standards of ZBT
- Brothers help one another succeed academically
- Brothers help one another meet ZBT's Brotherhood Standards
- Brothers recover effectively from mistakes
- Brothers complete THE JOURNEY
- Brothers develop strong bonds with all other brothers in the chapter
- Big brothers reflect on what they learned through ZBT

Who

The Brotherhood Development Director manages the screening, selection, and training of Big Brothers

Big Brothers observe and informally support their Little Brothers and participate in chapter programs with them

Little Brothers participate in chapter programs with their Big Brother and seek support and assistance from them as needed

When and Where

Big and Little Brothers interact during:

- Big Brother Ritual
- Brotherhood Orientation
- Brotherhood Retreat
- Milestone Workshop

Big and Little Brothers are encouraged to participate in other chapter activities together, including educational workshops, philanthropy and service events, and brotherhood building activities

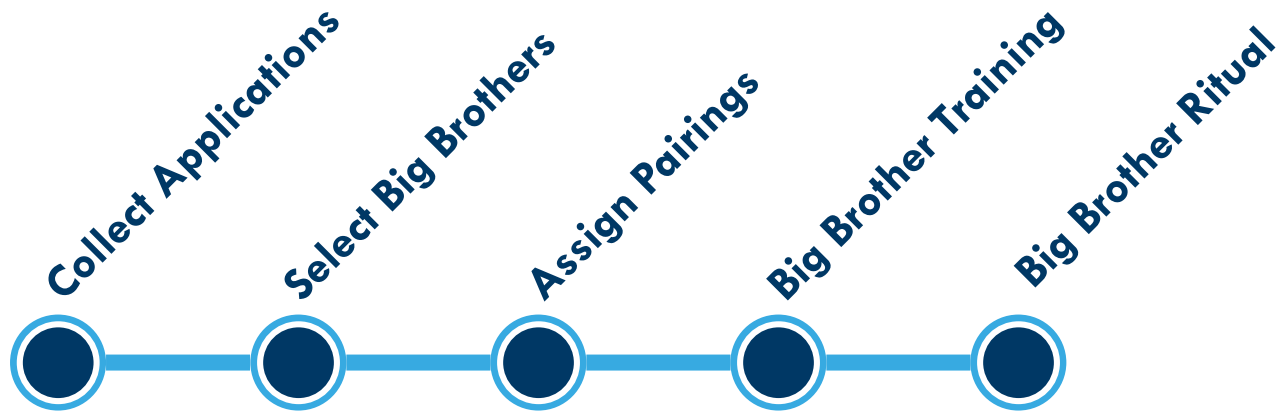
Big Brothers also reach out informally on a regular basis to listen and provide support

How

Brothers apply to serve as a Big Brother. They are selected and paired with Little Brothers based on their qualifications, and they complete training before taking on the role. Big Brothers attend chapter programs with their Little Brothers and check in regularly to ensure they are successful.

Managing Big Brother Mentors

- ☐ Plan the Big Brother Mentor Program components according to the timeline below
- ☐ Select and pair Big Brothers using the guide on the next page
- ☐ Ensure every Big Brother completes the training session before they begin
- ☐ Give copies of the Big Brother Guides to each Big Brother
- ☐ Work with the Chapter President to hold Big Brothers accountable to their expectations



Selecting and Pairing Big Brothers

Brothers may only serve as Big Brother if they:

- Meet academic standards
- Regularly attend and participate in chapter activities
- Agree to meet expectations of the program
- Understand THE JOURNEY
- Deeply understand the Precepts and Credo

ELIGIBLE



PRIORITY

Use the following criteria to determine which eligible brothers are best suited for serving as a Big Brother:

- Exceeds academic standards
- Has held a formal leadership position
- Attended leadership training programs
- Trained on peer facilitation, education, or counseling
- Older brothers with the most brotherhood experience
- Clear passion and commitment to helping a Little Brother achieve his potential
- Completed an internship, research, or semester abroad



Brothers are not qualified to serve as Big Brother if they:

- Do not meet academic standards
- Are currently on suspension or probation
- Display a negative attitude
- Demonstrated poor performance as a Big Brother in the past

INELIGIBLE

PAIRING

If you select Big Brothers properly, there is no wrong or right way to pair Big and Little Brothers. Consider the following factors as you match them:

- Since this is a mentoring role, likeability and personality aren't important factors
- Pairing brothers with different interests, majors, or backgrounds can help unite the brotherhood across cliques
- On the other hand, pairing brothers with similar interests can facilitate a quicker connection between them
- Pairing brothers who get along can make it easier to connect, but it can also create cliques and make accountability difficult



Big Brother Training

Lead a training session with all Big Brothers before begin their role:

- ☐ Review expectations of the position
- ☐ Share ideas for regular activities
- ☐ Review the questions for check in meetings
- ☐ Share the brotherhood calendar for the year
- ☐ Have the Risk Prevention and Wellness Director review:
 - Anti-hazing policy
 - Expectations related to non-hazing
 - Available resources to support wellness of brothers
- ☐ Distribute copies of the Big Brother Guide
- ☐ Discuss the positive impact of a good Big Brother
- ☐ Discuss the negative impact of a bad Big Brother



Big Brother Guide



The role of Big Brother is an important commitment. Keep the following in mind in all your decisions and interactions:

You serve as a mentor, not a friend

Little Brothers follow every example you set

You establish the tone for the relationship

They expect you to have answers



You are successful if your Little Brother:

- Feels a sense of trust, understanding, and comfort with you
- Seeks your input on issues, concerns, or big decisions
- Appreciates the values and standards of ZBT
- Meets academic standards and graduates on time
- Continuously fulfills ZBT's Brotherhood Standards
- Recovers effectively from mistakes
- Continues their personal development through THE JOURNEY
- Develops a strong bond with all brothers in the chapter
- Actively participates in ZBT meetings, programs, and events



Show Up

There are Big/Little Brother activities built into THE JOURNEY. Show up to support your Little Brother at:

- Big Brother Ritual
- Brotherhood Orientation
- Brotherhood Retreat
- Milestone Workshop



Check in

Meet with your Little Brother weekly during the first academic term and monthly afterwards. This can be:

- Study and tutor sessions
- Coffee, dinner, lunch, or other meetup
- Attend brotherhood, education, or service events together
- Playing games, sports, or going to the gym together



Ask Four Questions

Each time you check in with your Little Brother, ask:

- What's going well / not so well?
- What are you learning, and how is it helping you?
- What's the next big thing you're working on?
- How are ZBT's principles showing up in your life right now?

Replacing Big Brothers

What if it doesn't work out?

From time to time, a Big Brother needs to be removed from his role. Reasons may include failing out of school, expulsion or suspension from the Chapter, severe incompatibility, or not fulfilling the duties of a Big Brother.

If the Brotherhood Development Director feels the relationship between Big and Little Brothers must be changed, he should have a meeting with the Big and Little Brothers and the Chapter President. They should discuss the reasons for the problems and indicate that the change doesn't necessarily mean that the former Big Brother is not a good Brother, but rather that the relationship did not work out.

If the change is due to expulsion, the Little Brother will have to receive a briefing from the Chapter President on why the expulsion occurred. In either case, a new Big Brother must be selected for the Little Brother as soon as possible. This decision should be made by the Brotherhood Development Director, in consultation with the Chapter.



Brotherhood Building Activities

ZBT Game Day	116
Progressive Dinner	118
To Be ZBT	120
ZBTeams Course	124
Community Connection	126

Planning Brotherhood Building Activities

Brothers grow and change throughout their undergraduate and alumni years.

To keep up with these changes, it is important to continually build and strengthen relationships among all brothers. This series of Brotherhood Building Activities helps all brothers - including recent initiates and those about to graduate - develop strong, personal ties to the fraternity and to one another.

Each activity takes place once per academic term or twice per academic year.



ZBT Game Day	116
Progressive Dinner	118
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ZBTeams Course	124
Community Connection	126

ZBT Game Day

What

In pairs or small groups mixed across class years, families, and cliques, brothers complete a series of games, challenges, or activities as a chapter.

Why

Brotherhood is both serious and fun, so it is important to provide a way for brothers to relax and enjoy one another's company. During ZBT Game Day, brothers will:

- Learn about one another
- Create memorable experiences
- Find a reason to remain engaged and involved
- Create a sense of teamwork and camaraderie

Who

The Brotherhood Development Director plans ZBT Game Day.

All brothers attend and participate.

When

At least 1 hour within 2 weeks of initiation and any other time during the academic term, especially high-stress times such as midterms or finals

Where

In a chapter common space, multi-purpose room on campus, outdoors on an athletic field, or at a location suitable to the activity

How

Brothers are organized into pairs, triads, or small teams to participate in a series of games or activities

Depending on the selected game, the experience can be organized into a tournament or series

Materials will vary based on the activity selected

The Brotherhood Development Director should organize brothers into pairs or small groups that are mixes across class years, families, majors, and cliques

ZBT Game Day | Activity Options

Choose from the following activities:

- Capture the flag
- Paintball
- Laser tag
- Orienteering
- Disc golf
- Cornhole
- Card games
- Board games
- Video Games
- Arcade games
- Air hockey
- Billiards
- Flag football
- Basketball
- Volleyball
- Softball
- Mini golf
- Other similar games

Make it more exciting:

- Organize brothers into pairs or mixed teams
- Turn it into a tournament or series
- Offer prizes for spirit, effort, and teamwork

Plan for a successful game day:

- Set the date, time, and location in advance
- Reserve the necessary space
- Prepare equipment or materials necessary
- Have refreshments available
- Alcohol should not be present
- Ensure safety precautions are taken to prevent injury

ZBT Progressive Dinner

What

Brothers have dinner together while discussing various topics in small groups that change with each course of the meal.

Why

Sharing a meal builds group spirit and understanding, and some meals can be made into a special bonding experience among brothers. The ZBT Progressive Dinner leads brothers to:

- Learn something new about other brothers
- Form stronger and deeper bonds with brothers
- Gain affinity to the Credo, Precepts, and identity of ZBT
- Feel a sense of openness and vulnerability to share with others
- Appreciate the fraternity as a brotherhood of equals

Who

The Brotherhood Development Director organizes the event and plans the meal

Brothers help cook, serve, and clean up after the meal

All brothers attend and participate

When

A 90-minute time block near lunch or dinner time at least once per academic term

Where

In a chapter dining space or common space, private room in a restaurant, or a multi-purpose room on campus with plenty of brothers to move around

The location should allow outside food (unless it is a restaurant) and have space and equipment to accommodate the meal

The room should be set in round tables of up to 8 brothers or long tables with chairs on either side

How

The meal is organized into three or more courses including:

- Appetizer, soup, and/or salad
- Entrée
- Dessert

Brothers sit with a different group and address a different discussion question during each course of the meal

Print question cards to be posted at each table

The meal can be catered, ordered (if at a restaurant), or made by a group of brothers

Prepare a seating chart to ensure brothers sit and talk with those outside their class year, major, and clique

ZBT Progressive Dinner

Brothers arrive and sit at assigned round tables.

Provide a welcome, describe the event, and assign the first question.



Appetizer / Soup / Salad
What is the biggest lesson you have learned through ZBT so far?



15-20 min

Move to new tables with different brothers

Dessert

What part of the Credo resonates with you most?
Why?



15-20 min



Move to new tables with different brothers



Entrée

Where do you see ZBT's Precepts showing up on campus and in the world?



20-30 min

To extend the conversation:

- Separate the first course into three courses
- Add more courses
- Add a pre- or post-dinner reception

Alternate questions could include:

- What is a goal you want to accomplish while in college? Why?
- What is your biggest dream in life?
- What event in your life has shaped you most, and how?
- If you could talk with anyone living or dead, who and why?
- Who inspires you to be a better person? Why?

To Be ZBT

What

Brothers participate in a four-part interactive session where they discuss deep questions about ZBT's identity, Precepts, Mission, and Credo.

Why

Brothers bond, learn, and care more deeply about ZBT when they connect around its core beliefs. To Be ZBT strengthens brotherhood and identity in the fraternity by:

- Learning about one another
- Forming stronger bonds
- Creating a sense of openness and support
- Appreciating ZBT as an brotherhood of equals
- Appreciating ZBT's identity as an inclusive Jewish fraternity
- Developing greater understanding of ZBT's beliefs
- Making decisions more in line with ZBT's beliefs

Who

The Brotherhood Development Director leads the session

All brothers attend and participate in the session

When

60-minute session held within 30 days of initiation and any other time during the academic year

Where

In a classroom or multi-purpose space with the ability for brothers to move chairs back-to-back

How

A series of one-on-one, small group, and large group discussions

Prepare the following materials:

- 4 pieces of chart paper
- One marker
- 4 sticky notes per brother
- Writing utensils for each brother
- One copy of the Interview Questions per brother
- One copy of the Reflection per brother

Display the Credo and Precepts either on a screen, from the Introduction to Brotherhood Manual, or as handouts

To Be ZBT | Facilitation

1. INNER VOICE



- ☐ Post four interview question on chart paper, one on each wall
- ☐ Give each brother 4 sticky notes and a pen
- ☐ Brothers write one answer to each question on sticky notes and post them on the wall anonymously
- ☐ Brothers silently review others' responses.
- ☐ Ask brothers to talk about themes, surprises, concerns, and implications



 15 minutes

2. INTERVIEWS



- ☐ Hand out Interview Questions
- ☐ Read the introduction



- ☐ Pair up brothers

 20-30 minutes



- ☐ Read instructions:
 - ☐ Ask a question from the list and listen carefully
 - ☐ Switch roles and answer their question to you



- ☐ Switch partners every 90 seconds for 20 minutes.
- ☐ ALTERNATIVE: Partners ask one another multiple questions. Switch every 10 minutes for 3 rounds.



- ☐ Ask brothers to talk as a group about themes, surprises, concerns, and implications.

3. IN ONE VOICE



Lead a group discussion with 3 questions:



What did you learn about yourself?



What did you learn about your brothers?



What does it mean to be ZBT?

 10-15 minutes

4. INNER THOUGHTS



- ☐ Hand out or flip over to the Reflection questions.
- ☐ Have brothers think silently to themselves.
- ☐ Encourage them to write notes.

 5 minutes

To Be ZBT | Interviews

ZBT was formed out of the need for a group that Jewish men could join since Jewish men were not allowed membership in fraternities at the time.

ZBT is a pioneer in creating a new way as seen in its founding, eliminating sectarian membership, and eliminating pledging.

While ZBT is open to all men of good character, the Jewish heritage of the organization is still a fundamental piece of the organization's identity.

Each ZBT brother should consider what this means to him.

- ☐ Pair up with a Brother
- ☐ Ask your partner any question and listen carefully
- ☐ Answer a question they ask you
- ☐ Pick a new question, pair up with a different brother, and repeat

Why is it important for ZBT to maintain its identity as an inclusive Jewish fraternity?

How can we maintain our identity as an inclusive Jewish fraternity?

What does ZBT's identity as an inclusive Jewish fraternity mean for you?

How do you personally contribute to continuing the legacy of ZBT?

What is your interpretation of our Credo?

In what ways can the Credo be used to guide our decisions as a chapter?

Why is it important to live the Precepts of ZBT?

How do you use the precepts of ZBT in your everyday life?

To Be ZBT | Reflection

Now that you've heard from your brothers, think quietly to yourself about the following questions:

Complete the following statements:

- As a brother of ZBT, I will work to maintain ZBT's maintains an inclusive Jewish identity by...
- I will be a better brother in ZBT by...
- During my time as a ZBT, I still need to learn...

What part of ZBT's identity, Precepts, and Credo are most significant to you and why?

Who in the chapter will keep you accountable to ZBT?

Who in the chapter will you keep accountable to ZBT?

How will you know when you are not living up to the identity, Precepts, and Credo of ZBT?

When you recognize you have fallen short of being the best ZBT you can be, how will you get back on track?

ZBTeams Course

What

In pairs or small groups mixed across class years, families, and cliques, brothers complete a series of games, challenges, or activities as a chapter.

Why

Brotherhood takes understanding, coordination, and teamwork. Ropes courses, climbing walls, and teambuilding activities can help brothers address group issues in a healthy and productive way. The ZBTeams Course will:

- Help Brothers learn about one another
- Create memorable experiences
- Strengthen abilities for leadership in ZBT, such as:
 - Ability to work well in teams
 - Ability to work collaboratively with others
 - Ability to set the direction for a team
- Ability to work across differences, such as:
 - A sense of openness to diversity
 - Tolerance of different backgrounds and perspectives
 - Ability to understand the perspectives of others
 - Ability to meaningful relationships with people from different backgrounds

Who

The Brotherhood Development Director plans the ZBTeams Course

All Brothers attend and participate

When

A half-day event within 6 weeks of initiation

The ZBTeams course can also take place at retreats or during officer transition

Where

In a chapter common space, multi-purpose room on campus, outdoors on an athletic field, or at a location suitable to the activity

How

Materials will vary based on the activity selected

Brothers are organized into pairs, triads, or small teams to participate in a series of games or activities

The Brotherhood Development Director should organize brothers into pairs or small groups that are mixes across class years, families, majors, and cliques

Use the planning guide on the following page to find options and prepare the ZBTeams Course

ZBTeams Course | Planning Guide

Option A

Find and reserve a local teams course such as:

- High ropes course
- Low ropes course
- Obstacle course
- Zip line course
- Climbing walls

You can typically find teams courses through the following sources. Many are available for free or at a discount to students.

- Fraternity/Sorority Advisor
- Leadership Programs Office
- Campus Recreation Office
- Local summer camps, scouting organizations, or community centers

Make sure the course provides the following:

- Appropriate safety precautions
- Trained and certified safety staff
- Trained and certified facilitator
- Discussion of lessons learned about teamwork after each activity
- Space and time to apply lessons specifically to ZBT

Option B

Look for a facilitator to lead the chapter through teambuilding activities. Potential facilitators could include:

- Alumnus
- Chapter Advisor
- Fraternity/Sorority Advisor
- Student Leadership, Programs, or Activities Office
- Campus Recreation Office
- Community Service Office
- Human Resource Department
- Local summer camps, scouting organizations, or community centers

Ask the facilitator to lead activities addressing:

- Teamwork
- Communication
- Conflict
- Leadership
- Motivation

Each activity should include:

- Appropriate safety precautions
- Discussion of lessons learned about teamwork after each activity
- Space and time to apply lessons specifically to ZBT

Community Connection

What

Brothers participate in a hands-on community engagement experience and a follow-up discussion together as a chapter.

Why

ZBT believes in inclusivity and engagement in the Jewish and surrounding communities. Hands-on service and community participation fulfills the ZBT's mission while uniting brothers in a common cause and making a positive difference in the world. The Community Connection activity helps brothers:

- Interact face-to-face with people in the local community
- Learn about and address issues in the local community
- Understand and appreciate the importance of serving others
- Learn how to work across differences, such as:
 - A sense of openness to diversity
 - Tolerance of different backgrounds and perspectives
 - Ability to understand the perspectives of others
 - Ability to meaningful relationships with people from different backgrounds

Who

The Brotherhood Development Director plans the event in collaboration with the Community Service Chair, Heritage Chair, and/or the Programming Director

All brothers attend and participate

When

At least 90 minutes any time once per academic term or twice per year, including a 30-minute discussion among brothers

Where

Held in the local community at an agency or location appropriate to the cause being served

The follow up discussion requires a chapter common space, multi-purpose room, quiet outdoors space, or other private location to have a chapter wide discussion

How

Brothers go to an agency, school, or other location in their community to provide hands-on service or community participation

Brothers meet after their service activity to discuss lessons on community engagement and inclusivity

Community Connection Planning Guide

Find a local issue or group that would benefit from ZBT's service and involvement. Reach out to the following groups to find engagement opportunities:

- Campus Community Service Office
- Community Centers
- Temples
- Schools
- Neighborhood Associations
- Local Non-Profit Businesses and Associations

Choose an issue or group that best aligns with ZBT's identity, Precepts, and Credo.

Choose a hands-on activity, such as:

- Cleaning, organizing, or manual labor for an organization
- Construction or building efforts
- Raising awareness
- Staffing an event or festival
- Voting campaigns
- Community debates
- Offering games or education at community carnivals
- Teaching or mentoring others
- Spending quality time with community members (e.g., neighbors, seniors, children, etc.)

Community Connection Debriefing

Meet with brothers for about 30 minutes after the event. Lead them through a debriefing session using the prompts outlined below.



Debrief the activity:

- What was the best part?
- What was the worst?



Explore lessons learned:

- How do you see this community and issue differently based on your experience?
- How do you see yourself differently as a result of working in this community and on this issue?



Connect to ZBT:

- Why does this issue matter to us?
- How is this issue reflected in ZBT's identity, Precepts, or Credo?



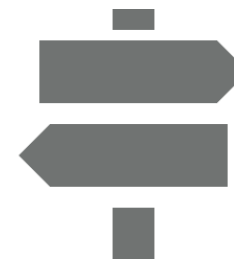
Continue the commitment:

- How can we continue to support this community or issue?
- What else do we need to learn to make a bigger difference?

Brotherhood Retreat

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Brotherhood Retreat



What

Brothers spend a day together working through at least five activities that build relationships, explore the identity of the fraternity, and set priorities for the future.

Why

For any group to succeed, it is important to occasionally come together to reconnect around shared principles, build brotherhood, and make collective decisions about the future of the organization. The Brotherhood Retreat provides the ideal space for this work and allows brothers to:

- Strengthen relationships among brothers
- Explain the relevance of ZBT's history in modern times
- Form personal connections to ZBT's Precepts, Credo, and identity
- Appreciate ZBT as an inclusive Jewish fraternity
- Revisit the important facts and figures that define ZBT
- Learn ZBT's songs

Who

The Brotherhood Development Director coordinates the event, leads sessions, and recruits facilitators

Activities can be facilitated by the Brotherhood Development Director, Provost, Heritage Chair, and Chapter President, other chapter officers, alumni, advisors, or other outside facilitators

All brothers should attend and participate

When

At least one full day early in the second half of the term (i.e., late October/early November and late March/early April)

Where

The retreat should be held at an off-site retreat center, hotel conference space, or in a multi-purpose room on campus with space for brothers to interact, move around, and complete activities

How

The chapter completes five activities, including:

- Chapter Check-In
- ZBT Past, Present, & Future
- Heart, Hand, & Mind
- ZBT Knowledge Bowl
- ZBT Songs

Additional activities may take place at the discretion of the Brotherhood Development Director and other chapter leaders

The following materials are required for the activities:

- Chart paper and marker
- Chapter Check-in worksheets
- Red, yellow, and green 1" circle stickers
- Heart, Hand, & Mind Reflection worksheet
- Past, Present, & Future Group Readings
- Past, Present, & Future Group Assignment
- Writing utensils for each brother
- Index cards

Chapter Check-In

What

Brothers create a dashboard to assess the chapter in multiple areas of operations and set priorities for the future.

Why

Reflection and self-assessment is an important part of leading any organization, and a retreat is an ideal time to do so. It is important for brothers to get on the same page about current status, successes and concerns, and priorities for the future. Through the Chapter Check-In, brothers will:

- Strengthen relationships with brothers
- Feel pride in the accomplishments of the chapter
- List the challenges and concerns brothers need to address
- List the collective priorities of the chapter
- Resolve concerns about differences

Who

The Brotherhood Development Director, President, other chapter officers, alumni, advisors, or other outside facilitator leads the session

All brothers should attend and participate

When

60-minute session any time during the retreat

Where

The session requires space for brothers to organize into small groups

How

Brothers break into small groups to assess the chapter in key performance areas, determine a collective rating, discuss the result, and discuss priorities for the next term

The following materials are required:

- Chart paper and marker
- 1 copy of the Chapter Check-In worksheet per 6 brothers
- Set of 1 red, 1 yellow, and 1 green circular sticker per brother

Chapter Check-In

0

Break brothers into groups of 6 to 8
Give a copy of the Chapter Check-In worksheet to each group
Post a list of topic areas on whiteboard or chart paper at the front of the room to track ratings

1

Assign a chapter performance topic to each group
Each topic can be addressed by more than one group
Groups complete the worksheet for their performance area

2

Groups report their rating and reasons (top right corner only)
Record ratings on the whiteboard or chart paper
Calculate an average if multiple groups address the same topic

3

Distribute colored stickers to brothers
Groups read “opportunities” they listed in each topic
Instruct brothers to place stickers next to topics on the chart paper at the front of the room:

- Red stickers on low priorities
- Yellow on middle priorities
- Green on top priorities

Review the results
Discuss the questions on the right as a chapter

Chapter Performance Areas

- Academic Support & Achievement
- Alumni Engagement
- Brotherhood
- Campus Involvement
- Communications
- Educational Programming
- Financial Management
- Interfraternal Relations
- Parent Relations
- Recruitment
- Risk Prevention
- Service and Philanthropy
- THE JOURNEY
- Wellness

Where do we agree/disagree?

How do we find consensus?

What should be a focus for every brother this year?

How do we balance important versus urgent?

Chapter Check In: _____

Achievements

List notable highlights of the chapter's performance in this area over the previous term



Rate the chapter on this performance area based on what you wrote in the Achievements and Challenges section, and explain the reason for your rating

Challenges

List problems or issues with the chapter's performance in this area over the previous term

Opportunities

List ways the chapter could improve its performance in this area over the coming term

ZBT Past, Present, & Future

What

Brothers reexamine the founding of ZBT, discuss its relevance in current times, and explore how this foundation should shape its future.

Why

Activities change over time, but ZBT's founding mission remains consistent. To know how to best bring the mission to life, brothers should explore where it came from, how it is relevant today, and what it might mean in the future. Through this session, brothers will:

- Explain the history and meaning of ZBT's mission
- Describe the origins of ZBT and its heritage
- Discuss how ZBT's mission is relevant today
- Use ZBT's mission to guide chapter planning

Who

The Heritage Chair, Provost, or Brotherhood Development Director leads the activity

All brothers should attend and participate

When

60 minute session any time during the retreat

Where

The session requires space for brothers to organize into small groups

How

Brothers teach one another lessons from readings related to ZBT's founding, discuss the relevance of ZBT's founding and mission in today's world, and work in groups to envision ZBT's role in the future

Organize brothers into mixed groups for the activity

Print one of the three Group Readings for each brother and one copy of the Group Assignment per group

Facilitating ZBT Past, Present, & Future



Past

Hand out copies of the group assignment and readings to each group
Brothers read the materials and prepare a group presentation



Present

Groups give their presentations



Future

Lead brothers in a discussion:

- What challenges and opportunities do you foresee related to ZBT's Identity and Mission?
- How could ZBT positively impact the future on campus, in society, and in the world?
- How should we change the way we do things to better align with our mission and remain relevant in the future?



Emphasize the following points to close the session.

- Our mission is still relevant today.
- It takes on a different forms over time.
- To stay true to the mission, we should continue to evolve.
- We must continue fostering inclusion, acceptance, Jewish identity, and our Credo.

Group Assignment

Instructions

Read the materials assigned to your group, either aloud or individually

Review ZBT's Mission Statement

Prepare a 5-minute presentation for the chapter:

- Summarize the key points of your readings
- Answer two questions:
 - How did this shape the founding and mission of ZBT?
 - In what ways are these readings and ZBT's founding and mission still relevant today?

MISSION STATEMENT

The mission of Zeta Beta Tau Fraternity (ZBT) is to foster and develop in its membership the tenets of its Credo: Intellectual Awareness, Social Responsibility, Integrity and Brotherly Love, in order to prepare its members for positions of leadership and service within their communities.

Mindful of its founding in 1898 as the Nation's first Jewish Fraternity, ZBT will preserve and cultivate its relationships within the Jewish community. Since 1954, ZBT has been committed to its policy of non-sectarian Brotherhood, and values the diversity of its membership. ZBT will recruit and initiate men of good character, regardless of religion, race or creed who are accepting of these principles.

Group 1: Richard Gottheil

From Richard Gottheil the Reluctant Father of American Zionism, By Jerry Klinger

Richard James Horatio Gottheil was born in Manchester, England October 13, 1862. He came to America at age 11 when his father, Gustav Gottheil (1827-1903), accepted a position as the assistant Rabbi of the largest Reform Temple in New York, Temple Emanu-El. Rabbi Gottheil eventually became the chief Rabbi and one of the most influential, well-known and controversial Reform Jewish leaders in America. In 1897, Rabbi Gottheil attended the first Zionist Congress in Basle, Switzerland. He was the most prominent American to respond to Theodor Herzl's call.

Richard James Horatio Gottheil graduated from Columbia College in New York, 1881. He declined his father's suggestion to become a Rabbi. He preferred to advance his interest in Semitic languages and culture at the great universities of Berlin, Tuebingen, and Leipzig, earning a PhD. in 1886. Gottheil returned to Columbia where he became professor of Semitic languages when the chair of rabbinical literature was endowed in 1887. He spent his life as a respected but shy scholar focusing on the meaning of being a Jew through educational organizations such as the Society of Biblical Literature and Exegesis, the Judean, as a founder and president of the (Jewish) Religious School Union in New York; and his association with Jewish Chautauqua Society. Richard James Horatio Gottheil is remembered today, not for his many Jewish academic interests but as the reluctant father of American Zionism.

Rabbi Gustav Gottheil was elderly and unable to take on the responsibility of leading the American Zionist movement. His son Richard was approached. Dr. Gottheil was Professor of Oriental Languages at Columbia, head of the Oriental Department of the New York Public Library, member of the Board of Editors of Funk & Wagnall's Jewish Encyclopedia and author of the encyclopedia's comprehensive article on Zionism, an acknowledged scholar, author and Jewish academic leader. He looked like a dignified American. His image validated Zionism as respectable.

Professor Gottheil enjoyed the non-stressful life of an academic recluse. He was not a dynamic presence or public speaker. He probably became a committed Zionist because of the dominant presence of his father. Professor Gottheil's Turkish born wife actively worked to encourage his Zionist interest. In 1900 she became the first president of B'Not Hadassah.¹

The Federation of American Zionist Societies of New York, (FAZ) was formed December 15, Though he was ever desirous of returning to the quiet life of academia, Gottheil attended the second Zionist Congress in Basel establishing relationships with Theodor Herzl and Max Nordau. Rabbi Wise, secretary of the FAZ, attended as the American correspondent for William Randolph Hearst's the New York Journal. Wise wrote back to the elder Rabbi Gottheil after meeting Herzl, "This is a cause that will allow Jews to fight back. We have been stepped on long enough."² The impact of the second Zionist Congress on Wise was inspiring, on Gottheil stressful.

Returning to New York, Gottheil, maintained his professorial look. "He was always the professor – tall and erect, prosaic, precise, unruffled, seldom allowing his feelings to influence his writing or his speaking."³ "Professor Gottheil shunned publicity; he did not mind the trickles of adulation accorded him as President; but his official duties irked him beyond endurance. He hated to preside at meetings. He was careless in procedural matters and embarrassed by ceremonies in which he had to take part. He was horrified by emotional debates. He felt that his status as a professor was being sullied by his being President of a political organization. He ran away from official duties. He usually limited his official addresses at Zionist meetings to the necessary items, speaking briefly."

Whereas Gottheil was a respected American Jewish figurehead; he was not interested in the administrative or political and economic struggle to establish Zionism. Richard Gottheil, the first president of FAZ, vanished from Zionist development. He had disappeared into the life of the reclusive professor of Semitic Languages at Columbia. He reappeared in 1914 writing a book on Zionism. The book published by the Jewish Publication Society of America is titled Zionism and subtitled Movements in Judaism. The 235-page book reviews the history, development and beliefs of Zionism. It was Gottheil's Zionist faith, his ideals, outlined in intellectual format. In an address Gottheil summed up the Zionist position. Richard James Horatio Gottheil passed the remaining years of life quietly as an unassuming Professor. He wrote one more book that touched indirectly on Zionism, a biography of his father.¹⁰ In the end Richard Gottheil was likened, biblically, to Isaac the son of Abraham. He was a transitional figure between the founder and the later progenitors of the Jewish people.

Group 1: Richard Gottheil

The Aims of Zionism: excerpt from speech in New York City, Nov. 1, 1898 by Richard Gottheil

For such as these amongst us, Zionism also has its message. It wishes to give back to the Jew that nobleness of spirit, that confidence in himself, that belief in his own powers which only perfect freedom can give. With a home of his own, he will no longer feel himself a pariah among the nations, he will nowhere hide his own peculiarities, - peculiarities to which he has a right as much as any one, - but will see that those peculiarities carry with them a message which will force for them the admiration of the world. He will feel that he belongs somewhere and not everywhere. He will try to be something and not everything. The great word which Zionism preaches is conciliation of conflicting aims, of conflicting lines of action; conciliation of Jew to Jew. It means conciliation of the non-Jewish world to the Jew as well. It wishes to heal old wounds; and by frankly confessing differences which do exist, however much we try to explain them away, to work out its own salvation upon its own ground, and from these to send forth its spiritual message to a conciliated world.

But, you will ask, if Zionism is able to find a permanent home in Palestine for those Jews who are forced to go there as well as those who wish to go, what is to become of us who have entered, to such a degree, into the life around us, and who feel able to continue as we have begun? What is to be our relation to the new Jewish polity? I can only answer: Exactly the same as is the relation of people of other nationalities the entire world over to their parent home. What becomes of the Englishman in every corner of the globe? What becomes of the German? Does the fact that the great mass of their people live in their own land prevent them from doing their whole duty towards the land in which they happen to live? Is the German-American considered less of an American because he cultivates the German language and is interested in the fate of his fellow-Germans at home? Is the Irish-American less of an American because he gathers money to help his struggling brethren in the Green Isle? Or are the Scandinavian-Americans less worthy of the title Americans, because they consider precious the bonds which bind them to the land of their birth, as well as those which bind them to the land of their adoption?

Nay! it would seem to me that just those who are so afraid that our action will be misinterpreted should be among the greatest helpers in the Zionist cause. For those who feel no racial and national communion with the life from which they have sprung should greet with joy the turning of Jewish immigration to some place other than the land in which they dwell. They must feel, for example, that a continual influx of Jews who are not Americans is a continual menace to the more or less complete absorption for which they are striving...

This, ladies and gentlemen, is the Zionist program. Shall we be able to carry it through? I cannot believe that the Jewish people have been preserved throughout these centuries either for eternal misery or for total absorption at this stage of the world's history. I cannot think that our people have so far misunderstood their own purpose in life, as now to give the lie to their own past and to every hope which has animated their suffering body.

Group 1: Richard Gottheil

Gottheil and his Students

Students who were at that time studying for the ministry naturally looked up toward the Gottheils as their teachers and masters. And the Gottheils, with their love of younger men and their deep sympathy with their interests, became closely affiliated with a group of students attending the Jewish Theological Seminary, situated at 736 Lexington Avenue. These men, while studying at the Seminary, pursued other courses at Columbia University, New York University and the College of the City of New York.

Professor Gottheil and Dr. Gottheil had noted with great regret that the young Jewish men in America were rapidly drifting away from the customs, ideals and traditions of their fathers. With the keen interest of the Gottheils in Jewish history and literature, and with their great pride in the traditions of the race, it was but natural that they should view this want of interest with much alarm. Realizing the enthusiasm inspired in all who became familiar with the Zionist movement, they felt that perhaps the movement might result in the re-birth of this dying interest.

By the end of 1911 the duties of the Supreme Nasi had been changed. No longer was he burdened with the minute details of administration. His was the broader task of determining the policy of the Fraternity and its relation to the outside world. The first man to be elected to this office after the change in its duties was Prof. Richard Gottheil (Z.B.T.). Referring to this event, Rev. Dr. Aaron Eiseman said: "Most of the Seminary students composing the group of charter members had taken courses at Columbia under Prof. Gottheil, and, of course, the professor, being a warm and enthusiastic Zionist became interested in the Fraternity. He delivered addresses from time to time and ate our sandwiches and drank our beer and fraternized with the boys until he became the Fraternity's idol and ideal. Naturally, as we grew in importance, he was the logical man to lead us."

It is a reflection on Richard Gottheil's enormous influence in the early years of Zeta Beta Tau that when he passed away after a brief illness at the age of 73 on May 22, 1936, the entire fraternity joined together to mourn him. Nicholas Murray Butler, Columbia's president, noted in his memorial that Gottheil had not ceased to teach his classes until two weeks before his death. The entire September 1936 issue of the Zeta Beta Tau Quarterly was dedicated to his memory, and brothers and friends contributed their tributes and reminiscences about the gentleman who had served as their guide and mentor for so long.

One founder, Rabbi Herman Abramowitz of Montreal, wrote: "Our Zeta Beta Tau Fraternity is indeed fortunate in having had Richard Gottheil as its founder; and wise in building up a Memorial for him to as an inspiration for the future. For in his personality we had embodied the ideals our fraternity aims most to foster. He was the sincere Jew; the profound scholar; the polished gentleman. That is the combination of qualities that his memory will continue to preach to our membership as to all Jewish students." Another founder, Aaron Eiseman, wrote of Gottheil's constant attendance at ZBT meetings; his ready offering of advice, counsel, and inspiration; his interests in his students' personal problems, particularly those who were preparing for the rabbinate; and of how they would always remember him as "the pilot who steered the old ship on its earliest travels over many tempestuous seas and brought it, under his splendid leadership, to a place of pre-eminence and importance."

Group 2: The Founding Generation

That original group was by no means a group of quiet, peace-seeking men. They were fighters, every one of them. On one occasion they were gathered, at the luncheon hour, in an alcove of one of the buildings of the College of the City of New York. They were attacked by members of another fraternity who claimed that they alone were entitled to that alcove. The dispute was settled with the fist and in spite of a black eye or two, the Z.B.T. men came out victorious. The affair called forth a stern rebuke from Gen. Alexander S. Webb, at that time President of the College. Brother David Levine, who was studying for his degree of Doctor of Philosophy at Columbia University, appealed by letter to General Webb, and as a result, the stern old general of Gettysburg fame promised that the Jewish students would be free from any further interference.

Inspired by the personality of the two Gottheils, and thrilled by the Zionist movement, a group of men gathered on Thursday evening, December 29th, 1898, at the Seminary and formed an organization, which was to be an American replica of the Vienna Society of student patriots, "Kadimah."

The men who composed that original group were:

Aaron Drucker	Herman B. Sheffield
Aaron W. Levy	Isidore Delson
Aaron Eiseman	Louis S. Posner
David Liknaitz	Bernhard D. Saxe
David Levine	Bernhard Bloch
Menachim M. Eichler	Herman Abramowitz
Bernard C. Ehrenreich	Maurice L. Zellermayer

This organization they called "Z.B.T." The letters, representing Hebrew words taken from the Bible, *Isaiah I, 27*, were suggested by the Rev. Dr. Bernard Drachman, then Professor at the Jewish Theological Seminary.

Group 2: The Founding Generation

At this first meeting, Brother David Levine was elected to the head of the organization, taking the name of Nasi, a Hebrew word which means prince, or translated more freely, president. The word applied to the early leaders of the Jewish nation. The first Sofar (Hebrew, scribe) was Brother Aaron Eiseman. The aim of the organization is well expressed in the words of Brother Menachim M. Eichler, now Rabbi of Temple Beth-El, Buffalo, N. Y.: "Its aim was to inspire the students with a sense of Jewish national pride and patriotism." It intended to interest college men in the Zionist movement. These men were to be taken from the various professional schools and groups of alumni from the universities. In those days the organization was primarily Jewish. Its name stood for three Hebrew words; its goal was a Jewish nation; its colors were the national Jewish colors, blue and white; and its emblem was the six-pointed star of David. Its officers were called by Hebrew names and at its meetings things of Jewish interest were discussed. Those early meetings must have been delightful affairs. Smoking their long pipes, drinking real beer, singing their college songs, and enjoying their sandwiches and cakes, these men must have had jolly gatherings, more like those of the students in Berlin or Vienna than like the gatherings of students in America.

The first Fraternity songs were written to be sung at these meetings. There was one which especially breathed the very spirit of the gatherings. It was entitled "Z.B.T." and was written by Brother Maurice L. Zellermayer, one of the most enthusiastic members that Z.B.T. has ever had, a man beloved by all who knew him.

In addition to fostering the Zionist ideal, the Fraternity cultivated a spirit of brotherhood among its members and sought to be of service to them. On one occasion, one of the members, a public school teacher, was charged with roughly handling a refractory pupil. In spite of his innocence in this matter a great deal of newspaper notoriety was given the affair and his situation became quite serious. It was through the action of certain of his association in Z.B.T. that the action against him was withdrawn.

Group 2: The Founding Generation

The First Constitution

Under the new administration the first constitution was ratified. It defined the qualifications for membership, specified the method of election of officers, and outlined the structure of the administrative body.

All Jewish men over 18 years of age, who had attended a college or professional school for at least two years were eligible for election to membership. At that time, the members, numbering about one hundred, were from the College of the City of New York, Columbia University, College of Physicians and Surgeons, New York University, New York Law School, New York College of Dentistry, Bellevue Medical School, Harvard University, University of Pennsylvania, and several of the European Universities. There are some who say that chapters were established in Boston and Cincinnati, and the Historian finds some reference to a chapter in the latter city.

The officers were to be elected by the fraternity assembled for that purpose. The administrative duties were to be in the hands of the Beth Din (Hebrew, Court) which consisted of the officers of the fraternity and five members-at-large. The following year (1901), Rev. Aaron Eiseman became Nasi of the Fraternity; Brother Bernhard Bloch, Vice-Nasi; Brother Maurice L. Zellermyer, Sofar; Brother Marcus H. Flaum, Gisbar, and Joseph Hershman, Historian. During this year the tasks of the previous administration were carried on and the efficiency of the organization was increased. An attempt was made to raise funds from the outside in order to buy a house which was to become a Jewish University Club whence Jewish thought and Jewish culture would radiate. This attempt was, however, unsuccessful.

In the year 1902, Rev. Aaron Eiseman continued at the head of the Fraternity with the assistance of Brothers Moses Beckhardt, Vice-Nasi, David Swick, Sofar, and Maurice L. Zellermyer, Gisbar. During the year it became necessary for Brother Swick to resign his position and Brother Isidore Delson was elected to take his place. At the gatherings, under this administration, subjects of interest to the Jewish College men were discussed by Jewish men of prominence. A typical program is that of June 22nd, 1902, when the subjects up for discussion were: "Our Fraternity" and "The Jewish College Man."

A further attempt was made to make clear the purpose of the Fraternity. A newspaper clipping, appearing in January 1903, describes the aims of the Z.B.T. Fraternity in the following words:

1. To promote a fraternal union among Jewish college men.
2. To study and discuss problems of interest to the Jews of all classes and religious tendencies.
3. To exercise an influence for good on the Jewish Community

The First Chapter

The original group that founded the Fraternity included a number of undergraduates at the College of the City of New York. From 1898 there had always been a group of Z. B. T. men at this college, although they did not exist as a separate unit of the Fraternity.

Group 2: The Founding Generation

Rabbi Bernard Calonius Ehrenreich (1876-1955)

A rabbi and scholar, Bernard Calonius Ehrenreich was born in Kis Szeben, Hungary on June 11, 1876 to an orthodox family. At the age of three Bernard, along with two other siblings, immigrated to the United States.

Educated as a child in the public school system, Ehrenreich had a flair for learning and a desire to continue his education. In 1900, he received both a bachelor's degree in philosophy from New York University as well as a rabbinical degree from the Jewish Theological Seminary. Known as an organizer throughout his years as a young scholar, Ehrenreich helped found the first Jewish college fraternity, Zeta Beta Tau (Zion Bemispat Tipadeh) in 1898. The fraternity served as a forum for the exchange of ideas and information and was committed to Zionist causes.

His first pulpit, in 1900, was in Atlantic City, New Jersey, at Congregation Beth Israel. Ehrenreich stayed there a year before moving on to Congregation Adath Jeshurun in Pennsylvania. He continued serving his congregations while furthering his education at the University of Pennsylvania. In 1902, he married Irma Bock, and together they had two children, Louis Sigmund and Rosemarie.

In 1906 Rabbi Ehrenreich took the pulpit of Congregation Kahl Montgomery in Montgomery, Alabama. Zionism and progressivism pervaded his thoughts and he performed his work with a keen interest and optimism.

Already known for his ability to bring together people, Rabbi Ehrenreich led the community in a wide range of activities. Among the organizations he was involved in were the Federation of American Zionists, Jewish Welfare Board, Montgomery Chamber of Commerce, Graduate Menorah Society and American Jewish Congress.

Although his civic duty and link to the community were prevalent in his many activities he never relinquished his commitment to the individual. His interaction with the soldiers of Camp Sheridan was a cornerstone in his life. The dedication and love that he gave to hundreds of boys in the camp is readily seen in the correspondence contained within the collection. These boys also helped Ehrenreich realize a much earlier dream, and he started Camp Kawaga in Wisconsin. This camp, started in 1915, became a summer camp for boys to enrich their lives and awaken their minds.

The social causes he supported included Zionism, the establishment of juvenile courts, and higher education for southern Blacks. None of these goals were designed to increase a southern Jew's popularity in the first quarter of the twentieth century, yet he could not help but react to what he saw around him. His biographer notes that at a meeting of the Peanut Association attended by Ehrenreich in 1917 in Montgomery, he witnessed George Washington Carver's having to enter the hall via a freight elevator. This experience made a shocking impression on him and led him to speak up even more forcefully for the cause of equal rights.

Rabbi Ehrenreich spent his life working toward the betterment of others. He strived for the ability to join people together and acknowledged the importance of the individual. Echoing throughout his sermons and teachings are messages of Zionism and reform. The people that Ehrenreich influenced is incalculable and when he died on March 11, 1955, he died a successful man having accomplished on one lifetime what many only dream.

Group 3- The Sectarian Debate

After seven years of continuing debate, the issue came to a head at ZBT's 1954 convention, held in Miami Beach August 26-29. Columbia University introduced the resolution, "Be it resolved, that the Supreme Council be requested to adjust the ritual of the fraternity in such a way as to remove all actual and implied religious restrictions for membership into our fraternity." The ground rules were set that a prepared list of speakers for and against the resolution would alternate, each being allotted six minutes to speak.

Those Against

Leonard Cohen (McGill '55) - Brother Cohen objected to assertions that ZBT had been founded as a Jewish organization only because Jews could not get into other fraternities. It had been founded for positive reasons, and its Jewish traditions were and should remain distinct. The resolution, he insisted, was nothing less than a "manifestation of Jewish inferiority", and he concluded his speech by quoting from the letter that Mrs. Richard Gottheil had written when donating a portrait of her husband to the fraternity:

"The wish is that this portrait may be exhibited at each of your annual conventions so long as the pride in your Jewish heritage shall be the guiding principle for your great order which, please God, will be forever."

Frank Fleischer (UCLA '55)- "Picture yourself as an alumnus, say ten years from now. ZBT will probably be the same then as it is today if this change goes through. Go on thirty, forty and fifty years from now. You might be an outstanding Jewish leader in your community. I am sure most of us will. Your fraternity will be ZBT. How would you like it to have it known that your ZBT is now a Gentile fraternity? This could very easily happen if we go through with this...It's a trend because eight or ten other fraternities are doing it. That doesn't mean that we should follow along on the bandwagon. We must stand up and fight against it and keep our traditions as Jews and keep our identification as Jews, as American Jews. We can do it. Let's not take the way out. Let's stand up and fight!"

Theodore H. Pinkus (Indiana University '55)- "Are we going to be Chamberlains at Munich or a Judas Maccabaeus in Judea? This is the day, gentlemen, this August 28th, Saturday that can go on record as the Munich of the fraternity- the crucial hour of this fraternity. This crisis has not come from the outside, but has originated from within...your organization is the strongest in the field. Today you meet to choose whether to keep that national prestige or commit premeditated, outright suicide...Vote for this change and you are going to speak for assimilation 100 per cent...The very substance of your inheritance will us by our founders is exemplified in the words, "ZBT, you shall remain...with courage you shall take your stand. My brothers, here's my hand." But then it goes on: "...If this year should be our last."...Gentlemen, this might be the end here and now, the dissolution of a monument to the Jewish religion of a monument to the Jewish religion built by sacrifices of those who came before...For six years we have been threatened with suicide, but we ain't dead yet. Let's keep on living."

Group 3- The Sectarian Debate

Those in Favor

Tom Hofheimer (Virginia '56)- "No one wants to lose their religion and no one said we have to, but isolationism, segregation and narrowmindedness are not American ideals...It is only a question of time when sectarianism will be done away with. As college men we should be more progressive and more broadminded than others."

John Newman (Miami Ohio) - "White, Negro, Jew or Gentile, we must learn to live together in harmony and comradeship. Gentlemen, we must progress, we must move ahead. Twenty-five years ago it was fashionable to remain a closed organization. This is not so today...In changing our ritual, remember that none of the principles on which ZBT stands today will be disturbed. We shall retain the Jewish stars, the Hebrew words and the biblical interpretations, and Jewish traditions will continue to permeate the entire fraternity. We can and must not wait any longer and I appeal to you intelligent individuals to step ahead for the good of your chapter, for the good of ZBT, and for the good of our country."

Supreme Vice-President Stanley I. Fishel (Columbia '34)- "Whether we like it or not, the barriers to race, and religion are falling everywhere...ZBT has always prided itself on being first...Don't put ZBT in the ignominious position of having a right to decide its own policies taken from it by collegiate or governmental bodies. Let us not be forced to do the right thing. Let us do it ourselves... Zeta Beta Tau will continue to represent the best of which Jewish young manhood is capable. The history of those of our great Jewish Colleague fraternities that have become non-sectarian fortifies this opinion...I think we will go along pretty much as we have been for almost sixty years..."I am a Jew" will come out, but Jewish ideals and Jewish traditions will stay in...so, I have no fear that the Gentile of good faith cannot accept our ritual without any twinge of conscience, nor that we, in turn, cannot accept him as brother with any mingled feelings on our part. Indeed, I believe that the basic ideals on which Zeta Beta Tau was founded require today in this changing world the extension of our privilege of brotherhood to all college men who meet our standards regardless of race, creed, or color."

The Final Vote

Supreme President L. Reyner Samet – "I wish to record my appreciation for the dignity and lack of personal animosity in which this highly controversial matter has been treated. I, for one, am proud to be a ZBT today."

The final tally stood at 25.5 for and 22.5 against.

President Samet declared, "Gentlemen, this discussion has been handled to my entire satisfaction and I am grateful and proud. Tomorrow morning we shall continue with the rest of our business. Let us stop the cleavage that was, perhaps, present relating to the 'S' questions and let's go back to operating the fraternity as fraternity brothers." To reinforce the ties of brotherhood, all present linked arms and sang, "Here's to Our Fraternity". The following morning, at the final business session of August 29, Allan Resnick of North Carolina, who had found himself on the losing side, moved that the convention should go on record as voting for the 'S' question unanimously. It was in the best interests of ZBT, he said, that no new friction be created by the question and that any friction that had been created was lessened. The motion was carried. Have group discuss the following three key events in ZBT's history

Heart, Hand, & Mind

What

Brothers reflect on their personal connection to ZBT's Credo and share their thoughts with one another.

Why

ZBT's Credo should guide brothers' feelings, actions, and thoughts. To foster this connection to the Credo, brothers should explore each of these areas together. Through this activity, brothers will:

- Strengthen relationships with other brothers
- Explain the meaning of each component of ZBT's Credo
- Feel a sense of pride and connection to ZBT's Credo
- Align their daily actions with the Credo

Who

The Brotherhood Development Director, other chapter officers, alumni, advisors, or other outside facilitator leads the session

All brothers should attend and participate

When

75-minute session any time during the retreat

Where

A multipurpose room with space for brothers to organize into pairs and move around

How

Brothers reflect privately on three perspectives of ZBT's Credo, then share their thoughts in multiple paired conversations and a group discussion

Hand out a writing utensil and a printed copy of the reflection sheet to each brother

Facilitating Heart, Hand, & Mind



Reflect

Hand out reflection sheets. Have brothers think quietly to themselves and take notes about their answers



10 min



Pair Share

Brothers pair with those they see the least and share answers. Find new partners and repeat every 10 minutes.



30 min



Group Discussion

As a chapter, discuss new insights, common themes, and advice for living up to the Credo



20 min

Heart, Hand, & Mind Reflection

The Credo of Zeta Beta Tau

We, the members of Zeta Beta Tau Fraternity, believe that the development of the individual as a responsible, mature member of society is the primary goal of the university today.

We believe that fraternity offers to the university community a unique, desirable and successful means of achieving this goal.

In fulfilling the purposes of fraternity, we dedicate ourselves to the principles of:

INTELLECTUAL AWARENESS. Fraternity creates an atmosphere conducive to the expansion of the individual's intellectual horizons, the interchange of ideas within the academic community and the pursuit of scholastic excellence.

SOCIAL RESPONSIBILITY. Fraternity requires the individual to commit himself and accept his responsibility to participate.

INTEGRITY. Fraternity generates a standard of personal integrity a framework for the individual to maintain honesty, exhibit loyalty and retain a sense of self-discipline.

BROTHERLY LOVE. Fraternity inspires and expresses the interrelation of the individual with his fellows, his pride in the institution and respect for the wisdom of its tradition.



**What emotions does ZBT and the Credo generate for you?
How does the Credo affect your connection, motivation, or pride in ZBT?**

**What ideas do you associate with the Credo?
How does the Credo make you think differently?**



**How do you make the Credo tangible and practical?
What else could you do to bring the Credo to life through your actions?**



ZBT Knowledge Bowl

What

Brothers compete in a game-show-style activity that tests their knowledge of ZBT facts and figures.

Why

Brothers reconnect to the fraternity and to one another when they regularly revisiting the events, symbols, and information that make up ZBT. The ZBT Knowledge Bowl will help brothers:

- List important events in the history of ZBT
- Describe the features and meaning of ZBT's symbols
- Discuss the origins of ZBT, its heritage, policies, and practices

Who

The Provost leads the activity

All brothers should attend and participate

When

60 minute session any time during the retreat

Where

A multipurpose room with space for brothers to organize into small groups and move around

A scoring grid should be visible at the front of the room

How

Brothers compete in small, mixed teams to answer questions about ZBT facts and figures in a twist on a trivia-night game.

The Provost should select questions from the list in advance and/or make up his own using the Introduction to Brotherhood manual

Use a whiteboard, chalkboard, or chart paper to keep score

Writing utensils and about 30 index cards per team

ZBT Knowledge Bowl

SETUP:

- Organize brothers into teams of 3 to 6 (larger groups for larger chapters)
- Mix teams across class year, major, family, and clique
- Teams sit together
- Number the teams
- Give teams index cards
- Teams write their team number on the card for each question
- Create a grid on whiteboard, chalk board, or chart paper to post scores

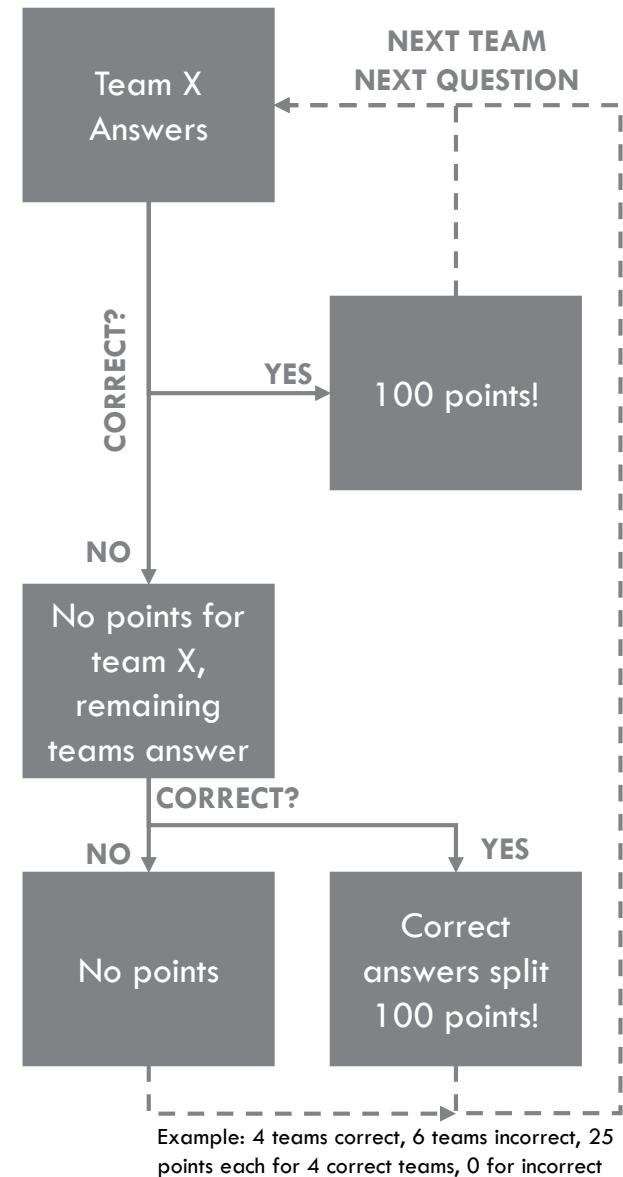
RULES:

- No listening/looking at other groups' answers
- No notebooks or phones
- Provost or facilitator is the judge of correct responses
- Most points wins!

FOR EACH ROUND:

1. Bring Team 1 to the front of the room
2. Pose the question to Team 1: 30 seconds to confer as a team
3. Correct answer: 100 points for Team 1
4. Incorrect answer:
 - Remaining teams respond on index card
 - 30 seconds to turn in their answer
 - Correct answers: split 100 points
 - Incorrect answers: 0 points
5. Record scores in the grid
6. Repeat the process with the next team

Scoring Chart



ZBT Knowledge Bowl | Questions

- 1. List the four principles found in ZBT's Credo**
- 2. Name the four other fraternities that merged into Zeta Beta Tau**
- 3. Name the founder, year, and location of ZBT's founding**
- 4. List the six principles found in ZBT's Ritual**
- 5. Recite the first verse of the fraternity song**
- 6. Name the Executive Director and International President of ZBT**

ZBT Songs

What

Brothers learn the background and lyrics to the songs of ZBT by listening and singing together.

Why

ZBT's songs convey the fraternity's principles while giving brothers a way to celebrate together. They are a way for brothers to bond in the fraternity's values and relationships. Brothers will learn:

- The meaning and history behind each song
- The lyrics and melody of each song

Who

The Heritage Chair or Provost leads the activity

All brothers should attend and participate

When

20 minute session any time during the retreat

Where

A multipurpose room with space for brothers to organize into small groups and move around

How

Brothers review and discuss the lyrics, listen to songs, and sing songs together with and without music

Provide printed copies of The Fraternity Song, Brother Hold My Hand, and the Sweetheart Song to each brother

Prepare audio resources including speakers, an audio player, and audio files of each song

ZBT Songs



Pass out the words
to the song and
explain its history
and meaning



Play the song and
have brothers
listen carefully



Replay the song
and have brothers
sing along



Ask brothers to
sing the song twice
without the music

Playlist

1. The Fraternity Song
2. Brother Hold My Hand
3. Sweetheart Song
4. Other chapter songs or chants



Option: Break into mixed teams and vote to see
“who sang it best”

Option: Alternate between songs and/or spread out
repetition to different times throughout the retreat

Milestone Workshop

Milestone Workshop



What

Brothers meet for an interactive coaching session to reflect on and share what they learned through their core and elective personal development experiences.

Why

While each brother should pursue his own personal development goals, it is also important for brothers to process and share what they are learning with one another in order to:

- Help brothers capture what they learned
- Strengthen bonds between brothers
- Provide feedback and mentoring to one another
- Learn new lessons from one another
- Create new personal development goals

Who

Planned and led by the Provost

All brothers should attend

When

60 minutes once during the second half of the academic term (e.g., November or April), following initiation and prior to the SBRV

Where

Meet in a classroom or multi-purpose space with space for brothers to move around and talk in small groups

How

Mutual coaching among brothers in groups of 3.

Self-assessment worksheets for each brother to determine what experiences are completed and to identify next steps

Provide brothers with copies of the Personal Development Experiences guidelines as necessary

Milestone Workshop

SETUP

- ☐ Print one copy of The Self-assessment Worksheet for each brother
- ☐ Bring pens for each brother
- ☐ Option: assign brothers to specific small groups in advance
- ☐ Collect the results from each brother following the workshop

0

PREP

Encourage each brother to complete questions 1, 2, 4, and 5 of the Self-Assessment Worksheet before attending

If they have not, give them a few moments to do so at the beginning of the session

Self-Assessment

1

SHARE

Organize brothers into groups of 3

Each brother should share with his group:

- Share one core lesson learned from each completed experience
- How does this experience fit in with your academic studies?
- What did you learn that can help you in school?
- List examples of how you might use this in your life or career?

Give groups about 15 minutes to talk

2

COACH

Stop groups and give new instructions:

- Focus on one brother at a time
- The other brothers gives one piece of feedback and one piece of advice
- Switch roles until each brother receives feedback

Give groups about 15 minutes to talk

3

PLAN

Stop groups and give new instructions:

- Revisit the Self-Assessment worksheet
- Based on what you are missing and what you are ready to learn, write down which experiences you will tackle next on lines 3 and 6.

Give brothers about 10 minutes to work quietly

Ask a few brothers to share

Close with a group reading of the Credo

JOURNEY Self-Assessment Worksheet

Elective Experiences - Two items per term, every category by graduation

1. Check the elective experiences you already completed in THE JOURNEY.
2. What experiences did you complete in the past academic term? _____
3. Which experience(s) are you interested in pursuing next? _____

Inclusion Learn about others' experiences and values and fostering understanding, inclusion, and equity	Civic Engagement Get involved in learning about and serving the community	Leadership Development Learn leadership theories while putting them into action	Career Development Become a more effective learner and learn practical knowledge of career success	Personal Development learn to manage your life and fulfill needs for personal, psychological, and spiritual well-being	Interpersonal Development Develop skills for working with other people through conflict and difference
Justice	Charity	Service	Truth	Wisdom	Brotherhood
Complete an extended, immersive experience in a different culture	Complete extensive hands-on service in support of a cause	Complete a full term in a formal leadership role	Complete advanced academic work such as a research project, internship, assistantship	Complete a significant learning, participation, or advocacy project to explore Jewish Heritage	Work with a mentor for an entire academic term Serve as a mentor for an entire academic term

Core Experiences - One item in each category before graduation

4. Check the core experiences you already completed in THE JOURNEY.
5. What experience did you complete in the past academic term? _____
6. Which experience(s) are you interested in pursuing next? _____

Educational Programming Guide



What

The Provost organizes educational workshops on various topics each term to help brothers learn and grow through their JOURNEY in ZBT. He seeks outside experts to teach about topics Brothers identify as important during the Milestone Workshop. These workshops qualify as elective experiences.

Why

Brothers should learn about countless topics through their JOURNEY in ZBT. The best way to organize programs is around brothers' current goals and interests. Through these workshops, brothers gain at least a basic knowledge of:

- Inclusion
- Civic Engagement
- Leadership Development
- Career Development
- Personal Development
- Interpersonal Development

Who

Programs are presented by university administrators, faculty, alumni, advisors, or local community members

The Provost picks topics, finds presenters, and plans sessions

All brothers are welcome to attend educational programs. Those who identified the topic during the Milestone Workshop should attend

When

Up to 3 educational programs each academic term (6/year)

Each educational program should last between 45-60 minutes

Where

Programs can take place in a chapter meeting space or a classroom or multipurpose room on campus

Each program will have its own setup requirements as determined by the presenter

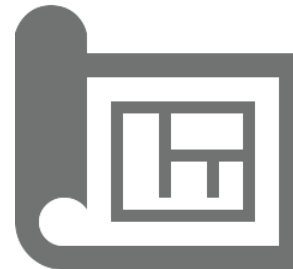
How

The Provost should select programs based on the shared priorities brothers identify in their personal development plans during the Milestone workshop. Detailed instructions for selecting programs can be found on the next page

Encourage presenters to incorporate interactive activities, discussions, practice, and reflection during the program

Programs can take on many forms including group discussions, lectures, group activities, reflections, rehearsals, scenarios, or other formats

Selecting Topics and Planning Workshops



Selecting Topics

Collect the results of the Milestone Workshop from each brother, and analyze their plans for what they intend to learn next. Organize the results into three lists:

Unique

Look for small pockets of brothers who are interested in similar topics. Do seniors want help preparing for interviews and job prep? Do sophomores need an introduction to leadership? Do some brothers need help choosing a major? Identify at least one combination of brothers and topics, and plan a program that addresses their needs.

Covers All

Look for common themes across all brothers. Are there topics everyone mentioned? Review the topic options on the next page and count the responses in each category: which one is getting the most votes? Pick one of the most popular topics and plan a program that would be relevant to all brothers.

Important

Think about the issues in your chapter, on your campus, or in your local community. Are there important topics that everyone should learn about, even if they aren't interested? Are there topics some brothers have never learned about? These topics may not be popular but if they are important and will positively impact the chapter. Pick at least one topic in the important category and prepare a workshop that will help brothers build their knowledge.

Planning Workshops

Once you identify a topic, search for potential presenters using the guide in the following pages.

Contact potential presenters to invite them to speak or recommend someone who can.

Once you identify a willing presenter, meet with them to:

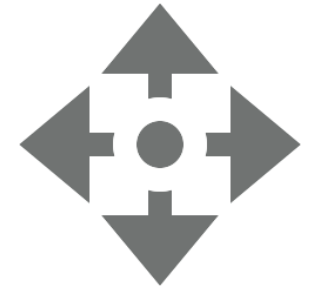
- Share background about the chapter
- Describe why the topic was selected
- Find out what they could teach the chapter
- Formally ask them to present or recommend a presenter
- Determine what support materials they need
- Work through plans for the event

Plan the Program, including:

- Setting the time, date, and location
- Reserving meeting space, AV needs
- Preparing materials and equipment needed
- Promoting the event to brothers

Do a final walk-through with the presenter to ensure all the details are addressed and you are fully prepared.

Topic Options



Inclusion

- SafeZone Training
- Green Dot Training
- Hate Prevention Training
- Equity and Justice
- Bias and Privilege
- Cultural Appreciation and Appropriation
- Founding and history of ZBT

Civic Engagement

- Alternative Spring Break Programs
- Hands-on Volunteer Service
- Neighborhood Programs
- Intercultural Communication
- Local Community History

Leadership Development

- Leadership Styles
- Public Speaking Skills
- Leadership Skills
- Leadership Theories
- Values Exploration and Alignment
- Social Change

Career Development

- Resume Writing and Interviewing
- Career Planning
- Entrepreneurship
- Advanced Study Skills
- Business Etiquette
- Insurance and Retirement Planning
- Dressing for Success
- Salary Negotiation

Personal Development

- Mental and Physical Self Care
- Mentor Training
- Personal Budgeting
- Financial Planning
- Managing Debt
- Productivity and Time Management
- Interpreting and applying the ZBT Ritual

Interpersonal Development

- Conflict Resolution Skills
- Healthy Relationships Programs
- Bystander Intervention
- Confrontation Skills

Finding Presenters

Educational programs work best when they involve outside facilitators who are experts in the topic. Provosts should be working to find these presenters rather than presenting topics on their own. Use the menu options on this page to help you find the people who might have expertise in each area.

Inclusion

- Diversity Office
- Women's or Men's Center
- LGBTQIA Center
- Hillel
- International Students Office
- Jewish Community Center
- TRIO Student Services

Civic Engagement

- Student Involvement Center
- Community Service Office
- Neighborhood Relations Staff
- University or Local Police
- Local Community Service Agencies



Leadership Development

- Student Involvement Center
- Leadership Office
- Local Business or Government Leaders
- Upper-level University Administrators

Career Development

- Career Services
- Academic Success Center
- Academic Advising Office
- Study Abroad / International Students Office
- Financial Aid Office

Personal Development

- Health and Wellness Office
- Student Involvement Center
- Counseling Center
- International Students Office
- Financial Aid Office

Interpersonal Development

- Student Involvement Center
- Counseling Center
- Leadership Office
- Student Conduct office
- Debate or Public Speaking Faculty
- Title IX office

Personal Development Experiences

Personal Development Experiences

What

Brothers complete a set of core and elective personal development experiences throughout their undergraduate time in six areas corresponding to ZBT's Precepts of Justice, Service, Charity, Truth, Wisdom, and Brotherhood.

Why

Each brother's JOURNEY should include experiences that help him reach his unique goals for learning and growth. THE JOURNEY also includes core experiences known to have a significant impact on personal growth that every brother should complete. By participating in a series of core and elective experiences in ZBT, brothers will:

- Remain engaged and involved in ZBT and in college
- Explain the meaning and importance of each Precept
- Gain skills needed for success in their leadership, life, relationships, and career
- Actively participate in addressing issues in their local community

Who

Each brother develops his own plan for personal development experiences

All brothers provide mentoring and support to one another as they complete their JOURNEY

The Provost determines which activities meet the standards for THE JOURNEY, tracks brothers' progress, and provides educational programs to serve as electives based on brothers' interests

When

Brothers complete two elective experiences per academic term. Each experience is approximately one hour.

Brothers complete at least one core experience per academic term. Core experiences are ongoing over multiple weeks and take up to one academic term to complete.

Where

The location varies based on the nature of the experience.

How

During Brotherhood Orientation and the Milestone Workshop, brothers reflect on what they learned already and set future goals for personal development.

Brothers use the Brothers Guide to Personal Development to select and complete their experiences.

The Provost uses the materials in this section to determine which activities meet the standards for THE JOURNEY.

Each experience is distinct and counts towards only one category at a time. Repeated experiences (e.g. returning to the same workshop or holding a position for a second year) only count the first time.



Justice

In THE JOURNEY, the Precept of Justice is focused on exploring other cultures and **inclusion** of underrepresented or disadvantaged populations. Brothers should look at the world through the lens of others, gain an appreciation for their culture, and work towards inclusion and equity of all cultures.

Core Experience

An extended, immersive experience in a different culture

Examples

- Study abroad
- An international internship
- A long-term (greater than one week) service immersion trip

Criteria

The experience should be:

- Immersive: spending all or most time with the local population
- Extended: lasting a month or more
- Cultural: experiencing different languages, norms, laws, and practices

The following activities are not sufficient:

- Trips that involve little more than taking class with other Americans in a different country
- Tours with short periods in a different culture (e.g., Semester at Sea)

Elective Experiences

Inclusion

Brothers should expand their perspectives by learning about the values and experiences of other people and learning how to foster understanding, inclusion, and equity of multiple cultures in society.

Examples

- Attend diversity, inclusion, and social justice workshops
- Participate in campus cultural center events and activities
- Visit and explore different cultures
- Join and participate in a cultural or social justice organization
- Take a course on history, literature, or culture of an underrepresented or disadvantaged group

Criteria

These experiences should involve:

- An educational component
- A culture different from your personal background
- Lessons about inclusion and justice

Charity

In THE JOURNEY, the Precept of Charity is focused on **civic engagement**: actively serving and participating in your local community to make it a better place. Brothers should contribute to uplifting the community and populations around them through giving of their time, talent, and energy.

Core Experience

Extensive hands-on service in support of a cause

Examples

- Formal volunteer role and/or a weekly shift at a local agency
- Alternative spring break or service immersion trip associated with a credit-bearing class
- Internship with a civic, non-profit, or community-based organization
- Running for public office

Criteria

The experience should involve:

- A significant commitment of time and energy (>20 hours)
- Either a single intensive investment of time (e.g. a week-long trip) or continuous over an academic term (e.g. a few hours weekly)
- Direct interaction with people who benefit
- Learning about the cause and the people being served

The following activities are not sufficient:

- Raising awareness, materials, or money for a cause
- Paid positions with non-profit organizations

Elective Experiences

Civic Engagement

Brothers should learn about and serve the community around them

Examples

- Complete a group service activity in the local community such as cleaning, serving meals, doing manual labor, or hosting activities
- Attend a political debate, town hall, or meeting of public officials
- Assist with a voter registration campaign
- Raising awareness or materials for a cause
- Completing training on community organizing
- Attending workshops about relevant issues in the local community

Criteria

These experiences should involve:

- Active involvement in a cause
- Direct benefit to those being served

The following activities are not sufficient:

- Donating or raising money for a cause
- Participating in social media campaigns

Service

In THE JOURNEY, the Precept of Service is focused on using and **developing your leadership** talents to benefit those around you. Brothers should serve at least one term in a formal leadership position, and they should learn about and practice various forms of leadership.

Core Experience

A full term in a formal leadership role

Examples

- Serving as a chapter officer
- Serving as a leader of another student organization
- Taking a management role in a business, non-profit organization, or on campus
- Starting a student organization

Criteria

The experience should involve:

- Personal responsibility for the well-being of an organization and its members
- A formal and established leadership position
- A significant commitment of time and energy continuously over at least one academic term, preferably an entire year
- A professional position involving supervision or management of others

The following activities are not sufficient:

- Paid positions that do not involve overseeing other people
- Informal leadership roles such as a committees or planning events

Elective Experiences

Leadership Development

Brothers should learn about theories and practices of leadership while applying them in their daily life

Examples

- Run for an elected leadership position
- Take a course or attend a workshop on leadership
- Plan and organize a major event
- Organize a campaign to address an local issue
- Shadow a chapter officer for an academic term
- Serve and participate regularly on a committee

Criteria

These experiences should involve:

- Taking personal initiative
- Focus on a benefit to others rather than personal gain
- Learning and applying lessons in leadership

Truth

In THE JOURNEY, the Precept of Truth is about the pursuit of truth through academic and **career development**. Brothers should take on a significant academic challenge, and they should accumulate knowledge, skills, and strategies that will prepare them for a meaningful career.

Core Experience

Complete advanced academic work such as a research project, internship, or assistantship

Examples

- Completing an academic research project with a faculty member
- Complete an internship with a potential employer
- Completing an academic assistantship with a faculty member
- Serving as a teaching assistant for an academic course

Criteria

The experience should:

- Require some amount of self-direction and responsibility
- Connect learning inside and outside the classroom
- Be academic or career-oriented

The following activities are not sufficient:

- Research as part of an academic course
- Internships with family members

Elective Experiences

Career Development

Brothers should become more effective learners and should become familiar with practical knowledge of career success

Examples

- Attend workshops on advanced study skills
- Visit the Career Office and meet with a career coach
- Prepare a resume and participate in a mock interview
- Attend a career fair
- Develop a plan for career development and retirement
- Complete training on coding or common software packages
- Interview alumni mentors in your chosen field

Criteria

These experiences should involve:

- Gaining supplemental skills needed in the workplace
- Preparing for transition to the workforce
- Skills for being an effective learner

Wisdom

In THE JOURNEY, the Precept of Wisdom is reflected in your **personal development** including psychological and spiritual growth and well-being. Brothers should gain an appreciation for ZBT's identity as an inclusive Jewish fraternity, and they should gain skills in managing their personal, psychological, and spiritual well-being.

Core Experience

Complete a significant learning, participation, or advocacy project to explore Jewish Heritage

Examples

- A formal volunteer role with a Jewish organization in the local community
- Take a course in the religion, politics, history, literature, or sociology departments related to the Jewish community
- Organize a service or community action project to benefit the Jewish community
- Actively participate in other organizations dedicated to Jewish Heritage

Criteria

The experience should be:

- A significant commitment of time and energy (>20 hours)
- Either a single intensive investment of time (e.g. a week-long trip) or continuous over an academic term (e.g. a few hours weekly)
- Focused on learning, understanding, or advocating for Jewish heritage

Elective Experiences

Personal Development

Brothers should learn how to manage their lives and fulfill their needs for personal, psychological, and spiritual well-being

Examples

- Attend workshops on mental health, well-being, stress management, or emotional intelligence
- Participate in a time management or productivity workshop
- Attend workshops on personal finance
- Take a course in the religion, politics, history, literature, or sociology departments related to other spiritual traditions
- Visit the counseling center and complete a mental health screening
- Participate in regular reflection or meditation

Criteria

These experiences should involve:

- Introspection and reflection
- Exposure to new ideas and skills
- Practice and application of new skills and ideas

Brotherhood

In THE JOURNEY, the Precept of Brotherhood is about **interpersonal development**: learning how to work effectively with other people. Brothers should learn how to accept coaching, incorporate feedback, and provide guidance to others. They should also gain interpersonal skills for working with others through difficulties and differences.

Core Experience

Work with a mentor for an entire academic term, or serve as a mentor for an entire academic term

Examples

- Participating in Big Brothers/Big Sisters or similar organization
- Meeting weekly with a ZBT Big or Little Brother
- Shadowing a chapter leader or allowing someone to shadow you
- Career, leadership, or personal coaching from Alumni
- Serving as a volunteer tutor or teaching assistant

Criteria

The experience should be:

- Consistent, regular and ongoing (e.g., weekly activity)
- At least 1 hour per week
- Face-to-face interaction or video chats
- Focused on the learning and growth of the mentee

The following activities are not sufficient:

- Informal or unfocused hang-out time with big brothers
- Infrequent or occasional meetings
- Paid positions

Elective Experiences

Interpersonal Development

Brothers should develop skills for working and interacting with other people by learning how to manage conflict, work across differences, and build healthy relationships

Examples

- Attend workshops on conflict resolution, de-escalation, bystander intervention, or active listening
- Serve on a judicial or hearing board
- Participate in a teambuilding activity outside ZBT
- Attend workshops on dating and healthy relationships
- Serve as a mediator or peer counselor
- Take a public speaking course

Criteria

These experiences should involve:

- Addressing difficult interpersonal situations
- Focus on building and applying interpersonal skills

Senior and Alumni Panels

Senior and Alumni Panels



What

Seniors and alumni share their lessons learned through THE JOURNEY by answering questions about the Ritual, the Credo, the Precepts, ZBT history, and their growth and development as a brother.

Why

It is beneficial to younger, older, and alumni brothers to hear one another reflect on their experience in ZBT. Older and alumni brothers learn more through reflection, and younger brothers gain lessons from those who came before them. Through the panel session, brothers will:

- Articulate lessons learned from their ZBT experience
- Describe lessons learned from other ZBTs
- Feel a greater affinity to ZBT's Ritual, Credo, Precepts, and identity

Who

Seniors and/or alumni serve as panelists

The Brotherhood Development Director plans and leads Senior and Alumni Panels

The Alumni Chair and/or Operations Director should assist with recruiting panelists

All brothers attend the panel session and ask questions of panelists

Each brother serves as a panelist at least once before graduating

When

Panels can be a 15-minute supplement to any chapter activity with one panelist or a stand-alone 60- to 90-minute session with multiple panelists

Panels take place multiple times each academic term

Where

Meet in a classroom or multi-purpose space that fits all brothers and has a stage, a table, chairs for presenters, and a podium at the front

Depending on the number of attendees and the size of the room, plan to have a microphone and speakers

If the panel is being conducted virtually, find a space equipped with a camera, projection, speakers, a microphone, and internet access

How

Panelists introduce themselves, answer scripted questions, and answer questions from brothers

The Brotherhood Development Director should serve as moderator or appoint someone to do so

Panelists are provided with scripted questions in advance



RECRUIT

Identify strong role models among seniors and alumni. Connect with them in advance, share the purpose of the panel, and confirm they are willing and able to talk with the chapter. Be sure to send them the Panelist Guide!



PREPARE

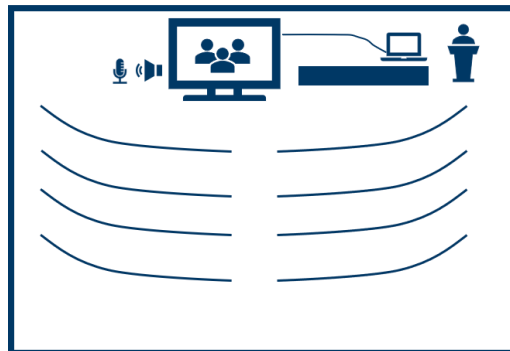
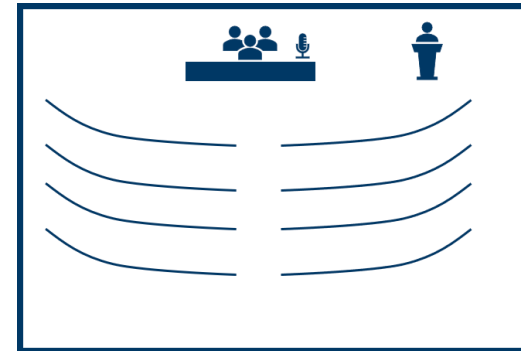
Select a date, time, and location that fits with panelists' schedules. Use a space that is large enough to fit the chapter, has seating and a table for panelists, and A/V so brothers can hear what's being said.



MODERATE

Read through the Moderator Guide; it will act as your script throughout the panel. Inject your personality, but don't go off script or add stories of your own. This is the panelists' time to shine, and it's your job to help them do it!

ROOM SETUP



VARIATION : VIRTUAL PANEL

If alumni want to participate but can't attend in person, host a virtual panel instead! Be mindful of some slight changes: you will need a device (laptop or tablet), internet access, connection cables, a good microphone, and a TV or screen and speakers. Run a test a few minutes before starting to make sure everything is in place and working.

Moderator Guide

Thank you for serving as a moderator for ZBT's Senior and Alumni Panels! This activity is one way to provide mentoring and guidance to younger brothers as they learn and grow in the fraternity.

As a moderator, your role is to set the tone, manage time, and keep the attention on the panelists. Follow the four-step outline on the right to lead everyone through the session.

Remember to keep the emphasis on the panelists. Although you might have thoughts to add, the session is about the panelists and the rest of brothers, not you. Stick to the script and avoid adding commentary or your own experiences, even if it is tempting to do so.

1

Welcome brothers and introduce the session:

To remind us why we are here as brothers, we occasionally take a moment to reflect on our Ritual, Credo, Precepts, and history, and the role these things play in our life. Senior and Alumni Panels help us do this while celebrating the accomplishments of brothers and providing inspiration, guidance, and mentoring to younger brothers.

2

Ask Panelists to introduce their:

Name	Graduation year	Major	Company & Job Title (alumni)
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3

Ask four questions:

- How do you make use of the Ritual, Credo, and Precepts in your daily academic, professional, personal, and civic life?
- How are you different now as a result of your experience in ZBT?
- How are you using what you learned in ZBT in other parts of your life?
- What lessons are you learning in other parts of your life that ZBT brothers should apply to their own?

4

Invite brothers to ask up to three additional questions

Ask each panelist to share a closing comment

Close with the following statement:

It is important that we occasionally pause to reflect on our Ritual, Credo, Precepts, and history, and the role these concepts play in our life to remind us why we are here as brothers.

Part of brotherhood means continuing to learn and mentor one another. If something resonated with you during this session, reach out to a panelist for a follow up conversation.

Panelist Guide

Thank you for serving as a panelist for ZBT's Senior and Alumni Panels. This activity is one way to provide mentoring and guidance to younger brothers as they learn and grow in the fraternity. They last between 15- and 60-minutes, and take place regularly throughout the academic term in conjunction with educational programs, chapter meetings, homecoming, or other activities.

You have been identified as a panelist based on your experience and accomplishments. As a panelist, you will be asked to respond to scripted personal questions regarding the Ritual, the Credo, the Precepts, ZBT history, and/or your growth and development as a brother. As you share, remember that younger brothers will look to your responses for guidance about how they should continue to learn and develop in ZBT.

Introduction

The moderator will introduce the session.

When prompted, introduce yourself including your name, graduation year, major, past leadership roles, company and job title (for alumni), career plans (for seniors), and other relevant experiences.

Scripted Questions

The moderator will ask the questions listed below.

- How do you make use of the Ritual, Credo, and Precepts in your daily academic, professional, personal, and civic life?
- How are you different now as a result of your experience in ZBT?
- How are you using what you learned in ZBT in other parts of your life?
- What lessons are you learning in other parts of your life that ZBT brothers should apply to their own?

Keep your responses to about 2 minutes each.

Audience Questions

The moderator will invite brothers to ask you up to three additional questions. Again, keep your responses to about 2 minutes each.

Closing Comments

Before making closing comments and concluding the activity, the moderator will ask you to share final comments to summarize your advice to other brothers.