IT'S ALL ABOUT RELATIONSHIPS:
A CRASH COURSE IN LEADERSHIP

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Introduction

As a former Hillel student leader and employee, I credit Hillel with having a great impact on my leadership development and my desire to work for the Jewish community. I was curious to see if others would report similar experiences, so for my capstone for the School of Jewish Nonprofit Management, I chose to research Hillel alumni, who were student leaders. I conducted a survey to assess what aspects of the Hillel experience had the greatest impact on them. The main purpose of my research was to determine how to best cultivate leadership for the Jewish community. Since college is a time when decisions about careers are made, I decided to focus specifically on cultivating leaders from the student population. As I was required to connect my two capstone projects, I decided that it would be fitting to write a leadership curriculum informed by my findings. Some of my survey questions were focused specifically on the leadership experience and what skills survey takers felt were most beneficial as a leader.

My research offers a strong case for the important roles that relationships play in our lives. Therefore the course is an exploration of the relationships that impact our leadership. It is focused on three different types of relationships: 1. relationships with the self, 2. professional relationships, and 3. influential relationships. The aim of the course is to help the student acquire skills and awareness that can help them build successful relationships in each of these realms. My findings indicate that students likely desire more experience with relationship building, group facilitation, fundraising, and mentorship; participants will have opportunities to build these skill sets through the course.

Defining Leadership

Leadership is not an easy term to define, as anyone can become a leader in the right circumstances. This course speculates that a leader is someone who takes on the role of guiding

or instructing others. A leader has a vision that they are determined to bring to reality, or buys in to someone else's vision, with a passion that inspires others to follow them. This course is targeted at a participant who has a desire to be a leader.

Defining Relationships

Personal relationships range from relationships with friends and family to your relationship with yourself. In focusing on the relationship with the self, the aim will not be to assist the learner in building personal relationships, rather the goal will be to help them better understand who they are as leaders and what they need to do to take care of themselves. By paying attention to these topics, it is expected that personal relationships will benefit from the participant's increased awareness.

Professional relationships refer to the relationships that happen within a work place. This may be the relationship with a team, relationships with other leaders in the organization, or relationships that help you to get your work done. Participants will explore the challenges and benefits of teamwork. They will learn tools for conflict resolution and discuss best practices for networking. Participants will also learn about navigating the delicate relationships with members of the Board of Governors.

Influential relationships can refer to both the relationships that impact our lives as well as the relationships where we have an impact on someone else's life. This course pays attention to developing good presentation and facilitation skills. It introduces the concepts of a Personal Board of Directors and a Brain Trust, as well as assist the participant in cultivating a mentor. This focus also discusses fundraising and the importance of relationships in being a successful fundraiser.

Audience, Structure, and Setting:

This course is intended for all interested members of a university student body, through the campus Hillel. However, there is certainly room for adaptation to serve the needs of high school students or adult lay leaders as well. There likely needs to be a participation fee and participants need to purchase some materials, but the Hillel can opt to subsidize of fully cover participation costs. If demand exceeds 20-24 participants in a cohort, an application and selection process will be required.

The course will be designed to be conducted over four intensives, divided into eight sessions (approximately a half day for each). These intensives can be weekend retreats or day long seminars. Due to the intensive nature of the course, the setting needs to be somewhere that can accommodate the layout. This may be the Hillel House, a hotel, or nearby retreat centre. It can also be structured to take place in different community locations - a community centre, a synagogue, the local federation, a coffee house, etc. If the weather permits, some of the learning could and should happen outdoors.

Rationale

Through my research it became clear that relationships serve as a major influence for most of what we do. As I have found in the data collected through my survey of Hillel alumni, many people desire better skills in relationship building. They also want to know more about Fundraising, Group Facilitation, and Mentorship, which I believe are all connected to relationships. (From a list of options for areas they wish they had more experience in, respondents most often chose Fundraising, Budget, Jewish Text Study, Relationship Building/Networking, Group Facilitation, and Presentation Skills.) I believe that in building a

course centered on relationships, I can encompass all of these desired skills within that framework.

In addition to my study, there are also a lot of voices, quoted in my literature review along with Ron Wolfson (Relational Judaism) and Rabbi Rick Jacobs (see Key-note speech at URJ Biennial 2013), which address the importance of relationships in the work of the Jewish community. I feel it is essential to develop a leadership course that speaks to relevant topics being discussed by the Jewish community today.

A leadership course is attractive to university students as an opportunity to build skills that they can apply in their future careers. Through a Jewish leadership course, a student will be exposed to the Jewish values in their leadership and the opportunities for leadership in the Jewish community. Thus this course is working to address the leadership deficit in the nonprofit community, as well as helping to enrich Jewish identity.

Guide for the Educator

To prepare for this course, the facilitator should ideally:
- Read Ron Wolfson's Relational Judaism.
- Read my Capstone for the School of Jewish Nonprofit Management, *Cultivating Leadership: How Hillel Inspires Jewish Leadership Post-College.*
- Have their own understanding of why each of these relationships are important for becoming a good leader.
- Should be connected to leaders in the community or establish a connection that can help to recruit interesting guest speakers and potential mentors for participants.
- Take the Strengths Finder test as well as any other test they plan to have the participants take.

Literature Review

Why does any of this matter?

Jonathan Woocher (2008) explains that commitment to Jewish community and sense of peoplehood is eroding. This phenomena is primarily amongst the younger members of the community and is a problem because of the central role community and peoplehood play in our heritage, and because we rely "on our solidarity to preserve our vitality" (p. 1). This challenge stems from two factors: 1. The accentuation of individualism, 2. A heightened commitment to globalism. Woocher further urges that "we must make the case that attachment to this community and this people is something that should be chosen" (p. 5), as opposed to an expectation or assumption.

Rabbi Sharon Brous' (2012) view on how to ensure the Jewish future is that "the key to reaching even the most cynical and disconnected American Jews is strong, visionary leadership" (p. 4). Her article makes the case for apprenticeship, fellowship, or intensive mentorship as the best ways to support imaginative leadership and, like many others (Rubel, 2013; Chazan, 2001; Liff-Grieff, 2009), perpetuates the idea that the Jewish community is currently lacking strong leadership. This problem is not limited to the Jewish community; the whole non-profit sector is struggling to attract and retain talented executives (Tierney, 2006).

Since there is concern for cultivating the next generation of Jewish leaders, it is important to know what is and is not working about our efforts. The Jewish community does not recruit in a serious and systemic manner (Moses, 2001), and there is a lack of significant Jewish leaders directly inspiring the next generation (Sugar, 2013). Larry Moses suggests that the lack of recruitment is rooted in a "lack of conviction that it is important to do so" (p. 6). This suggestion is reinforced by Adina Danzig's quote that pursuing a Jewish profession is often not taken

seriously, and seen by young professionals as a break before pursuing what will become their real profession (Danzig et al., 2004, p. 121). This attitude must shift if the community intends to survive, since "if we don't pay attention to the people who have to give that leadership and try and move them to the front of the agenda, we will continue to have personnel crises" (Edell in Danzig et al., 2004, p. 125).

Why is the Hillel student leader important?

In 2007, experts estimated "that over 90% of American Jews between the ages of 18 and 29 are currently working toward their BA or graduate degrees" (Cousens, 2007, p. 11). In addition, freshmen and sophomores comprise 76% of Birthright trips, which means there are two to three years, on campus, in which to support their continued engagement with meaningful Jewish experiences and the Jewish community on campus (Winberg, 2013). College is also the critical time in which young adults choose their careers (Moses, 2001; Liebman, 2000). Therefore, Hillel is in a position to engage and influence the majority of young Jews in America and is able to guide some of these students toward a career as Jewish professionals.

Millennials are attracted to the nonprofit sector because they have a "deep-seeded desire to do meaningful work and effect change in the world" (Liff-Grieff, 2009, p. 31). This disposition makes Millennials ideal candidates for work in the Jewish nonprofit sector, since the strongest motivation to be a Jewish professional is to have a dramatic impact on Jews. Jewish professionals, typically, "want to change the world in general…and the Jewish world in particular" (Liebman, 2000, p. 4). These details are important in considering how to engage this generation and recruit them to the field.

Hillel also attracts students who were involved in other Jewish organizations prior to university. This is a key detail because "in combination, Jewish educational experiences

reinforce one another" (Pohl, 2009, p. 4). In her impact study of three Reform Youth Leadership programs, Samantha Pohl (2009) found that graduates of the Reform movement's leadership programs for high-school students are prone to pursuing higher education and taking jobs in the Jewish nonprofit sector. All of this reinforces the earlier point that the next generation of Jewish leaders can be accessed through Hillel, and that those concerned with cultivating their leadership should be invested in the experience they have there.

Professional development and relationships

One of the experiences that should be focused on is that of professional development. In order to create strong leadership for the Jewish community, we need to have effective programs in place to help develop their leadership skills. It is essential to know what good professional development looks like, so that programs and trainings of this nature can be offered in an efficient manner. There are many articles that make suggestions of what to focus on in creating professional development opportunities for Jewish professionals (Chazan, 2001; Kopelowitz, 2010). Young professionals are looking for immense professional reward, and they want their personal and professional ambitions to be intertwined (Danzig et al., 2004). According to Larry Moses (2001), "to project and perpetuate a profession requires a set of highly orchestrated efforts, emanating from a clear and compelling set of definitions and roles, and tied to predictable and convincing rewards and advancements" (p. 5).

A key theme that has emerged from all of this material is the importance of relationships. In a study of the JCSC Fellowship, Alicia Cohen (2008) points out the many instances where mentorship impacted the fellows. Jennfier Zwilling (2012) outlines the lessons for good engagement and highlights a focus on relationship building. Building trusting relationships is

required to create positive Jewish experiences (Litman & Goldberg, 2004). While highlighting the importance of habit in inspiring connections to Jewish life, Abi Dauber Sterne (2012) also points out that "conversations are what truly inspire [human beings] to explore and grow Jewishly" (p. 26).

Relationships, the connections we have with people and the way we interact with them over time, are proving to make all the difference in an individual's and organization's success. Institutions have sub-structures of relationships that are necessary for sustaining them, as they create enthusiasm and loyalty (Woocher, 2008). Based on this idea, Woocher claims that the Jewish community needs to invest in building social, communal, and peoplehood capital. He argues that people seek connectedness and that our current institutions are not providing that. To strengthen the community we must strengthen direct connections and concrete relationships (see also Wolfson, 2013).

These relationships strengthen the community not only through connection but through influence as well. "It is the people in our lives that mold us as we grow" (Sugar, 2013, p.10). Sara Paasche-Orlow (2004) defines role models as "figures who transmit values…such that a person aspires to emulate these attributes in their own behavior" (p. 5). She insists that mentorship is a crucial Jewish concept and that leadership training should include training our professionals to be mentors and mentees. Meryl Press (2010), who credits the "power of people and the power of the Jewish faith" (p. 8) with having helped her to become a strong student leader, expresses that "finding something that one feels extremely passionate about is one thing, and the feeling of finding others with that same passion is an indescribable feeling" (p. 3). Based on these findings about the importance of relationships, I predicted that I would find proof of the impact of relationships on Hillel leaders' career and volunteer decisions after college.

Research on Hillel alumni and application of the findings from this research is useful in dealing with the leadership deficit that is looming over the nonprofit field. To address this issue the Jewish community needs to pay attention to the leadership it already has and to provide opportunities for the intentional development of future leaders. Hillel provides a perfect outlet for reaching future leadership, as it has access to a majority of Jewish young adults at a time when they are exploring and determining who they will become. Some in the current generation of Hillel student leaders are also predisposed to the work of Jewish leadership, as Millennials tend to seek work filled with meaning and purpose. Therefore Hillel is a key partner in addressing the leadership challenge in the Jewish community.

Why teach about the self?

According to Daniel Goleman, leaders who are self-aware "understand their values, goals, and dreams" (2013, p. 40). One is self-aware when they have a deep understanding of their emotions, strengths, limitations, values, and motives. Self-aware people are realistic and honest with themselves about themselves and others. This clarity helps individuals in making decisions that are right for them and allows them to take paths that will help them to excel. (Boyatzis, R., Goleman, D., McKee, A., 2013). Therefore, just as the relationships we have with others are important for our success as leaders, so is the relationship we have with our self.

Course Overview

Desired Results

Priority Goals for this Course:
- Participants will be confident leaders in their Jewish communities.
- Participants will feel well equipped to be successful in their work and personal lives.

Enduring Understandings:
- College students can benefit from leadership development programs that may potentially impact their future role as a leader in the Jewish community.
- Relationships are a crucial element in being successful as a Jewish leader.
- In order to lead others successfully, I need to have a good sense of self-awareness.
- Positive professional interactions are necessary to achieve my goals.
- If cultivated carefully, relationships with mentors can help one become a more effective leader.

Essential Questions:
- In what ways do successful relationships help me become a better leader?
- In what ways do successful relationships help me to achieve my goals?
- What can I learn about leadership from Jewish tradition?

Outcomes:
Know:
- Participants will interpret and apply a few Jewish texts that inform their understanding and approach to leadership.
- Participants will define the different relationships that impact their leadership.
- Participants will identify the centrality of relationships in the different aspects of their work.
- Participants will understand their personal leadership style.

Do:
- Participants will show care for the maintenance of their relationships.
- Participants will begin and continue to cultivate purposeful relationships that will benefit them on their journey.
- Participants will leverage their relationships to achieve their goals.
- Participants will incorporate self-care practices in to their routine.

Believe:
- Participants will articulate a new or improved understanding of the value relationships in their life.
- Participants will actively take care of themselves in order to be an effective leader for others.

Belong:
- Participants will be empowered to take on leadership roles within the Jewish community.
- Participants will build a network of peers who have a shared goal of becoming good leaders.

Acceptable Evidence for Learning

Evidence of Learning for this Course:
After completing this course...
- The learner has a vocabulary to describe their style, preferences, and tendencies as a leader.
- The learner applies their knowledge of their style, in order to create circumstances that will be ideal for success.
- When in a familiar environment, the learner is welcoming to others.
- The learner invests time and effort in strengthening and maintaining relationships.
- The learner is able to reference Jewish texts that inform them as leaders.
- The learner develops a routine that addresses their self-care needs.

Tools to Collect Evidence of Understanding:
- The learner will compile a Personal Leadership Profile throughout the course.
  - The profile will be for their own use, therefore not graded, but will be shared with the course instructor.
  - The final product will only contain what the learner feels is important, but will be added to regularly throughout the course as a way of synthesizing individual lessons.
- In teams, learners are asked to create a presentation or activity to teach the rest of the group about a relevant topic or Jewish text.
- Learners establish learning goals and will regularly assess if they feel they have met their expectations.
- Provided the course is offered more than once, the previous cohort is responsible for promoting the program.
- The learner is asked to submit a reflection, 2-3 months after the course is completed, on how they have or have not implemented the knowledge they acquired.

Process for Engaging Learners in Determining Evidence:
- There are a few parameters placed on the Leadership Profile.
  - Participants will know what types of content must go in to the profile and are expected to complete assignments that may be included in the final product, but they have the freedom to decide on the format and style of the Profile.
  - At the end of every lesson or topic there should be a prompt, which the learner must use as a cue to add to his or her profile.
- Participants are given time for in class discussion of the material they are learning and opportunities to share how they are applying it or seeing evidence of it beyond the classroom.
- Participants are presented with an overview of the course material, for every section they should set their own desired outcome and share that outcome with the instructor.
  - They use this expectation to evaluate the success of the course.

Student Learning Experience and Instruction

The course is designed to be conducted over four intensives. These intensives can be weekend retreats or day-long seminars, but at least one session should include a Shabbat experience. The Shabbat experience is important for building Jewish community amongst this group of self-selected students. Shabbat provides the opportunity to grow as Jews in addition to leaders.

Methods of Teaching and Activities:

1. Text Study
   - Through text study, students learn what Jewish tradition can offer them as leaders.
   - This is a type of learning that many young Jews do not often have a chance to engage in. It is also a skill that many Jewish leaders express wanting more experience with.
   - The course should explore leaders from the bible who represent different skills that are important for good leadership. For example, Yitro who teaches us about delegation, and Joseph who could see the big picture and prepared for famine while having plenty.
   - The course also brings in texts that offer guidance for leadership
     - Pirkei Avot 1:14 -Hillel: "If I am not for myself, who will be for me?"
       "אם אין אני לי, מי לי?"
     - Psalm 133:1 "How good and how pleasant it is for brothers to dwell together in unity!"
       "הנה מה טוב ומה נעים שבת אחים גם יחד!"
     - Pirkei Avot 1:6 - Yehoshua ben Parachia: "Make for yourself a Rabbi, and find for yourself a friend; and judge every person in their favour."
       "עשה לך רב, וקנה לך חבר; והוי דן את כל האדם לכף זכות"
   - Design questions according to the formula of:
     - establish understanding of the simple text, the *pshat*, by asking what is happening
     - go deeper into the subtext, the *drash*, by asking some questions about how leadership is present in the text
     - make a connection by asking a question that links the text to the participant's own leadership

2. Leadership and Personality Tests
   - To help the participants learn about themselves, they take a variety of tests that offer perspectives and lenses through which they can understand their styles.
   - Examples of Tests to be used:
     - Strengths Finder
     - Leadership Compass
     - Passion Test
     - True Colours

3. Guest Speakers
   - Local experts should be invited to share their insights and experiences.

- These guests could be invited to speak on any of the following:
  - self care
  - building relationships
  - Board of Directors/Governors, advisory committees
  - fundraising
  - Jewish community organizations

4. Group Work and Presentations
   - In groups, students will prepare a presentation to teach the rest of their cohort about a topic relevant to the Jewish community. (See guidelines for further description of this project.)
   - These activities provide students the opportunities to apply lessons about teamwork and communication.
   - Through creating their presentations, students are offered a creative outlet.
   - These exercises also provide the opportunity to practice group facilitation.

5. Reflective Discussions
   - Participants have the opportunity to process everything they are learning in the course through a reflective session on every day of the course.
   - This is also an opportunity for the course facilitator to gauge the success of the course so far and make adjustments both during and after the course.
   - Discussions may also be about:
     - articles and case studies presented throughout the course
     - participant experiences outside the course
     - participant reactions to material presented in the course

6. Homework
   - Participants will work on their Leadership Profile outside of course sessions.
   - They may also be asked to read articles that are relevant for discussion in the next session.

This course will work best when built with the community it is meant to serve in mind. Therefore, rather than providing a prescription of how the course should run, I have provided the building blocks that should be present in the course. I have also provided a sample layout of the course, sample lesson plans, and the guidelines that should be considered when planning the course.

Building Blocks

Community Building Activities

EU: Relationships are a crucial element in being successful as a Jewish leader.
CC: Relationships form through intentional efforts. People need to take time to get to know others in order to form strong relationships.

- It is important to model what we teach. A course on relationships in our leadership will not be successful if we do not give the time and space for the participants to build relationships amongst this community. Providing ample time for deliberate "getting to know you" activities affirms the value of relationships and helps to create meaningful connections that can continue beyond the course.
- There should be at least 30 minutes dedicated to community building every day.
- On the first day allow more time at the start and provide a second opportunity in the afternoon.

Self-Analysis

EU: In order to lead others successfully, I need to have a good sense of self-awareness.
CC: Developing a vocabulary to describe ourselves is useful in forming a complete picture of how we operate. The more we know about our tendencies, the more aware we are of our strengths and weaknesses in different environments.

- Provide time on two of the four days for participants to gather data about themselves.
- Through various leadership exercises, participants gain a vocabulary for describing themselves as a leader as well as understanding their strengths and weaknesses.
- These activities are not meant to box the participant into a specific identity, but to assist them in describing themselves to others and identifying what might be difficult for them when it comes to working with others. They can use this awareness to their advantage in becoming a stronger leader.

Self Care

EU: In order to lead others successfully, I need to have a good sense of self-awareness.
CC: Taking care of myself is a key part of having a good relationship with myself. A self-care practice will allow me to be a better leader, because I will be able to perform at my best.

- As part of getting to know themselves as leaders, it is important that participants also learn what they need in order to perform at their best. Today's world is very fast paced and Millennials tend to need immediate gratification, as a result self-care is often forgotten.
- Participants should acknowledge that self-care is important for their well-being and something they should prioritize.
- Participants should be given examples of self-care practices and given the opportunity to create and experiment with their own personalized self-care plan.

Relationship Building

EU: Relationships are a crucial element in being successful as a Jewish leader.
CC: Relationships must be formed with intention. It is important to build intentional relationships because it is proven that relationships make a difference in success.

- As part of the goal of the course, it is important that participants not only learn by doing but are explicitly aware of the importance of relationships. Therefore there should be a session on relationship building and its importance to leadership.

Communication
EU: Positive professional interactions are necessary to achieve my goals.
CC: The way we present our ideas and offer or receive feedback affects our success in a professional setting.
- The way we communicate with others is an essential part of how we build and maintain relationships. The ability to speak clearly and concisely is also critical to our success as leaders.
- The way we deal with and offer feedback plays a huge role in the way we are respected and trusted by our colleagues. Co-workers do not want to be put down by their peers, nor do we want to take out our frustrations on others when they share difficult information.
- The focus for communication sessions should be on methods for offering and receiving constructive feedback and ways for the participant to improve their presentation style.

Mentorship
EU: If cultivated carefully, relationships with mentors can help one become a more effective leader.
CC: Mentors are assets to achieving my goals. As a mentor, I can also play an influential role in another's path.
- One of the goals of this course is that participants will identify the importance of strong leadership and apply that by acquiring a Jewish mentor.
- Like relationship building, provide participants with the case for mentorship and guidance for acquiring a mentor.

Teamwork
EU: Positive professional interactions are necessary to achieve my goals and *in order to lead others successfully, I need to have a good sense of self-awareness.*
CC: A key part of working on a team is being able to understand how other members of that team work and how to work with them.
- Once participants know their personal tendencies as leaders, it will be helpful for them to consider how those tendencies play out on a team.
- Provide opportunities for participants to try working with people with different tendencies and to even role model as though they had different tendencies. For example, have participants choose a different direction on the leadership compass and instruct them to think through a project as though they were that identity.
- Participants will ultimately be better team members if they understand how their teammates operate and how that compliments or contrasts their own style.

Guidelines

The following should be applied when building your own course outline. Some items have an EU and CC because they further explain the method of teaching or activity.

- The course should be four days. There should be a break between days two and three, if not between all of the days. This break allows for reflection and application of learning from the start of the course, that can be discussed at the end of the course.

- Begin the course with an overview of what will happen in the time these participants spend together. People like to know what they are going to be doing, so keeping them informed will ease their questions. Informing them of the course overview, also enables them to see the purpose behind what they are doing, which provides a context for them to understand each session.

- Provide topic suggestions for the group presentations. These may include:
  - an overview of various community organizations
  - an overview of a topic of concern to the community, as established from reading Jewish news articles
  - a spotlight on a Jewish leader

EU: College students can benefit from leadership development programs that may potentially impact their future role as a leader in the Jewish community.
CC: There are many organizations that serve the Jewish community and they are in need of strong leadership. I can make a difference in my community by being involved with a Jewish organization.

- Reflection sessions should be more than a discussion, most of the time, and should always conclude with something to add to the leadership profile.
  - Example Activities:
    - Write prompts on chart paper posted around the room and have participants write responses to the questions. Then, once participants have had a chance to read other responses, reconvene as a group and discuss observations.
      - Sample prompts:
        - As a leader, I want to be…
        - As a leader, I am most afraid of/that…
        - My strengths are…
        - My weaknesses are…
        - I expect that this group will…
        - I expect that this course will…
    - Create word webs by asking participants to respond to prompts on post-it notes. Participants should then work together to collate their notes based on similarities. The discussion should then be based on what is observed from these clusters.
      - Sample prompts:
        - Today I learned…
        - Today I was challenged by…
        - I am going to try to…

- I am a _____ leader
- I want to be a _____ leader
  - In small groups, present participants with printed out pictures. Ask them to choose the picture that best describes their feelings about the day, the course, leadership, working with others, etc… and then share with their group why they picked that picture.

EU: Relationships are a crucial element in being successful as a Jewish leader.
CC: Reflecting on an experience with others who were involved in the same experience is a form of bonding.

- As homework, have participants take Tom Rath's Strength's Finder test, two-ways. (This will require them buying one of his books, new, so that they can get a code.) First, offer them the list of all strength themes and ask them to select five to seven themes that they think represent them. Then have them complete the test. Their findings should be discussed in one of the reflection sessions and can be recorded in their leadership profile.

EU: In order to lead others successfully, I need to have a good sense of self-awareness.
CC: Knowing our strengths is helpful for understanding the way we lead.

- Try to have a consistent protocol for when guest speakers present. For example:
  - Speaker speaks for 20-25 minutes
    - Presentation is a response to:
      - What is your role in the community and what path brought you to this role?
      - What do you enjoy most about this role? What are your greatest challenges in this role?
      - Offer a definition for the topic you are speaking on and why it is important for the participants to think about this topic.
      - Share three points of advice/guidance/wisdom for the participant to use in the future.
  - Participants ask questions for 15 minutes
  - Provide time for a break, in which participants can approach the speaker individually and have the opportunity to build a connection with the speaker
  - Participants do activity related to speaker's topic and presentation for 20 minutes
  - Debrief the speaker for 10 minutes

EU: If cultivated carefully, relationships with mentors can help one become a more effective leader.
CC: (Will vary based on the topic)

Sample Course Outline:

Day 1	Day 2	Day 3	Day 4
Who's Here? Getting to Know Each Other	Community Building Activities	Community Building Activities	Community Building Activities
Welcome: Course Overview	Session on Relationship Building	Yoga for Leadership	Guest Speaker: Fundraising
Text Study: Pirkei Avot 1:14 - Hillel: "If I am not for myself, who will be for me?"	Group Work: Introduction to Projects on Jewish Community Topics of Interest and time to work on presentations	Text Study: Psalm 133:1 - "How good and how pleasant it is for brothers to dwell together in unity!"	
Self Analysis: Leadership Compass & True Colours Test		Exercises in Teamwork	Text Study: Pirkei Avot 1:6 - Yehoshua ben Parachia: "Make for yourself a Rabbi, and find for yourself a friend; and judge every person in their favour."
Lunch			
Community Building Activities	Text Study on Joseph as a leader who saw the big picture	Passion Test	Group Presentations
Session on Self-Care	Yoga for Leadership	Guest Speaker: Board of Governors/Directors & Advisory Committees	
Text Study of Yitro as a role model for Self-Care	Collaborative Communication: Learning and Practicing Workshop	Discussion: Bringing Vision to Life	Reflection Session
Self-Care Plans	The Case for Mentorship	Group Work: Continue preparing presentations	Text Study on The Twelve Spies and their lessons for leadership
Introduction to Leadership Profile and Homework Assignments	Reflection Session	Reflections Session	Conclusion

Sample Lessons

1. Relationship Building

EU: Relationships are a crucial element in being successful as a Jewish leader.

CC: Relationships must be formed with intention. It is important to build intentional relationships because it is proven that relationships make a difference in success.

EQ: Why do relationships matter?

Materials:
- Post It Paper or Poster Boards
- Markers

Activities:

Set Induction: Intentional Relationships - 15 minutes
- Place posters around the room with the following words and definitions for each term (one for each): Relationships, Family, Friendship, Coworker, Mentor.
- Instruct the participants to choose one of the posters around the room that they think is most important to their success.
- Once participants have chosen a sign, they must then explain their rationale for this decision. This must be done silently and they must reach a consensus as a group. They will be provided with markers for writing on the poster.
- Allow the groups to share their reason with the larger group.
- Ask participants if they feel they have found a new bond with their group members
  - If group members feel there is no bond between their group members, ask the participants to explain how they were able to form a consensus without use of speech.
    - Most likely these groups will have participants who just conceded to the larger accepted idea.
      - Explain how this is not a true representation of a relationship - successful relationships require honesty and openness.
- Discuss how that bond was formed with intention:
  - Ask: Was this bond formed intentionally or unintentionally?
  - Explain: These bonds formed out of an activity that deliberately put you in a group with people who have a similar view. In your groups you had to work together to reach consensus, which may have required challenging yourself and others to think differently about their approach. Your bond exists around your feelings of the importance of relationships and, though it may grow from there, you have a connection rooted in a common value.

Tools for Success - 5-7 minutes
- Ask the group to share some thoughts on why relationships matter.
- Present points on the importance of relationships and how they help us to achieve our goals.
  - Prepare a presentation using resources from the resource list or ones you have found on your own

- Potential points to share:
  - We often need the help of others to achieve successful outcomes.
  - People are more likely to care about and support our success when they care about us or feel that we care about them.
  - When asked why they are where they are today, most people will recall a conversation with a person or a relationship that inspired them.
  - If you have a strong relationship with another person, they are likely to listen to what you share with them. This position gives you the power to be an influential person in their lives. This influence can also happen in the reverse, where those whom you care about are in a position to influence you.

Identifying Relationships - 25 minutes
- Hang posters around the room with the following questions:
  - Define relationship.
  - What do relationships offer us?
  - What do we offer others through our relationships with them?
  - What are characteristics of a strong relationship?
  - What are characteristics of a weak relationship?
  - What do you do to build relationships?
  - What advice would you offer others for strengthening a relationship?
  - Who is someone that has influenced you? What was your relationship to them?
- Instruct participants to take a marker and move throughout the room responding to the questions. (10 minutes)
- Allow the group time to then move around the room again and read the posters. (8 minutes)
- Have the group return to their small groups from the set induction and ask them to share with each other observations from the posters.
  - After 5 minutes of discussion, ask each group to share one thing that they found to be most interesting or surprising.

Give time for a Break.

Sword and Shield - 25 minutes
- Participants are instructed to circle the room. After instructing them to change directions two or three times, instruct the group to freeze. Then tell them to identify - without telling this person - one participant that is their sword. This person is dangerous to them and they need to stay as far from that person as possible. After a few minutes call freeze again and instruct them to now pick another person - without telling them - who will be their shield. This person offers them protection and they want to be as close to this person as possible. Their sword still exists and is still a threat. After a few minutes, instruct the group to attempt to align themselves so that their shield is between them and their sword. Give the group a few moments to make this happen and then call freeze. Ask those who have successfully aligned themselves to raise their hands.

- Discuss:
    - Who thinks they know who they were the sword for? How or Why do you know this? (confirm if they are right)
    - Who thinks they know who they were the shield for? How or Why do you know this? (confirm if they are right)
    - What do we observe from this game about the silent messages we deliver?
    - How do we want to act towards our shield? our swords?
- Instruct: Now that we have established the importance of our relationships. Think about how this game reflects relationship building. What types of silent messages do you need to be aware of in relationship building?
    - Allow time to write a response in their notes. They can also note any other reflections from the session at this time.

2. The Case for Mentorship

EU: If cultivated carefully, relationships with mentors can help one become a more effective leader.

CC: Mentors are assets to achieving my goals. As a mentor, I can also play an influential role in another's path.

EQ: What does mentorship offer me?

Materials:

- Copies of *All Jewish Communal Professionals are Mentors* by Dana Sheanin

Activities:

Set Induction: Mentorship Experience - 5 minutes

- Instruct participants to take five minutes and reflect on the following:
    - Think of a mentor in your life. What was good about this relationship? What did not work about this relationship?
    - What do you think a good mentor/mentee relationship should look like?
    - Who or what type of person would you like to have as a mentor now?

Define Mentorship:

- Explain: Now that you have reflected on your personal experience and understanding of mentorship, let's get on the same page and define mentorship for our conversation. Merriam-Webster defines mentor, in the noun form, as "someone who teaches or gives help and advice to a less experienced and often younger person." It is important to differentiate between mentors and supervisors. Mentors have your best interest in mind, first and foremost. Supervisors may become mentors, but mentors are not your supervisor.

Expand Understanding: Article on Mentorship - 30 minutes

- Instruct the cohort to break in to groups of four and five and take twenty minutes to read and discuss the article together.

- In their groups participants should discuss:
  - What is the difference between the two leaders described at the beginning of the article?
  - How does this article define a mentor?
  - According to the article, what do we gain from having mentors?
  - How do the "key characteristics and skills of outstanding mentors" align with or differ from the thoughts you had in the first activity?
- Return to the large group. Ask participants to volunteer to share some of their takeaways from this article.

Mentorship Plans: 20 minutes
- Prompt participants to write the following, one prompt at a time:
  - List the mentors you currently have.
  - List people you would like to mentor you.
  - List people that you are or could be mentoring now.
- Ask participants to share how they have developed mentors in the past?
- Allow for Q&A about cultivating mentors. Be prepared to offer tips, such as:
  - Invite the person to join you for coffee and ask them to be your mentor.
  - Have an intention for what you want to gain from your mentors.
  - Establish the framework for your mentorship
    - How often will you meet?
    - What topics are off limits?

3. Exercises in Teamwork

EU: Positive professional interactions are necessary to achieve my goals and in order to lead others successfully, I need to have a good sense of self-awareness.

CC: A key part of working on a team is being able to understand how other members of that team work and how to work with them.

EQs: What do I know about those I am working with? How does knowing the people on my team help me to lead them? What do I have to do with the information I gather about my team?

Materials:
- 50 Fabric Squares big enough for two feet to stand on
- Paper and Pens
- Masking Tape
- Compass directional signs: North - Warrior, West - Teacher, East - Visionary, South - Healer

Activities:
Set Induction: Team Challenge - 15 minutes
- Divide cohort in to groups of four or five.
- Give each group ten cut out squares of fabric.

- First round - Instruct the groups to race from one end of the room (marked with a tape line) to the other end of the room (marked with a tape line). The floor between the lines is hot lava and their squares are heat resistant stepping stones. Only two body parts can be on each square at a time. Once a square is in the lava, the heat resistance is only active if someone is touching it, therefore if a square is left unattended it will melt. Team members can cross back and forth however many times as they need.
- Second round - Teams are only given five squares and they must cross without speaking. They can have one minute to strategize.
- In a group, ask participants:
  - How were the two experiences different?
  - Which way was easier? Why?
  - What was most challenging about this exercise?

Explain: Throughout this course we have been getting to know our personal leadership style. Now that we know a bit about the way we operate, let's apply that knowledge to how we work with others. We are going to spend the next little while considering how our style impacts our ability to work in teams. Consider: What styles do you get along with? Which do you clash with? We are also going to attempt to understand the way others are thinking about their work. Hopefully, this understanding will help you to work more effectively with others in the future.

Exercise: Re-Orienteering - 40 minutes
- Ask participants to recall their position on the Leadership Compass and arrange themselves in the four places in the room that represent their direction.
- Once in place, ask them to take a moment to notice who is where on the compass. Then instruct participants to recall the direction that was least like their style and to go to that spot in the room.
- Once in place, provide participants with the following scenario:
  - It is your team's job to plan Orientation week programming for your Hillel. Last years program was not as successful as it could have been and it is very important that you attract at least 100 new students to Hillel through this year's program. You were not on this committee last year and the board have asked you to create something completely different. It is April, you have the four months of summer vacation to create and implement your plan. What do you do?
  - Instruct participants that they now have twenty minutes to fully think through and identify the steps that will go in to planning and implementing their program. They must approach this task as if they were strongly aligned with the direction they are in.
- Bring group back together and allow time for teams to share their plans.
- Discuss:
  - What did those who were strong in the areas think of the plans that those who were weak formed?
  - What was uncomfortable about this task?
  - What new understandings did you gain from attempting this task?
- Reflect:
  - Instruct participants to take five minutes and write some thoughts on the following:

- What was difficult for you about approaching things from a different approach?
- What do you need to keep in mind when working with people from this other direction on the compass?
- What do you think you need to keep in mind when working with people from the other two directions on the compass that were not your highest?

Sample Text Study

The Twelve Spies

Source Sheet by Arielle Branitsky

Numbers 13:17-33

(17) And Moses sent them to spy out the land of Canaan, and said unto them: 'Go up this way into the South, and go up into the mountains;

(27) And they told him, and said: 'We came to the land that you sent us to, and it flowed with milk and honey; and this is the fruit of it.

(30) And Caleb stilled the people toward Moses, and said: 'We should go up at once, and possess it; for we are able to overcome it.' (31) But the men that went up with him said: 'We are not able to go up against the people; because they are stronger than us.' (32) And they spread an evil report of the land which they had spied out unto the children of Israel, saying: 'The land, through which we have passed to spy it out, is a land that eats up the inhabitants thereof; and all the people that we saw in it are men of great stature. (33) And there we saw the Nephilim, the sons of Anak, who come of the Nephilim; and we were in our own sight as grasshoppers, and so we were in their sight.'

(יז) וַיִּשְׁלַח אֹתָם מֹשֶׁה לָתוּר אֶת אֶרֶץ כְּנָעַן וַיֹּאמֶר אֲלֵהֶם עֲלוּ זֶה בַּנֶּגֶב וַעֲלִיתֶם אֶת הָהָר.

(כז) וַיְסַפְּרוּ לוֹ וַיֹּאמְרוּ בָּאנוּ אֶל הָאָרֶץ אֲשֶׁר שְׁלַחְתָּנוּ וְגַם זָבַת חָלָב וּדְבַשׁ הִוא וְזֶה פִּרְיָהּ.
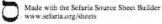
(ל) וַיַּהַס כָּלֵב אֶת הָעָם אֶל מֹשֶׁה וַיֹּאמֶר עָלֹה נַעֲלֶה וְיָרַשְׁנוּ אֹתָהּ כִּי יָכוֹל נוּכַל לָהּ. (לא) וְהָאֲנָשִׁים אֲשֶׁר עָלוּ עִמּוֹ אָמְרוּ לֹא נוּכַל לַעֲלוֹת אֶל הָעָם כִּי חָזָק הוּא מִמֶּנּוּ. (לב) וַיֹּצִיאוּ דִּבַּת הָאָרֶץ אֲשֶׁר תָּרוּ אֹתָהּ אֶל בְּנֵי יִשְׂרָאֵל לֵאמֹר הָאָרֶץ אֲשֶׁר עָבַרְנוּ בָהּ לָתוּר אֹתָהּ אֶרֶץ אֹכֶלֶת יוֹשְׁבֶיהָ הִוא וְכָל הָעָם אֲשֶׁר רָאִינוּ בְתוֹכָהּ אַנְשֵׁי מִדּוֹת. (לג) וְשָׁם רָאִינוּ אֶת הַנְּפִילִים בְּנֵי עֲנָק מִן הַנְּפִלִים וַנְּהִי בְעֵינֵינוּ כַּחֲגָבִים וְכֵן הָיִינוּ בְּעֵינֵיהֶם.

Questions:

1. What is happening in this text?
2. Who are the leaders? Describe/Discuss their leadership - how are they leading?
3. In 13:17, the verb used to send the spies is "allu" meaning "go up." In 13:27, the verb used by the spies is "shalachtanu" meaning "you sent us." What are the different implications of these verbs?
4. What can the verb "allu zeh" meaning "go up to there" teach us about leadership?

Made with the Sefaria Source Sheet Builder
www.sefaria.org/sheets

Resources

EJewishPhilanthropy - www.ejewishphilanthropy.com
- use this site as a resources for finding topics to discuss and interesting articles to share with participants or prep lesson plans

Berman Jewish Policy Archive - www.bjpa.org
- use this site to find academic articles on topics related to the Jewish community

Relational Judaism by Ron Wolfson (see annotated bibliography)
- in addition to using this book for preparation for the course, it would be a good resource for the course as well and could be a required or recommended reading for participants

National School Reform Faculty materials section - www.nsrfharmony.org
- use this site to find protocols for use in lesson plans

Annotated Bibliography

Boyatzis, R., Goleman, D., McKee, A. (2013). Primal leadership: Unleashing the power of emotional intelligence. Boston, MA: Harvard Business Review Press

This is the tenth anniversary edition of the book, originally published in 1993, that introduced emotional intelligence into the business world. The book thoroughly explains Goleman's theory of emotional intelligence. It explains the four competencies: self-awareness, self-management, social awareness, and relationship management. The theory of emotional intelligences is then evaluated through the lens of many different leadership styles.

Wolfson, R. (2013). *Relational Judaism: Using the power of relationships to transform the Jewish community*. Woodstock, VT: Jewish Lights Publishing

This book sets out to create a major shift in the Jewish communal world. Ron Wolfson begins by showing the reader how the Jewish community is falling short when it comes to successful relationship management. He then explains how relationships can strongly impact our success and lays out his none levels of relationships. The book includes examples of organizations that are succeeding at relationships, including Hillel, and offers advice for how to make our work and practice more relational.

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