

PROFESSIONAL DEVELOPMENT IN THE LOS ANGELES JEWISH COMMUNAL SECTOR

A Needs Assessment and Feasibility Study for a
Center for Jewish Professional Leadership

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ABSTRACT

The success of Jewish organizations in fulfilling their various missions depends to a considerable extent on their ability to retain and promote skilled, experienced and committed Jewish professionals, especially in the face of the impending leadership gap in the Jewish communal sector. This thesis consists of a needs assessment and feasibility study for a potential Center for Jewish Professional Leadership, conducted through interviews with executives of Jewish organizations in Los Angeles, a survey distributed to Jewish communal professionals, and a review of existing professional development programs, Jewish and secular, local and national. Our research shows that both employees and executives value professional development; however, more work needs to be done to generate the support necessary to launch an enterprise like the CJPL. The thesis, therefore, garnered insight into potential communal partnerships, delivery methods, formats, constituencies, and desirable skills and topics for professional development. We believe that as the next steps towards launching a professional development program, the School of Jewish Nonprofit Management should engage in further research, partnership-building, and pilot programs. A Center for Jewish Professional Leadership is an attainable and desirable goal, and it clearly warrants additional cultivation.

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This Capstone Project is dedicated to the Jewish communal professionals of Los Angeles and around the world, upon whose shoulders we will stand and whose dedication to the Jewish community will ensure an innovative and flourishing Jewish future.

INTRODUCTION

As we considered a possible topic for our Capstone Project, it was important that our original research contribute to the betterment of the Jewish nonprofit sector and reflect our commitment to the professionalization of the field. When Richard Siegel, then Director of the School of Jewish Communal Service at Hebrew Union College-Jewish Institute of Religion, approached us about conducting a needs assessment and feasibility study for a proposed Center for Jewish Professional Leadership (CJPL), we eagerly signed on. As students of Jewish Nonprofit Management, we believe that the success of Jewish organizations in fulfilling their respective missions greatly depends on their ability to cultivate competent, committed Jewish professionals.

The visioning of CJPL began in 2008. Richard Siegel and Jodi Berman, formerly Senior Vice President of Leadership Development at the Jewish Federation Council of Greater Los Angeles, imagined a professional development program that would leverage the resources of both their institutions, providing continuing training and education to Jewish communal professionals in the region. The School of Jewish Nonprofit Management (SJNM) – formerly the School of Jewish Communal Service (SJCS) – has a rich history of educating transformative Jewish communal leaders by grounding the art of nonprofit management in Jewish tradition, history, and values. Siegel and Berman hoped to create an institution where individuals already working in the field could learn and grow professionally.

In early 2009, Berman engaged her SJCS intern, Samantha Pohl (MAJCS/MPA'10), to work with her in conducting preliminary research to be included in a joint application for the Los Angeles Jewish Community Foundation's Cutting Edge Grant. Although the project was

selected as a finalist for the grant, ultimately the review committee concluded that the proposal did not adequately demonstrate a need for CJPL. At the same time, leadership changes within the Federation led to shifting programmatic priorities, leaving SJCS without a collaborative partner. In order to advance the project, we embarked upon assessing the need and feasibility of a future CJPL within the Jewish nonprofit sector of Greater Los Angeles.

For the needs assessment, we researched professional development opportunities currently in existence locally and nationally, both Jewish and secular, and whether Los Angeles Jewish communal professionals believe professional development is necessary or desirable. We examined which subjects and skills interest Jewish communal professionals, as well as what subjects and skills Jewish executives feel their employees require. Our feasibility study sought to determine whether and how CJPL could launch, to identify any potential community partners, and to understand what kind of communal support it would receive. We conducted a survey of Jewish communal professionals and interviewed executives of major Jewish organizations to understand their needs and perspectives.

Initially, we anticipated that the project would culminate in specific recommendations for immediate implementation including curriculum, delivery methods, price points and other details of what CJPL should look like. We expected to make recommendations based on successful models and best practices tailored to the needs of Jewish communal professionals in Southern California. Although our research shows that both employees and executives value professional development, we did not find enough explicit support for CJPL to warrant such recommendations. Rather, we believe that as the next step, the School of Jewish Nonprofit

Management should engage in further research and partnership building. A Center for Jewish Professional Leadership is an attainable and desirable goal, and certainly warrants additional cultivation.

The Jewish communal sector has made certain implicit commitments to its workers, based on the Jewish values of caring for our community and providing for its members. A majority of Jewish nonprofit organizations provide health insurance plans for their employees. Most Jewish organizations are accommodating of various levels of religious observance, allowing employees to leave early on Fridays or holidays to facilitate their practice. Several Jewish nonprofits have unionized employees, a manifestation of the Jewish community's long-standing dedication to fair employment practices. It is our belief that Jewish organizations should be equally committed to providing professional development to their employees. In addition to supporting and nurturing their staffs' physical, mental, spiritual, and general well-being, Jewish nonprofits should also support and nurture their staffs' professional well-being.

Jewish organizations work for the benefit, security, continuity and growth of the community, and a Center for Jewish Professional Leadership would help provide an avenue through which Jewish organizations could demonstrate those values to their employees. We hope that our research and recommendations will help lay the groundwork for the future launch of such a program.

CHAPTER I: LITERATURE REVIEW

Any discussion of a potential new Jewish professional development program first requires an understanding of key concepts and terminology from the broader nonprofit arena: what is professional development? What forms can it take, and what is needed to create a successful program? Further, the proposed Center for Jewish Professional Leadership would not simply be a professional development program; it will be a specifically Jewish program, organized for Jewish communal professionals, by Jewish communal professionals. What particularities, opportunities and challenges are unique to the Jewish communal sector in terms of professional development? Additionally, CJPL would add to an already robust national and local community of both Jewish and secular professional development programs. In conducting a needs assessment and feasibility study for CJPL, it is critical to have an understanding of what programs Los Angeles-area Jewish communal professionals currently utilize, what those programs offer and what their funding and fee structures are. CJPL should learn from and adopt current best practices and successful modalities, where appropriate, while simultaneously developing and integrating innovations that can help fill gaps in Jewish professional development opportunities.

DEFINING PROFESSIONAL DEVELOPMENT

Professional development is the cultivation and expansion of abilities needed in one's profession. This definition, though, is somewhat circular. Dall'Alba and Sandberg (2006) say that traditionally, professional ability has been described as "a set of attributes, such as knowledge, skills, and attitudes" (p. 385), and a profession is "defined as being based on systematic, scientific knowledge" (p. 384). They argue, though, that both of these terms have lost their clear delineations as skills and professions have become increasingly complex. Many professions and

professional skills are no longer based in mechanical, routinized processes, but rather depend on the abilities and intellect of individuals.

What, then, should be the definition of this area of study and practice called professional development? On a basic level, it can be described as a journey from being a novice in a particular field to being an expert, a journey that takes the participant through several stages of knowledge and understanding of their work (Dall’Alba & Sandberg, 2006). The point of professional development is the process itself, regardless of whether the individual reaches the expert stage. This helps encapsulate the dynamic nature of professional development. One is never completely “developed”, and there are always skills and knowledge to be gained about one’s profession (Dall’Alba & Sandberg, 2006).

Dall’Alba and Sandberg settle on defining professional development as anything from “formal courses and programs in professional education...to formal and informal development of professional skill that occurs in the workplace” (p. 384). The authors say that previous models of skill development focus on the journey from novice toward expert. These models describe skill development as occurring in a stepwise, cumulative manner; in these models, “becoming a skilled professional involves progressively accumulating a set of knowledge and skills” (p. 384). The focus in these models is on learning specific pieces of information in a specific sequence.

Dall’Alba and Sandberg’s own model of professional skill development rejects the strict sequential organization of previous models while recognizing the importance of knowledge gained in the workplace. They argue that

understanding of, and in, practice forms the basis for professional skill and its development. Understanding is not seen here as limited to cognitive content or activity...understanding is embedded in dynamic, intersubjective practice. Our notion of understanding integrates knowing, acting, and being. Understanding of practice, then, is enacted in and through practice. (p. 389)

While previous models of professional development recognized the importance of gaining skills “in practice”, they often focused on “learning” rather than “understanding”; they concerned themselves with specific knowledge and skill sets. Dall’Alba and Sandberg, on the other hand, emphasize a more fluid and complex goal of “understanding”. Their threefold conception of understanding – “knowing, acting, and being” – has important implications for the objectives and structures of professional development programs. This model is also more fitting with the nature of the Jewish communal sector. The sector does not meet the classic definition of a “profession”: a field that has “standards or expectations that are taught, implemented, monitored, and enforced” (Tobin, Dobbs & Hymowitz, 2004, p. 4). Without prescribed standards, professional development cannot proceed in a stepwise, sequential manner.

FORMS OF PROFESSIONAL DEVELOPMENT

Professional development can take place both “preservice” and “inservice” (Tobin et al., 2004). The former consists of graduate or other training programs to prepare an individual for his or her chosen career (e.g., law school, business school, etc.), while the latter, which is the focus of this project, comprises any continuing education that occurs once a professional career has already begun.

“Inservice” professional development can take many different forms, making it difficult to develop an exhaustive list. It may be as simple as reading relevant articles or books about one’s profession. Some professional working groups meet regularly to discuss issues that arise in their

jobs and call this professional development. It can also occur in a classroom setting, either as a one-time seminar on a particular topic, a series of classes on a given subject, or a longer, more intensive credentialing program. Similar programs can also be conducted via distance learning either online through webinars or over the phone through conference calls. Supervision, mentorship and coaching are other, more personalized forms of professional development.

The topics addressed through professional development vehicles usually fall into one of two categories: those that relate directly to job function and those that foster general leadership abilities. The former category encompasses skills that are necessary for work performance – budgeting, public relations, relevant computer programs, and the like. The latter focuses on human resource development and supervision, written and verbal communication, organizational change management, strategic planning, and other advanced skills. There can, of course, be overlap in the two categories. For example, an executive director’s job responsibilities are such that it is her job function to speak on behalf of the organization and to supervise her staff. A line-staff member who is a fundraiser needs those particular practical skills, but may also need to be able to manage and lead a committee of lay leaders. While some programs use one of the two categories to define their work, both are included in this paper as professional development.

PROFESSIONAL DEVELOPMENT AND THE NONPROFIT SECTOR: RATIONALES, OPPORTUNITIES AND CHALLENGES

Professional development can provide great benefits to the nonprofit sector. When an employee bolsters her skills, she gains new abilities and increased confidence in herself while the organization reaps the rewards of a more talented, contented employee. Kelley wrote in the *Dallas Business Journal* (1999) about the benefits garnered by for-profit companies when they provide professional development for their employees, and despite the differences between the

sectors, nonprofits can take valuable lessons from his work. Kelley contends that when companies take the time and resources to provide continuing professional development for their employees, they receive “higher profits, reduced costs, employee retention, improved production and many more tangible, positive results” in exchange. Even beyond these benefits, providing professional development sends an important message to an organization’s employees that the management and board of that organization care about their employees and the work that they do. As Dall’Alba and Stringer (2006) put it, “opportunities provided for professional development signal the importance placed on transforming embodied understanding of practice, as well as contributing to or undermining such a focus” (p. 405).

Professional development is not simply a good management practice, it is also critical for the future health of the nonprofit sector. The nonprofit sector faces an impending “leadership gap” – in the coming years, it is projected that the nonprofit sector will continue to expand, current leaders will retire, and fewer than replacement numbers of young adults will choose to enter the nonprofit sector (Cornelius, Covington & Ruesga, 2008; Tierney, 2006). It is projected that “over the next decade nonprofits will need to find some 640,000 new executives...nearly 56,000 new senior managers per year” (Tierney, 2006, p. 26). Professional development is a tool that organizations can use to attract and retain employees. Nonprofits have an opportunity to seek out and attract new leadership both within the sector and in other previously untapped sectors by “providing them with opportunities for career development and advancement, both within individual organizations and across the sector” (Tierney, 2006, p.28). If they fail to recruit and retain qualified employees, the entire sector will suffer (Cornelius, Covington & Ruesga, 2008).

Nonprofits are often challenged, though, by a lack of capacity to provide such development and advancement on their own. Most nonprofits are very small: of the approximately 597,000 public charities reporting to the Internal Revenue Service in 2008, about 74% had expenses under \$500,000 (Wing, Roeger & Pollack, 2010, p. 3). The small size of nonprofits means that they often unable provide significant professional development for their employees or promise them career advancement opportunities; the vast majority of their resources have to go to their public benefit work, and these organizations cannot afford the financial and human resources necessary for internal personnel development (Tierney, 2006).

Additionally, nonprofit executives have to follow the mandates of their boards and funders. These stakeholders want to see the organization pursuing its mission to the best of its ability, but they do not always understand or value the importance of developing and retaining staff to achieving that end. Spending organizational dollars on professional development is often viewed as “wasteful overhead” (Tierney, 2006, p. 30). Together these factors often lead nonprofits to seek new professional leadership from outside their organization instead of creating an organizational culture of internal development and promotion. In the nonprofit sector, only 30-40% of senior management positions are filled by promoting from within the organization, compared to 60-65% of internal promotions in the business sector. The cost of this external recruitment is high. Nonprofits seeking to hire from outside the sector must compete with the business sector to offer competitive salaries (Tierney, 2006). They also accumulate the indirect costs of personnel time and money spent searching for a qualified candidate, and once that new employee is brought on board, organizations face more lost productivity in training and learning a new job. While it is difficult to find precise figures on the costs of recruitment versus retention,

one for-profit source cited the cost of replacing a \$60,000 a year employee as \$150,000 (two thirds of which stems from indirect costs) as compared to about \$21,000 to retain him or her (JDA Professional Services, Inc., <http://www.jdapsi.com>).

It is worth noting that although for-profit companies may have more money to spend on administrative or development expenses, even these organizations struggle to provide adequate or high quality training for their staff. For-profit companies are tasked with maximizing profits for their shareholders, but can use their monies for any purposes that advance that end.

Nonprofits, on the other hand, must invest revenue into the mission and programs of the organization; it is difficult for them to divert precious program funds into administrative overhead. Nonprofit organizational leaders face a dilemma: does the time away from daily tasks to engage in professional development significantly improve the employees' work and the effectiveness of the organization? According to Kelley (1999), "an obstacle that tests every business' fortitude is the amount of time away from work required to train, as well as the time needed to practice and implement new ideas." Nonprofits navigate this same quandary, but have even fewer resources with which to do so.

Despite the recognition of the importance of professional development to employees, individual organizations, and the nonprofit sector as a whole, the sector struggles to find the time, resources and support to provide development opportunities to its workers. Because of the increasing awareness of the benefits gained from professional retention and cultivation, the nonprofit sector should think creatively about how to provide further reward and motivation to its employees through professional development.

PROFESSIONAL DEVELOPMENT AND THE JEWISH COMMUNAL SECTOR

The Jewish communal sector comprises a small part of the greater nonprofit sector. Many of the reasons professional development is important for the Jewish communal sector echo the reasons it is important for the nonprofit sector as a whole, as do many of the difficulties in providing and acquiring it. The Jewish communal sector does, though, face unique opportunities and challenges around professional development that are relevant to the planning of a Center for Jewish Professional Leadership.

Jewish organizations navigate between two rationales for providing training for their employees – it is a method to improve employees’ effectiveness and ability to perform their jobs, and it is also an opportunity to convey the organization’s investment and interest in its employees (Kelner, Rabkin, Saxe & Sheingold, 2004). According to Kelner et al. (2004), professional development for those working within the Jewish communal sphere has both personal and communal benefits. For individual employees, professional development provides them with “increased competence, deeper self-awareness, heightened leadership, greater familiarity with challenges facing the global Jewish community, and a stronger connection to the Jewish communal sector” (p. 182). This not only provides employees with short-term advantages in their particular job, but it can also help position them for advancement in the future and give them increased opportunities to advance Jewish communal interests.

The communal benefits of professional development for Jewish agencies’ employees cannot be overstated. Kelner et al. (2005) write about the critical role each Jewish organization plays “in guaranteeing the health of the Jewish sector as a whole...If organizations help their employees to be productive, recognized and supported, they will be working to the betterment of the

communities they serve as well as the Jewish sector overall” (p. xv). This macro-level impact stems from the practical skills that employees and agencies gain from professional development, but it also comes from a more profound source. When Jewish communal organizations and professionals engage in professional development,

community is woven, collaborations are inspired, understanding is cultivated, alliances are formed, assumptions are challenged, commitments are deepened, passions are fueled, boundaries are broken, respect is established, and change ensues (Kelner et al., 2004, p. 182).

This is especially true for professional development programs that involve employees from multiple organizations across various segments of the Jewish communal sector. The relationships that Jewish communal professionals build with each other and between their organizations are significant, powerful and beneficial to the Jewish community as a whole.

These tangible and intangible benefits of professional development can help to mitigate the prevailing professional leadership challenges the Jewish communal sector faces: the recruitment and retention of high quality, committed employees. For over twenty five years, recruitment has been one of the sector’s main focuses. In 1987, the Council of Jewish Federations” (now Jewish Federations of North America) Mandel Commission report indicated that “in seeing lack of quantity [of people interested in working for the Jewish community] as a more severe problem than lack of quality, it is better to have a less-than-qualified (but potentially trainable) individual than to not have one at all” (Kelner et al., 2004, p. 21). In 2004, Tobin et al. wrote that “not enough trained and qualified people are being attracted to or recruited to Jewish community careers”, so the Jewish communal sector is not “getting their share of the ,best and brightest”” (p. 3). Recruitment is a particularly critical issue as the Jewish communal sector must compete with the secular nonprofit, private and public sectors for employees.

Retention has joined recruitment as another significant challenge facing the Jewish communal sector. Kelner, Rabkin, Saxe and Sheingold's 2005 survey of 1,400 Jewish communal professionals from 200 organizations in six communities revealed that many of these professionals believe retention is an even greater challenge than recruitment. According to managers who responded to the survey, "retention problems have a stronger impact on organizational efficiency and mission fulfillment than recruitment problems do" (p. xiv).

Significant employee turnover leads to increased costs and fewer organizational dollars going to the vital community benefit work these agencies perform. Since Jewish nonprofits exist to serve their community, it is important to keep in mind that "the less time, energy, and money an agency spends searching for and orienting or training personnel, the more focused its attention can be on delivering services...Retention therefore pays dividends in helping to keep in place dedicated workers" who are vital communal resources (Tobin et al., p. 24).

Professional development helps to alleviate these dual human resource challenges by attracting talented individuals to organizations that will invest in them and by honing and nurturing the skills and professional identities of current employees. Professional development helps keep employees abreast of new trends in the field and can prevent burnout, two essential elements of recruitment and retention. According to Tobin et al. (2004), "the goal of professional development programs is to train, recruit, and retain competent and good people – professional community workers who are able, ethical, and strongly committed to the Jewish community in general and to their organization in particular" (p. 3). Yet despite the importance of professional development, only a minority of Jewish communal professionals surveyed felt their

organizations are doing a very good job of utilizing and cultivating their talents (Kelner et al., 2005). It is critical that Jewish organizations begin to better prioritize professional development for their employees, lest the Jewish communal sector face an even greater personnel crisis. As Tobin et al. (2004) bluntly state, “unless excellent educational programs and follow-up support networks for career advancement are put in place, the Jewish community will neither attract all of the quality individuals it needs, nor will it hold on to those whom it manages to enlist” (p. 11).

STATE OF THE FIELD

The nonprofit sector in general and the Jewish communal sector in particular stand to reap many rewards from providing professional development to their employees. They generate both the short-term benefits of increased skills, abilities and efficiency from their employees, and the long-term benefits of bolstering the talents of the sector as a whole and recruiting and retaining the best possible individuals. This is the context for envisioning a Center for Jewish Professional Leadership.

It is important to note that no major survey on the state of professional development, either secular or Jewish, has been undertaken since the financial downturn of 2008. There is no data on the impact the recession has had on professional development programs or on the policies of organizations. Knowing, however, that nonprofits are struggling for critical funds even more today than they were three years ago, it is reasonable to assume that professional development may be less of a priority for organizations merely trying to stay afloat. But it is increasingly critical in this time of economic stress for nonprofits to invest in their employees who absorb the burden of helping these organizations thrive and provide vital services to their communities (Donald & Geller, 2010). In their 2010 article, *Achieving Excellence: Lessons Learned from Professional*

Development, Donald and Geller write, “the most significant percentage of dollars spent in the Jewish nonprofit field goes to our workforce. To maximize this investment, we must reaffirm our commitment to high-quality professional development programs” (p. 176).

CHAPTER II: RESEARCH UNIVERSE AND METHODOLOGY

In determining the need for additional professional development programming and the feasibility of a Center for Jewish Professional Leadership, it is important to clearly define our research universe and the rationale for including or excluding individuals for the purposes of this project.

TERMINOLOGY AND CONTEXT: THE SECTOR, THE ORGANIZATIONS, AND THE PROFESSIONALS

The subject of our research is the *Jewish communal sector* of Greater Los Angeles, as defined by the *organizations* within the catchment area of the Los Angeles Jewish Federation, and the population is *Jewish communal professionals*. All three terms require definitions in order to narrow the research universe, recognizing that any definition will inherently exclude a number of important facets. We will be using Kelner, Rabkin, Saxe and Sheingold's (2004) definitions to clarify terminology.

THE SECTOR

For the purposes of this project, we use the term *Jewish communal sector* instead of *Jewish community* in order to call "attention to the economic character of the constituent organizations, encouraging comparison with the non-profit sector...while recognizing that there are many other elements of community that are not encompassed by organizations" (pg. 2). The Jewish communal sector exists within the broader context of the nonprofit sector in the Greater Los Angeles area. This is significant because our findings show that a large number of Jewish communal professionals take advantage of secular nonprofit professional development programs, not only Jewishly-affiliated programs. Figure 2.1 shows a comparison of the secular nonprofit sector and the Jewish communal sector. Data on the secular nonprofit sector is taken from *Fortifying L.A.'s Nonprofit Organizations*, a 2010 TCC Group study commissioned by the

Weingart Foundation to assess the capacity of the Los Angeles nonprofit sector, and data on the Jewish communal sector was gathered from community research undertaken by Cedars-Sinai Medical Center in the summer of 2010:

	Jewish Communal Sector	Los Angeles Nonprofit Sector
# of Organizations	385	35,000
# of Employees	~2500	238,000
Mean # Employees	~6.8	~7

Unfortunately, there is no comprehensive census of the Jewish communal sector and therefore we are unable to draw more in-depth comparisons.

THE ORGANIZATIONS

Because of the lack of census data on the Jewish communal sector in Los Angeles, the number in Figure 2.1 are based on internet research and phone correspondence with roughly 50 Jewish organizations. In the study conducted by Cedars-Sinai, the Jewish organizational count includes agencies, schools, and synagogues. Not included in the study are “Friends of” organizations and associations, *batei din* (religious courts), *chevrei kadisha* (religious burial societies), and organizations run entirely by volunteers. The number of employees reflects full- and part-time salaried employees, but excludes contracted workers and maintenance staff. This data is only a rough estimate due to lack of resources to conduct a thorough census. For this feasibility study, we narrowed the scope to exclude organizations whose employees already have access to professional associations that provide professional development, such as Jewish day schools and synagogues.

Jewish private schools that are independent institutions as well as those that are extensions of a synagogue benefit from a number of local and national organizations, like BJE: Builders of

Jewish Education in Los Angeles, Partnership for Excellence in Jewish Education (PEJE), and National Association of Temple Educators (NATE). We decided that these agencies already provide professional development and capacity building for schools sufficient to warrant exclusion from this particular study. Similarly, synagogues and the umbrella organizations that serve them (e.g. Union for Reform Judaism, United Synagogue of Conservative Judaism, Orthodox Union) are excluded from this study. Los Angeles is home to regional headquarters of three major denominational movements that provide synagogue organizational support, as well as training and professional councils and associations for both rabbis and educators. Further description of the services provided by these and other organizations can be found in a review of existing programs in Chapter IV. The issue of professional development for synagogue administrators is one that we considered at great length and will discuss further in the following section, outlining the population of Jewish communal professionals.

THE PROFESSIONALS

Who is a *Jewish communal professional*? Can we create a definition and then ask that our population indicate whether they identify with it? Including an aspect of self-identification within the definition of a Jewish communal professional was essential for a number of reasons. First, as discussed in the literature review, the field has no established standards. There is no prescribed sequence of training required to become a Jewish communal professional. There is no concept of a certified Jewish communal professional. Although there are both national and local Jewish professional associations, membership is not required, nor is it a prerequisite for hiring at Jewish organizations. Generally, there are two types of people working in a Jewish organization: those who see the work as a calling, and those who happen to have taken a job in Jewish organization. For these reasons, this study does not label everyone working in a Jewish

organization a Jewish communal professional, but instead allows people who self-identify as such to self-select by taking the survey targeted towards Jewish communal professionals.

Further, we deemed it an inappropriate prerequisite that someone need identify as Jewish to identify as a Jewish communal professional. We also acknowledge that there are people who may self-identify as a Jewish communal professional but are not currently working for a Jewish organization. For our purposes, a Jewish communal professional is anyone currently working in a Jewish organization, either full-time or part-time, who self-identifies as a Jewish communal professional.

Non-executive track employees, including administrative or support staff, contracted employees, and physical plant staff, are excluded. While these individuals may self-identify as Jewish communal workers, they are not in professional positions, which are the focus of this particular study. We also chose not to target rabbis or educators because they are not core to the mission of the School of Jewish Nonprofit Management. There is certainly potential for future collaborative efforts between SJNM and the HUC-JIR Rabbinic School and Rhea Hirsch School of Education (RHSEO); however, the discussion of this warrants a separate study or initiative. While we exclude both professions from this study, there should be no doubt that both rabbis and educators are included in the classification of a Jewish communal professional within the broader communal context. For similar reasons, synagogue executives and administrators were also excluded because they receive services from national organizations like the North American Association of Synagogue Executives (NAASE) and the National Association of Temple Administrators (NATA). These professionals, however, hold positions within their organizations that would warrant their inclusion in future studies with a similar research universe.

RESEARCH METHODOLOGY

Both qualitative and quantitative data were collected using a mixed-method approach that included interviews of nine organizational executives, a broad survey of Jewish communal professionals in Los Angeles, and analysis of website and documents of a variety of professional development programs.

ORGANIZATIONAL CLASSIFICATION

We chose to apply Daniel Elazar's (1980) taxonomy of Jewish organizations to help reflect the diversity of organizations within the Jewish communal sector. Elazar defines five spheres of community activity: 1) religious-congregational, 2) educational-cultural, 3) community relations, 4) communal-welfare, and 5) Israel-overseas (p. 206). While these are neither discreet nor perfect classifications (e.g. organizations could be placed in more than one category), the choice to utilize such categorization would allow us to determine if and how different types of organizations view and value professional development, from the perspectives of executive management and employees, and as reflected in personnel policies. For a sample of Los Angeles Jewish organizations and their classification, see Appendix A. Survey participants were asked to select the organizational classification(s) that most closely reflects the mission of their organization.

INTERVIEWS OF ORGANIZATION EXECUTIVES

From a list of 54 Jewish organizations, we selected nine executives to interview from medium to large organizations, based on their availability to us. Our thesis advisor, Richard Siegel, provided guidance in this decision and helped to make initial contact with the executives to introduce the project. Both researchers used the same set of questions, which were distributed to the interviewees a few days prior to meeting. The interviews were conducted one-on-one and

questions were tailored to each individual to ensure ease and flow of conversation. Each interview was audio-recorded with the interviewee's consent and lasted 45 to 75 minutes. Although each interviewee was asked and gave permission to use their name within the paper where appropriate, we decided to only refer to them in a general way. For a list of sample interview questions, see Appendix B.

SURVEY OF JEWISH COMMUNAL PROFESSIONALS

It was important to gather quantitative data to understand professional development needs from the perspective of non-executive level Jewish communal professionals. We wanted to gauge employees' current involvement in both internal and external professional development programming, employee understanding of their organization's policies regarding professional development, perceived gaps in their own skills, desirable topics and preferences on delivery methods, price points, and credentialing. See Appendix C for a complete copy of the survey.

We launched a hard version of our survey in October 2010 at the annual conference of the Jewish Communal Professionals of Southern California (JCPSC). JCPSC is the local branch of the Jewish Communal Service Association, the national professional association of the Jewish communal sector. The data collection period remained open for three months until January 2011. During that period the survey was also distributed electronically using email and social media (Facebook and Twitter), through the JCPSC current membership network of 234 people, and to the SJNM (formerly School of Jewish Communal Service) Los Angeles-based alumni network, numbering 102 contacts. Although these populations overlap, we did not find significant instances of duplicate survey completion. We also asked the executives we interviewed to distribute the survey to the appropriate employees at their organizations.

DOCUMENT AND WEBSITE ANALYSIS

Chapter IV provides a review of Jewish and secular professional development programs at the local and national level, and was also a significant aspect of our research. We utilized hard-copy documents provided by a number of programs when available, but most of the program data was gathered from information on organizations' websites.

CHAPTER III: RESEARCH AND DATA ANALYSIS

We designed our research based on hypotheses formulated from our own experience our own experience in the field and in our graduate program. These hypotheses are outlined below, followed by our findings, which combine elements from the quantitative and qualitative research methods we utilized.

EXPECTED OUTCOMES

The following hypotheses guided the creation of our survey of Jewish communal professionals as well as the questions asked of agency executives:

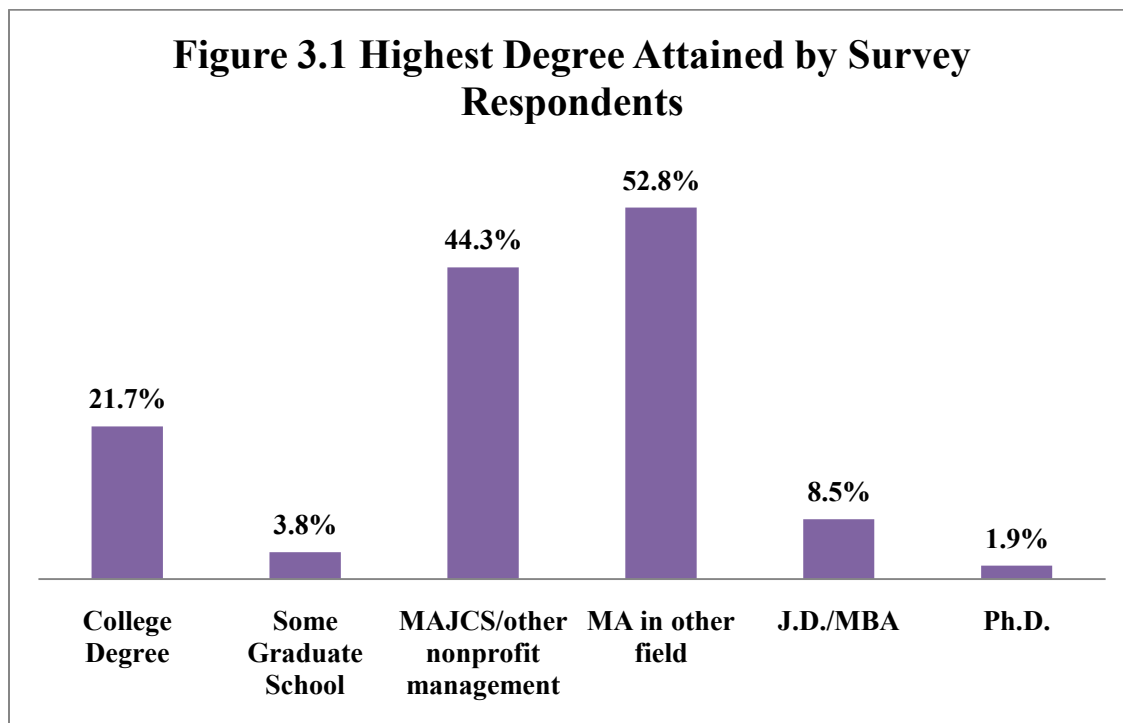
1. Most survey respondents think that engaging in professional development is necessary for their career advancement.
2. Most survey respondents are unaware of their organization's policies regarding professional development.
3. Cost is the greatest deterrent to people engaging in professional development outside of their organization.
4. A majority of respondents are more interested in skills-based professional development than in leadership training.
5. A majority of respondents value professional development in a Jewish context more than in a secular context.
6. People with advanced degrees and people at a middle management positions or higher do not think that it is important for professional development to culminate in a certificate.
7. Executives see a need for professional development opportunities for their employees, specifically through a Jewish lens, and are supportive of the creation of a Center for Jewish Professional Leadership sponsored by SJNM.

The following section provides a demographic summary of survey respondents and the executives we interviewed, including age, time in the field, level of education, current position within the organization, and their organization's type based on Elazar's taxonomy. Many of the executives we interviewed also participated in the survey.

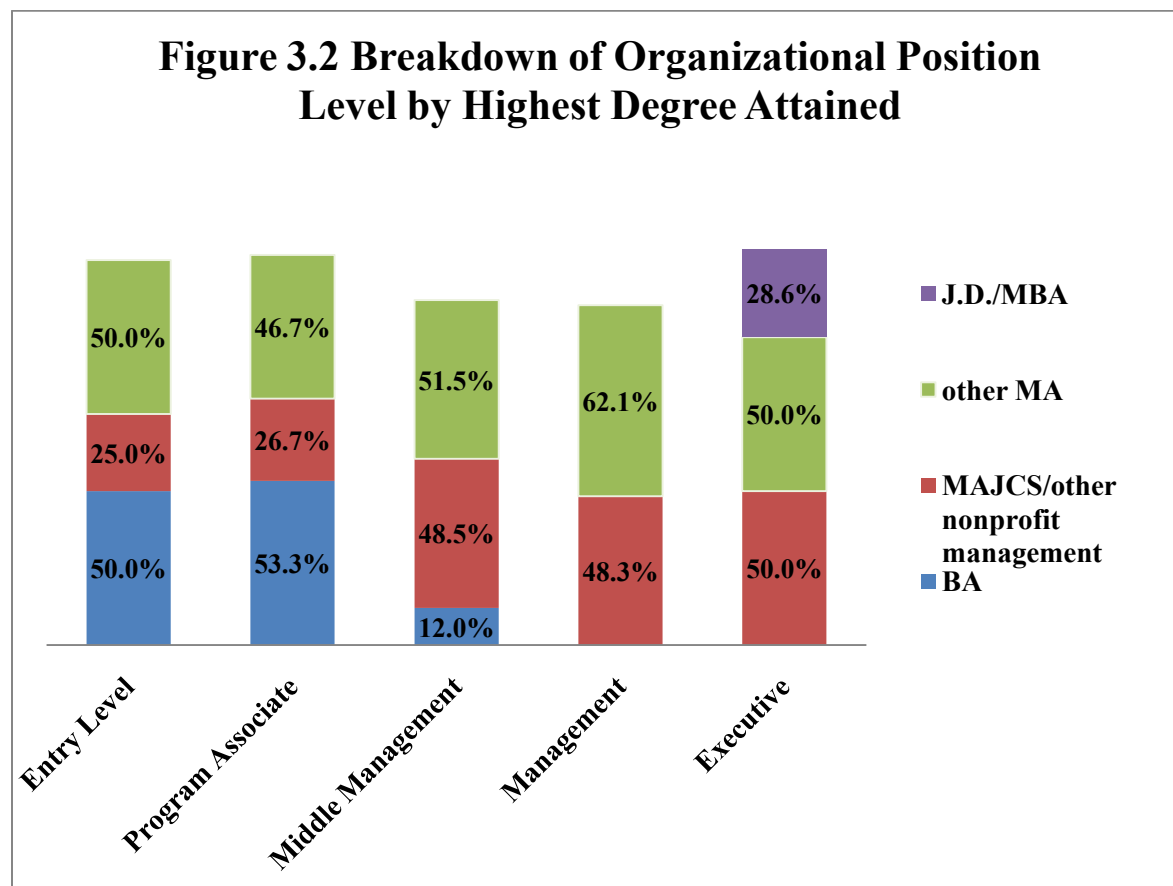
SURVEY AND INTERVIEW DEMOGRAPHICS

Over half (54%) of those surveyed are 40 years of age or younger, 32% are 41-60 years old, and 14% are over age 61. When asked how long respondents have been working in the field, there was nearly equal representation – 22-27% in each range – of respondents who have been working in the field up to four years, between five and ten years, between eleven and twenty years, and over twenty-one years.

Figure 3.1 shows a breakdown of survey respondents based on the highest level of education attained. Due to the existence of dual-degree programs such as that between HUC and the University of Southern California or at the American Jewish University, the survey allowed respondents to select more than one choice.

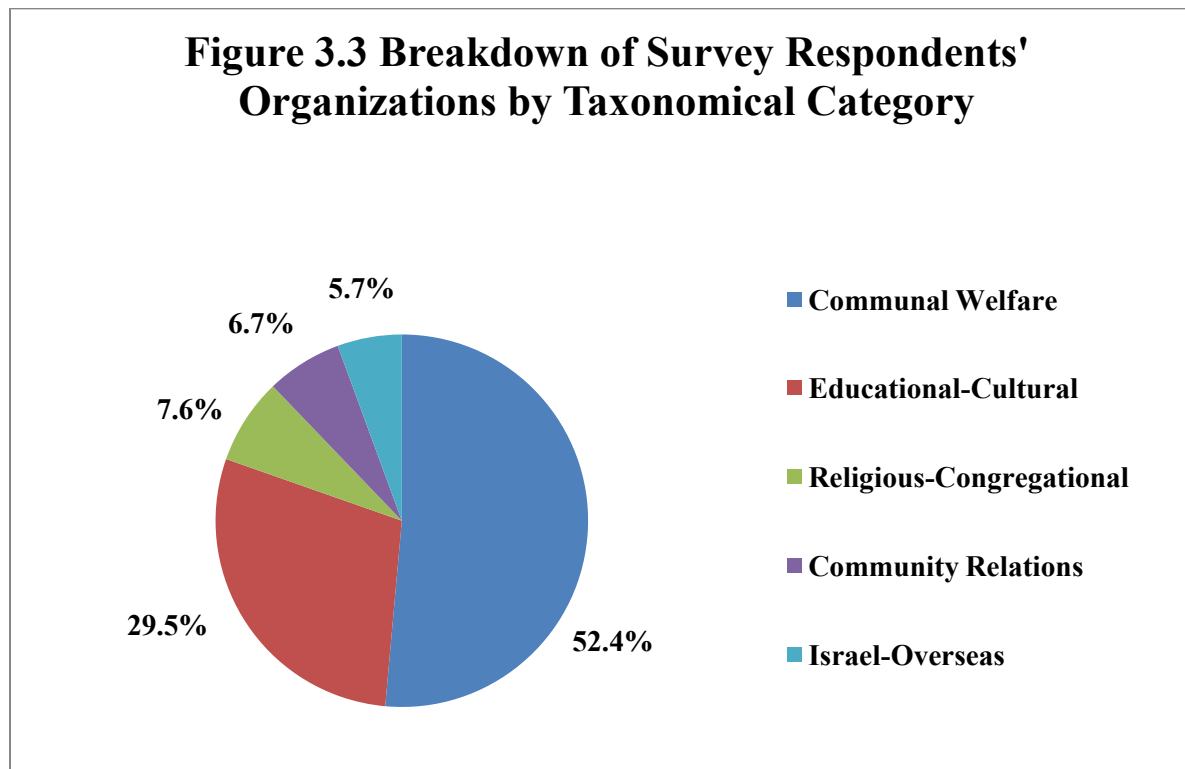


We were also interested in education levels of the respondents according to their position-level within the organization. Figure 3.2 illustrates this breakdown by entry level (working for the organization for 1-3 years), program/associate level (working for the organization for 3+ years but with no supervisory duties), middle management level (overseeing 1+ staff persons), management level (overseeing a department), executive level, or administrative staff. Although this study excludes administrative and support staff, we included “administrative staff” as an option in the survey question to act as a screening mechanism. Only one respondent identified as “administrative staff” and that survey is not included in our final data.



All executives we interviewed hold an advanced degree, including four MBAs, two J.D.s, one Masters in International Relations, one dual-Masters in Jewish Communal Service and Social Work, and one Ph.D. Many hold multiple advanced degrees.

Figure 3.3 shows the representation, by survey respondents, of each type of organization based on Elazar's taxonomy. There is similar taxonomical representation among the executives interviewed, including four from communal welfare, three from educational-cultural, one from community relations, and one religious-congregational.



This breakdown of survey respondents is not representative of the Jewish communal sector in Los Angeles; employees of communal welfare and educational-cultural organizations are over-represented here. Each of these segments makes up relatively equal percentages of the Jewish communal infrastructure in Los Angeles.

RESEARCH LIMITATIONS

The majority of survey respondents (62%) are currently in a middle management or management position within their organization. Program/associates and executives make up another third of

respondents, leaving only 8% at the entry level. We were surprised that so few entry level employees filled out the survey, assuming that those newer to the field would be more apt to seek professional development opportunities to position themselves for career advancement. The perceived connection between professional development and career advancement will be discussed in the following section.

We identified two potential causes for the demographic make-up of respondents, one regarding an assumption about the nature of entry level employees and one as an unanticipated result of targeting JCPSC members and SJCS alumni. As mentioned in the discussion of the research population, there tend to be two types of people working the Jewish community: those who would self-identify as a Jewish communal professional, seeing the work as a calling; and those whose job happens to be in a Jewish organization. It is possible that an entry level employee may not yet, or ever, identify as a Jewish communal professional. Perhaps they did not receive the link from their supervisor, are not tapped into the JCPSC or the SJCS network, or are simply not interested in professional development. Although we cannot know all the possible reasons for the low rate of participation among entry level employees, it is worth mentioning that this population of workers is under-represented in the survey results.

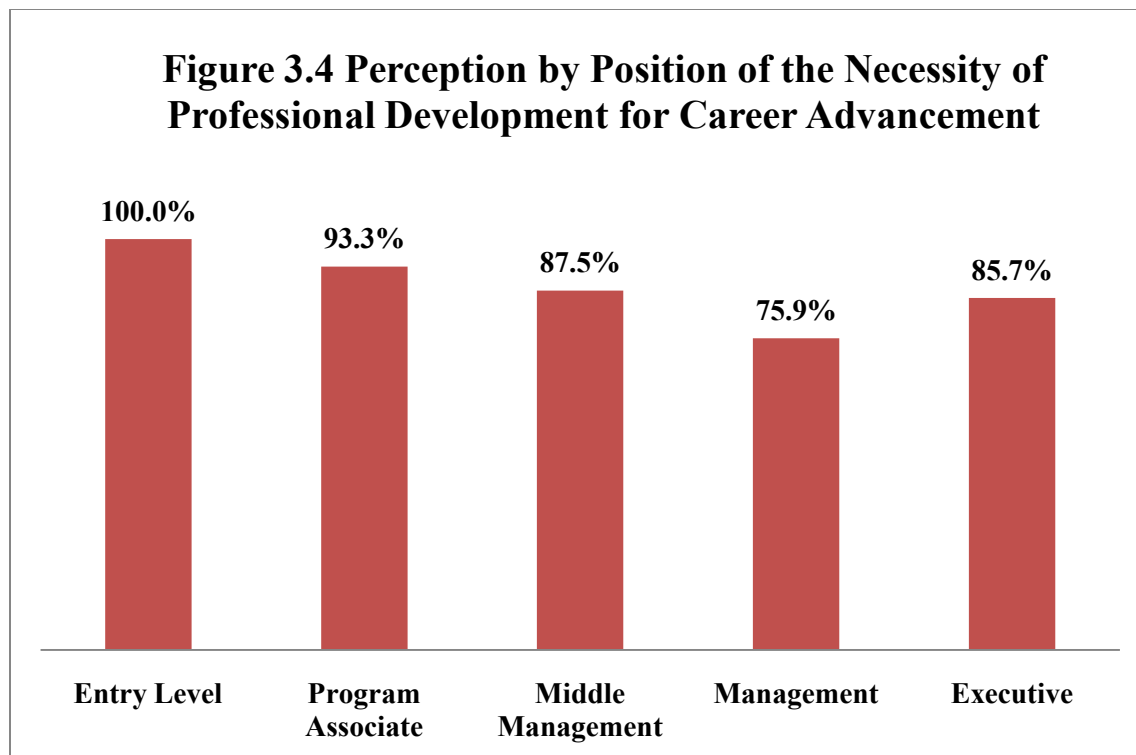
We also noticed that a majority of respondents are middle management and management level employees. One probable reason is the JCPSC listserv and social media connections and the SJCS alumni mailing list, two distribution methods for the survey link, contain high numbers of middle management and management level individuals. Data shows that 48% of respondents in both middle management and management hold a Master of Arts in Jewish Communal Service/Jewish Nonprofit Management and 51% of middle management and 62% of

management level respondents hold a masters degree in another field. We assume that the JCPSC demographics include significantly fewer entry level staff than middle management and management staff. Although there is no data to directly support this assumption, we do know that 68% of survey respondents said they have participated in a JCPSC program, and JCPSC estimates that 50% of their members hold graduate-level degrees.

DATA ANALYSIS

PERCEIVED VALUE OF PROFESSIONAL DEVELOPMENT FOR CAREER ADVANCEMENT

Most survey respondents (85.2%) answered “yes” when asked whether they felt they needed to engage in professional development in order to advance their careers. We anticipated an inverse relationship between a respondent’s position level within the organization and whether they feel they needed professional development to advance. Figure 3.4, illustrating the percentage answering in the affirmative based on their position level within their organization, supports our expectation. The exception is with executive level respondents, who have a slightly higher affirmative response rate than their management level counterparts.



When comparing responses against the number of years the respondent has worked in the field, there did not appear to be a significant change over time in attitudes towards professional development.

We did not ask survey respondents to define career advancement. We did not specify if that advancement needed to take the form of an internal promotion or if it could take the form of a “better” job at another organization. When asked whether an employee’s engagement in professional development would have any bearing on his or her upward mobility in the form of a promotion or raise, however, every executive we spoke to said that advancement relates to performance rather than engagement in professional development. Many executives acknowledged that professional development could improve the abilities and outputs of an employee, thereby putting an employee in a favorable position to advance, but that engaging in

professional development was not a requirement for advancement and would not result in and of itself in a promotion or pay raise.

Despite the discrepancy in perceived value of professional development as a necessity for career advancement between employees and executives, both groups overwhelmingly value engagement in professional development. This value is reflected in a number of ways, including an organization's provision of internal professional development to its staff, organizational policies on employee pursuit of external professional development opportunities, and an employee's frequency of engagement in both internal and external professional development.

ORGANIZATIONAL POLICIES ON PROFESSIONAL DEVELOPMENT

Initially, we assumed that while it was likely that many Jewish organizations in Los Angeles had some sort of professional development policy or benefit, most employees would be unaware of those policies. Our survey revealed, though, that most employees are indeed aware of professional development opportunities through their organization: only 11% of respondents said that they did not know whether their employee benefits package included funds or paid time-off for external professional development. Only 38.9% of respondents indicated that their benefits package did include provisions for professional development, while 50% said that their employment benefits did not include such support. Interestingly, survey participants who said professional development was not necessary for advancement of their career were disproportionately provided with professional development as part of their benefits package (66% vs. 38.9% overall). Additionally, only 33% of those same respondents indicated they do not have access to funds or paid time-off for professional development, compared with 50% of those who think professional development is necessary for the advancement of their career.

When asked whether provisions for external professional development is included in his employees' benefits package, an executive at an educational-cultural organization said that

an investment in a staff person ought not [to] be viewed as a benefit: the [professional development] is not for the employee's benefit – although hopefully the employee feels a sense of accomplishment and is gaining skills. [But] as long as they are working for this agency, and this agency's commitment is to excellence, the agency must have [the] capacity to deliver excellence [by providing professional development to its employees] (G.G., personal communication, December 6, 2010).

An executive at a different educational-cultural organization echoes this sentiment, emphasizing that professional development should be a "benefit to both the employee and the [organization]" (B.K., personal communication, December 8, 2010).

An executive at a community relations organization explained that employees enter into a professional contract, drawn up by the national organization, which enumerates opportunities for professional development; this includes provisions for employee sabbatical, an opportunity to take time off to pursue further education or conduct research after a certain number of years working within the organization. He ensures that employees are aware of local and national professional development opportunities that he deems appropriate or relevant. Moreover, although there is not a large budget, if a program will help an employee to be more effective and produce higher-level work, the organization will find a way to pay for it (S.B., personal communication, December 10, 2010).

Many executives noted that the economic downturn took a great toll on their organization's ability to subsidize or fully fund an employee's external professional development. One CEO of a communal-welfare organization lamented the decreased capacity saying, "there was a time

when there was a budget for [professional development], now it's somewhat limited" (P.C., personal communication, December 6, 2010). An executive at a different communal-welfare organization indicated that they do not have a formal policy or specific funds allocated for external employee professional development, but that there are funds available in departmental sub-budgets that could be used on a case-by-case basis (A.C., personal communication, December 10, 2010). A senior manager of the same organization said that other than a select few individuals who the organization sends to national internal trainings and conferences, professional development opportunities would be up to the employee's supervisor and most likely, they would have to use their vacation time and cover the cost personally (J.B., personal correspondence, December 7, 2010).

INTERNAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Over 75% of respondents said that their organization provides them with internal professional development opportunities, either mandatory or optional. Only one respondent indicated that they were required to attend internal professional development. This is significant because 100% of respondents reported attending optional professional development provided by their organization all or some of the time. Frequency of participation in professional development, both internally and externally provided, is discussed further in the next section. Survey respondents were asked to indicate the type(s) and topic(s) of professional development their organizations provide them from a list that included technology training (44.2%), leadership or management training (60.5%), team building (39.5%), and Jewish learning (50%). The question also allowed respondents to select "Other", and responses included fundraising and planned giving, and clinical training and client-issues symposia. All of the executives we interviewed said that their organization provides employees some internal professional development, whether

in the form of in-service trainings, department or organizational retreats, mentorship, or national conferences sponsored by their organization.

FREQUENCY OF ENGAGEMENT IN INTERNAL AND EXTERNAL PROFESSIONAL DEVELOPMENT

Of all respondents, 65.9% indicated that they participate in external professional development at least two times a year and 26% said only once a year. Nearly 15% of all respondents answered that engaging in professional development was not necessary for the advancement of their career; interestingly, 100% of this 15% said they attended all (44.4%) or some (55.6%) of the optional professional development opportunities provided by their organizations. This suggests that people are engaging in professional development for reasons other than career advancement, as is discussed further in the final section of the chapter.

FACTORS INFLUENCING PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Prior to the study, we assumed that the top factor influencing an employee's decision to engage in professional development, either internally or externally, would be the cost of the program. In fact, survey responses indicated that the time of the program was the most significant consideration. Of respondents who said that professional development was necessary for their career advancement, 57% said that they only "sometimes" take advantage of internal professional development. When asked why only "sometimes," 80% said that the time was inconvenient and 46% said that the location was inconvenient.

Similarly, 74% of respondents said that the reason they did not pursue *external* professional development opportunities was that the time and location was inconvenient. 56.2% of respondents cited cost as a deterrent for participating in external professional development. This

may suggest that employees are willing to pay out-of-pocket up to a certain point for external professional development. Whether or not employees must dip into their vacation time is an indirect cost that may factor into the cost deterrent. Every executive we interviewed indicated that there are funds either specifically allocated for external employee professional development or that they would consider using organizational funds to support external professional development on a case-by-case basis.

Subject matter is also an important factor in professional development participation. Over half (56%) of respondents who said that they need professional development to advance in their careers and 100% of those who said professional development was not necessary indicated that the reason they only sometimes participated in internal professional development is that they are not interested in the subject matter.

While only 5.5% of all respondents said that they did not know where to find information on external professional development opportunities, several executives brought up this issue. Two executives expressed concern that there exists no central resource center for Jewish communal professionals to find information about professional development opportunities and that this would be a valuable resource for executives as well as their employees. Although JCPSC promotes a number of professional development opportunities to both members and non-members, with a membership of less than 300 and about 400 followers on Facebook (many of whom are already members), the scope of its reach is limited.

Most executives we interviewed indicated that they pursue professional development in a variety of forms, even if they have to take vacation days or pay out-of-pocket to attend. Half of the executives taking the survey indicated that their organizations do not provide them with funds and time off for professional development, while 43% indicated that it is made available to them. Two executives, one at a communal welfare and one at an educational-cultural organization, mentioned the need for an executive round-table and referenced a now defunct forum called CAFE (Council of Agency and Federation Executives) that was convened by the Jewish Federation of Los Angeles. The group met every other month to discuss best practices and areas of common concern until 2007.

THE IMPORTANCE OF PROGRAM AFFILIATION AND CERTIFICATION

We asked both survey participants and executives about their participation, or support of employee participation, in established professional development programs, as well as the importance of certain affiliations that may influence the decision to participate in one program over another. Since our study targeted self-identified Jewish communal professionals, we assumed that affiliation with a Jewish institution or program would be important to respondents. In fact, we found that a majority (68.5%) do not feel strongly about Jewish affiliation or feel that it is not important that a Jewish-affiliated program provide the professional development. When provided with a list of possible affiliations, allowing respondents to select more than one option, the two most highly selected affiliations are with an accredited college or university (67.6%) and with a nonprofit service organization like the Center for Nonprofit Management (58.3%). Interestingly, although perhaps not surprising considering the number of JCPSC members who participated in the survey, 55.6% of respondents said that JCPSC-affiliated programming is important. Of all survey respondents, 37% indicated that the affiliation of the program does not

influence their decision. Within this subset, 28% of executives echo this sentiment and interviews revealed more about this trend.

One executive from a communal welfare organization said that participating in programs that are affiliated with an accredited university validates the work the organization does and legitimizes the time and money spent on professional development in the eyes of their board of directors (P.F., personal communication, December 6, 2010). Although some executives agree, one executive from an educational-cultural organization suggested that the reputation and expertise of the instructor and the topic addressed is more important than the name or label of the umbrella institution (G.G., personal communication, December 6, 2010). Several other executives agreed that the quality of the program is more important than the host.

Still, six executives mentioned during their interviews that they have sent employees to seminars and courses held at the Center for Nonprofit Management or mentioned CNM as a reputable program. Others spoke about the UCLA Anderson School of Business, JCPSC, and the American Jewish University as other local programs they would consider using or have used in the past. These and a number of other programs are discussed further in the next chapter. Based on these responses, it appears that while initial attraction to certain affiliated programs may be based on the known reputation or name of the institution, there are other indicators of programmatic value that run deeper than the name.

We also asked both survey respondents and executives about the importance of culmination in a certificate and the value of that certificate. Initially, we hypothesized that employees with

graduate degrees and those in middle management level positions or higher would consider a program culminating in a certificate less important than those with less education and in lower levels. We found that at the entry level, 37.5% indicated that receiving a certificate was important, whereas 35% said that it was not important. A majority of program/associate, middle management, management and executive employees said that certification is not important to them. Entry level employees were more uncertain about certification, with a quarter of them responding that they are unsure or have no opinion about the importance of certification.

For both employees and executives, we found there is little value in a certificate-awarding program for the sake of the certificate. Most employees who are interested in improving at their jobs do not consider culmination in a certificate a good indication that participation in that particular program will actually improve their skill. An executive at an educational-cultural organization said, “I am personally less interested in degrees and certificates than in skills... although people may pay for the certificate, there is a high bar set [for] the entity giving the certificate on the expectations of the skill of that person emerging with that certificate” (G.G., personal communication, December 6, 2010). There seems to be a contradiction between what executives told us in the interviews regarding the value of professional development for career advancement and the perception that inclusion of various certificates on an employee’s resume would aid in their career advancement. One communal welfare executive said, “When I’m looking at a resume...I’m looking for work experience and I will look for graduate degrees, but a certificate doesn’t mean anything to me” (C.K., personal communication, January 26, 2010).

Contemporary researchers of the Jewish communal sector are paying more attention to the relationship between an organization's effectiveness and the number of employees holding certifications or degrees. Unfortunately, it is difficult if not impossible to test quantitatively this relationship because there are no universal, objective measures of performance and effectiveness. Kelner et al. (2004) discuss how degree certification in Jewish communal service, for example, derives its value "not only from the competencies it provides but also the „official seal of approval“ it provides to professionals" (p. 25). The authors go on to say that professional development and training institutions are being placed under pressure to adapt the content of their programming in order to remain competitive with degree- and certificate-awarding institutions, because these degrees and certificates may symbolize a higher status and demonstrate a seriousness that provides a sense of value to the program. Both qualitatively and quantitatively, our research contradicts the authors' finding, indicating that for the most part, neither employees nor executives see certification as a strong, independent signal of program quality or value.

FACTORS INFLUENCING EXECUTIVE SUPPORT OF EXTERNAL PROFESSIONAL DEVELOPMENT

On the most basic level, as an executive at a community-relations organization articulated, "the value of [a professional development opportunity or program] is going to be determined by whether or not it addresses a specific need" (S.B, personal communication, December 14, 2010). This sentiment was echoed in most of our interviews. If a program is deemed valuable, based on the factors discussed earlier, every executive we interviewed indicated that their organization would find a way to bear the cost, whether financially or in supporting an employee's time away from work. Understandably, it was difficult for executives to give a clear indication of whether they would support CJPL. Several expressed support conceptually, but everyone we interviewed

emphasized that support and participation in future CJPL programming would depend on the value that it presented.

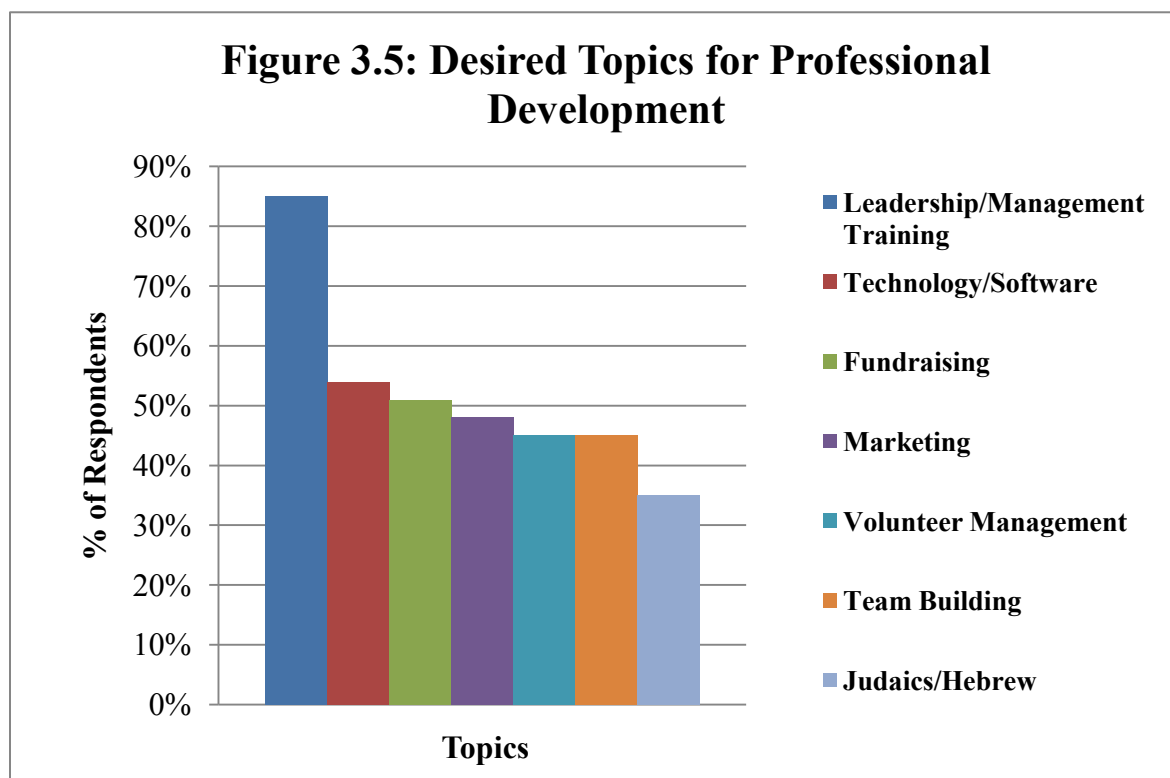
What makes a professional development program valuable? As discussed in the previous section, affiliation with an accredited university is considered a signal of quality for most executives we interviewed. The reputation of instructors and presenters and the demographics of the other participants in the program are also cited as value-indicators. Most importantly, a record of accomplishment and a reputation for quality programming influenced the executives' decision to encourage their employees to pursue professional development with a certain organization or program. Receipt of certificate does not necessarily signal that an employee has mastery of a skill set simply by virtue of the fact that he received a certificate, and therefore the value of the certificate for executives is predicated upon the perceived value and strength of the program itself. The same considerations influenced their own professional development choices.

One executive, whose position at the organization related to leadership development, explained, "There is a lot of evidence that training without follow-up doesn't move or change the agent". Rather, the question of programmatic value should be reframed: "how do you get training to translate into something that is worth spending your time for?" (J.B., personal correspondence, December 7, 2010) The major impact of professional development can only be seen when the employee exhibits improvement in skills presumably bolstered by a professional development program. Although follow-up on the effectiveness of external professional development when the employee returns to work is beyond the scope of this study, the long-term impact of a

program should be given serious consideration in future research.

DESIRABLE SKILL SETS AND TOPICS FOR PROFESSIONAL DEVELOPMENT

Our initial hypothesis was that both employees and their executives would be more interested in specific skills-based training rather than leadership development when asked about professional development topics of interest. In fact, leadership and management training was the most highly desired topic (84%), and we found no significant difference in interests among different positions within the organization. Figure 3.5 illustrates the responses for each topical category.



A number of survey respondents selected the “Other” category option, and of these a significant number were interested in more clinical and social work training. This may be because the link to the survey was circulated by the executive of an organization whose staff is comprised mostly of licensed clinical social workers. Additionally, SJNM has a dual-degree program with the USC

School of Social Work, and since the survey was distributed to the SJCS alumni listserv, a disproportionate number of social workers may have had access to and participated in the survey.

Most executives that we interviewed cited fundraising and resource development as one of the most important skills a Jewish communal professional should have. Although several of the communal welfare organizations offer internal fundraising training, all executives emphasized the importance of an employee gaining knowledge and skills in donor cultivation and solicitation, and stewardship of financial resources. The ability to lead change and think strategically were often mentioned by executives, several alluding to the impending leadership gap discussed in the literature review. One executive of a communal welfare organization asked, “How do you train the next leaders to come in? Right now they are not being trained and there is nowhere to go to learn how to be an Executive Director...maybe there is an assumption that people already know how, but that’s not true” (P.C., personal communication, December 9, 2010).

THE INTRINSIC VALUE OF PROFESSIONAL DEVELOPMENT

Although most survey respondents affirmed that engaging in professional development is necessary for the advancement of their careers, executives indicated that the act of engaging is not enough, and a small but significant number of participants agreed. Nevertheless, 62.5% of those who do not think that professional development is necessary for advancement in their career still engage in professional development two times a year. The perceived value of professional development programming may lie in the opportunity for professional networking and the importance of understanding the Jewish community as the context within which, and most importantly, the reason for which an organization exists and functions. It is possible that

formal professional development programming may not be the only or most effective way to improve knowledge and skills. It is important to recognize the value of on-the-job training, supervision, and mentorship as key components of improving an employee's ability to produce high-quality work. Our study did not address these more subtle questions, but future study on the professional development needs of Jewish communal professionals should take some of these intrinsic motivators into account.

CHAPTER IV: A REVIEW OF EXISTING JEWISH AND SECULAR PROFESSIONAL DEVELOPMENT PROGRAMS

In order to determine the need for and feasibility of a new Jewish professional development program, it is necessary to conduct an examination of existing offerings. We researched programs that Jewish communal organizations and professionals in the Los Angeles area currently utilize, both Jewish and secular, national and local. We investigated the target audience, methodologies, topics, funding and fee structures of these programs to understand the field into which the Center for Jewish Professional Leadership would enter and to glean any best practices these existing programs share.

Our analysis first examines Jewish programs. While Jewish professional development shares many elements in common with secular professional development – a focus on practical skills, team building, leadership training, and the like – it has a uniquely Jewish component, as well. Programs may address a secular topic through a Jewish lens, using Jewish organizations as case studies, or frame a skill, such as fundraising, in Jewish values and traditions. These programs help an individual grow both in her skillfulness and also in her Jewish professional and personal identity. Jewish professional development offers “something very special, not just a focus on the job but on the larger question of „How does one grow Jewishly?...it is within the context of one’s evolving professional identity that the question takes on power and meaning” (Tobin et al., 2004, p. 56).

Jewish professional development programs target four broad swaths of Jewish communal professionals: agency professionals working in Federations, Jewish Community Centers, community relations organizations, etc.; clergy; synagogue administrators; and educators. There

can clearly be overlap between these categories – rabbis may work in agencies, and educators certainly work in synagogues. But by and large, the issues that arise for these four groups of professionals are not always congruous, so professional development programs have arisen to address their unique needs. Our survey examines the Jewish programs by their target audience, first on a national scale and then local to Los Angeles. It then goes on to analyze both national and local secular programs utilized by Jewish organizations. For a complete matrix of these programs, see Appendix D.

JEWISH PROGRAMS FOR AGENCY PROFESSIONALS

NATIONAL

The **JCC Association** (JCCA) serves as the umbrella organization of the 350 North American Jewish Community Centers (JCCs) and provides a plethora of resources and professional development opportunities to its member organizations, including an annual Professional Conference for staff and a Biennial Leadership Conference for staff and lay leaders. The JCC Association provides other options specifically for executives, new professionals, and those who work with teens and at camps. The topics covered vary and are often based on the interests and needs of participating constituencies and their sponsor, local JCCs.

The organization also offers Regional Staff Trainings to bring together employees from particular regions, and Staff Education Webinars conducted via the internet. These options help to counterbalance the downside of the national JCC Association’s programs for Los Angeles-area JCCs – because they are nationally held, they are often located on the East Coast requiring significant time away from work as well as costs for travel, hotels, and food. The Regional

Trainings take place on the West Coast, in the Midwest, or other, smaller geographic areas, which at the very least reduces travel time and expenses. Webinars, of course, require no travel, and are offered free of cost. Many of the JCC Association's other programs are also free for staff through the provision of stipends. The JCC Association is funded primarily by association dues paid by local JCCs; other funding stems from fundraising, program fees, the national Federation movement, and local Federations (www.jcca.org).

The Jewish Federations of North America's **Mandel Center for Professional Excellence** seeks to "help Federations identify, recruit, develop and retain the highest quality" professional staff (The Mandel Center for Professional Excellence brochure, n.d.). The Mandel Center provides services for the entire system of 157 Federations served by the Jewish Federations of North America. The Mandel Center offers several professional development programs: I-Lead, providing continuing education for professional staff through workshops; New Presidents and Executives Seminars, designed to strengthen the relationship between CEOs and their board presidents; Executive Succession Planning Services to help Federations establish plans for effective transitions of leadership; S-Planning for Strength and Success to support Federations undertaking organizational assessments and staff development; and other workshops and conferences specifically for development, planning and allocations, community relations, and human resource professionals. The Mandel Center also assists Federations with their candidate searches for entry- through executive-level positions.

The United Jewish Appeal-Federation of New York's **Wiener Educational Center** offers professional development opportunities in the New York area for professionals throughout the

New York metropolitan area, whether working in a Federation or another Jewish communal agency. The Wiener Center is an integral part of the UJA-Federation, a federation that exhibits an especially advanced view of the importance of professional development, not only for its employees, but also for the benefit of the entire community. The Wiener Center provides various one-time sessions and longer-term programs focusing on management skills, fundraising, communications, Jewish peoplehood, partnership, negotiation, emotional intelligence, and other subjects. The costs of these programs vary, but currently many of their offerings cost \$50 for a three and a half hour workshop and \$100 for a full-day program (www.ujafedny.org/wiener-educational-center).

The UJA-Federation is unique in emphasizing professional development in general and through its support for the Wiener Center. According to Donald and Geller (2010), the UJA-Federation's vision for professional development is

a vision of a caring, inspired, connected community enabled by professional leadership who are positioned to lead us into the next phase of Jewish communal life. Vital, thriving institutions, networks, and communities are needed to ensure a flourishing Jewish future, and professional development programs funded by UJA-Federation are working toward this goal (p. 178).

The New York Federation places such weight on the importance of professional development that its Planning and Allocations commissions include it as a way to advance their planning priorities. The Wiener Center offers programs that provide resources for the clergy, synagogue staff, social workers, and other employees of the UJA-Federation's beneficiary agencies as a way of strengthening those organizations so that they can better further the federation's communal planning goals.

In addition to short-term workshops and seminars, the Wiener Center is unique in offering two flagship longer-term programs, the Muehlstein Institute for Jewish Professional Leadership and the Institute for Not-for-Profit Management for Jewish Communal Service. The Muehlstein Institute is a cohort-based program designed for Jewish professionals “at the start of their career...to strengthen the skills, knowledge and confidence of participants, as well as their ability to advance at their agency” (Chandler, 2010). The program, launched in 2003, had much success in its early years, graduating sixty participants from three cohorts. Financial difficulties due to the recession caused the UJA-Federation to place the Muehlstein Institute on a hiatus in 2008. UJA-Federation is currently fundraising to restart the program. Chandler’s 2010 profile of the federation’s efforts indicates that “the idea of professional development carries such importance for federation leaders” that they have created a designated fund for the Muehlstein Institute, “one of only a few programs for which they are raising targeted money. The vast majority of donations to federation go to the annual campaign”.

The Wiener Center’s Institute for Not-for-Profit Management for Jewish Communal Service (INM-JCS) is a partnership with the Columbia University Graduate School of Business. For many years, it was the only long-term professional development program provided for the entire federation system (Donald & Geller, 2010). The program targets senior professionals from federations and other agencies who have skill-specific training (in gerontology, fundraising, social work, and other fields), but who do not have a formal management education. While it was originally designed for Chief Executive Officers, it has since expanded and is now open to all executive-level staff and management. Through a twenty-one day intensive, graduate-level program, INM-JCS trains its participants in management theory and practice, including strategic

planning, financial management, administration, conflict management and negotiation. Its roots in both the Jewish communal sector and the academic business world reinforce its legitimacy and reputation (www.ujafedny.org/wiener-educational-center).

The **Darrell D. Friedman Institute** (DFI) of The Associated: The Jewish Community Federation of Baltimore, like the Wiener Center, largely targets local professionals, but is also open to participants from other communities. DFI offers workshops, webinars and seminars on leadership and management, technology, interfaith dialogue, communication, networking and fundraising, and Jewish texts. It also offers the Friedman Fellowships through which executives select employees to engage in targeted, long-term professional development. Their programs cost \$100 for a six-month series of one session a month or \$36 for individual workshops; organizations can also pay an annual membership fee that gives their staff unlimited access to DFI classes. DFI partners with the Baltimore Hebrew University, the Jewish Communal Service Association, and other local nonprofits to provide some of their programming (www.thedfi.org).

The **Selah Leadership Program**, a program of Jewish Funds for Justice (JFSJ), is unique because it aims to serve Jewish professionals and leaders in the social justice sphere. Founded in 2004 by JFSJ in collaboration with the Nathan Cummings Foundation, Selah is a partnership with the Rockwood Leadership Institute (see below for more on Rockwood). Selah seeks to bolster the skills and abilities of Jewish social change leaders working in Jewish or secular organizations, and is trans-denominational. Selah is organized in a cohort model – each session of the program consists of a group of about thirty participants, usually chosen either from the same organization or from the same geographic region. Occasionally, cohorts are nationally

selected; the current Selah cohort consists of executives of Jewish social justice organizations around the country. Participants must apply and be selected to participate in the program.

Each of Selah's cohort sessions runs for six months, including two four-day intensives.

Participants receive continual professional and peer coaching, engage in homework assignments individually and with their cohort (usually two to four hours a month), and take part in a monthly, hour-long learning call. Selah's training focuses on macro-level skills: managing and creating strategic change; building collaborations and partnerships; giving and receiving feedback; and goal setting and planning. The program relies on rigorous self-reflection and external evaluation to reinforce its teachings, and heavily emphasizes the development of each participant's Jewish identity.

Selah's fees are on a sliding scale from \$400 to \$700, based on the budget of the participant's organization, which is highly encouraged to cover the cost. This price is very heavily subsidized by the Nathan Cummings Foundation, and does not reflect the true cost of the program. Selah does have financial aid available for participants and organizations that cannot afford the minimal fee, and will not turn individuals away for an inability to pay (www.jewishjustice.org/selah-leadership-program).

LOCAL

The primary provider of Jewish professional development for Los Angeles-area agency professionals is the **Jewish Communal Professionals of Southern California (JCPSC)**. JCPSC is the regional branch of the Jewish Communal Service Association of North America, the professional association for Jewish communal sector workers. While the national umbrella

organization supports the professional development efforts of local chapters, JCPSC is primarily funded through its membership dues and by a Federation allocation.

JCPSC's mission is to provide continuing education, professional development, mentoring and networking to Jewish communal professionals in the Southern California region. Its annual conference represents its most intensive professional development programming. Jewish communal professionals gather at one of the Jewish summer camps in the Los Angeles area to spend a day learning and building their skills and networks. JCPSC also provides individual workshops and seminars throughout the year on various topics, many of which are conducted in partnership with other local Jewish agencies, including a Fundraiser's Forum in conjunction with the Federation's Los Angeles-Tel Aviv Partnership and other programs with the School of Jewish Nonprofit Management. It also offers a mentoring program that pairs individuals new to the field with those who have more experience. Many of its events are social in nature, aimed to deepen the connections between people in the field. Most professional development and social events are free to members, although some have an additional fee attached. Over 68% of our survey takers indicated they had participated in a JCPSC professional development program in the last year (www.jcpsocal.org).

One of JCPSC's most significant activities was developing a *Brit HaMiktzoa*, or a Covenant of Jewish Professional Leadership, to which its members subscribe (see Appendix E). The *Brit HaMiktzoa* "articulates an understanding of the commitments and responsibilities of the Jewish communal professional" and lays out eight "values underlying the field": The Jewish People; Community; Israel; Continuing Education; Ethical Conduct; Respect for the Individual;

Recognition; and Philanthropy. Those who ascribe to the *Brit HaMitkzoa* “agree to conduct [themselves] in accordance with the spirit and intent of the following standards of professional excellence” (www.jcpsocal.org).

JEWISH PROGRAMS FOR RABBIS

NATIONAL

The primary providers of professional development for rabbis on the national level are the various denominations’ rabbinic bodies. The Reform Movement’s **Central Conference of American Rabbis**, the Conservative Movement’s **Rabbinical Assembly**, the Reconstructionist Movement’s **Reconstructionist Rabbinical Association**, and the Orthodox Union’s **Rabbinical Council of America**, each offer continuing Jewish learning, coaching, mentoring, workshops, seminars, and other forms of professional development to their members. Often this education relates to issues of religious practice, ritual, theology, or pastoral care, elements unique to the role that rabbis occupy in the Jewish communal sector. The cost of these opportunities is usually included in the dues that rabbis and their congregations pay to the Movements’ umbrella organizations and rabbinical bodies (www.ccarnet.org; www.rabbinicalassembly.org; www.therra.org; www.rabbis.org).

LOCAL

Locally, rabbis have several options for professional development. The religious movements’ rabbinical bodies have West Coast regional groups that convene local rabbis and provide many of the same services, albeit on a smaller scale, as the national associations. Most operate under the same name as their national group, but the Reform movement’s regional association is the

Pacific Association of Reform Rabbis (PARR). These all provide professional development regionally for rabbis.

The Board of Rabbis of Southern California, a quasi-autonomous department of the Jewish Federation of Greater Los Angeles, is a “transdenominational, egalitarian and pluralistic membership organization offering professional development for over 320 member rabbis” from San Luis Obispo to San Diego (<http://www.boardofrabbis.org>). The Board of Rabbis’ members include congregational rabbis, chaplains and rabbis working in Jewish communal organizations, and any ordained rabbi who is a member of one of the denominational or pluralistic rabbinic associations can join.

Much of the professional development the Board of Rabbis offers relates to Jewish texts and religion. For example, each August the Board of Rabbis holds a High Holy Days Seminar where keynote speakers expound on religious themes pertinent to the holidays; the seminar is designed to help rabbis think through possible sermons or teachings they can utilize in their synagogues or organizations. Other professional development opportunities may address social media, financial management, or board relations. The Board of Rabbis typically offers one-time workshops or seminars, but has at times held longer-term, multi-session programs. Programs are usually free of charge to member rabbis.

JEWISH PROGRAMS FOR SYNAGOGUE ADMINISTRATORS

While synagogue administrators often utilize many of the same skills as other Jewish communal professionals – management, fundraising, human resource development, and so on – their professional setting presents unique challenges and requires specific tools. Accordingly, both the

Reform and Conservative Movements have professional bodies for administrators in their respective synagogues. The **National Association for Temple Administration** (NATA) is the Reform Movement's organization, and is affiliated both with the Union for Reform Judaism and Hebrew Union College-Jewish Institute of Religion. NATA serves synagogue administrators and executive directors through classes, conferences, webinars, and a yearly NATA Institute. NATA offers a Fellowship in Temple Administration that provides its participants with a certification indicating achievement of an established standard of experience and knowledge (<http://www.natanet.org>). NATA has recently begun to work with Hebrew Union College's School of Jewish Nonprofit Management to develop a certification program for individuals who wish to pursue synagogue management. NATA provides training in management techniques concerning facilities, fundraising, membership administration, office systems and public relations, as well as education in finance, human resources, and Judaic texts, traditions and history (www.natanet.org).

The Conservative Movement's **North American Association of Synagogue Executives** (NAASE) offers similar services to its members. NAASE is affiliated with the United Synagogue of Conservative Judaism, the Jewish Theological Seminary, and the American Jewish University. NAASE likewise offers seminars, workshops, and both an International Conference and a West Coast Institute for its members. NAASE also has two options for certification: a Fellowship in Synagogue Administration (FSA) and the *Amin Tzibur* Certification. The FSA program aims to bolster the skills and abilities of those currently serving as an executive director of a synagogue. It requires that its participants have served as an executive director for at least three years, and mandates active participation and presentation at NAASE's various conferences. The Amin

Tzibur program, designed as a further certification to build upon the FSA, serves “to recognize the Judaic knowledge, skills, and work of synagogue professionals in congregational life, to add a level of professionalism to the field of synagogue administration, and to encourage qualified and dedicated Jewish communal workers to consider a career in the synagogue setting” (<http://www.naase.org>). Its participants must be active members of NAASE and must also be involved in the religious rituals of their synagogue (www.naase.org).

Synagogue administrators are provided with these opportunities nationally. There are currently no local professional development programs targeting synagogue administrators for inservice training and education.

JEWISH PROGRAMS FOR EDUCATORS

NATIONAL

Because there are a variety of Jewish educational settings – synagogue complementary schools, Jewish day schools, and Jewish camps – several different organizations provide professional development targeted at those specific demographics. Jewish educators are well served by several long-established, highly regarded programs. The field of Jewish education is also well funded compared to other areas of Jewish programming; training and supporting educators who are molding the next generation of American Jews is a priority for many foundations and private donors. The programs that are profiled below are some of the major providers of professional development for different Jewish educators.

Much like synagogue administrators, Jewish educators who work within denominational settings are usually a part of either the National Association of Temple Educators or the Jewish Educators Assembly, the Reform and Conservative professional associations, respectively. The **National Association of Temple Educators** (NATE) provides services to institutions and educators through professional development and continuing education in order to strengthen Reform education. NATE holds both a conference and a *kallah* (a convention) annually that focus on various topics affecting the field of Jewish education and also conducts regular webinars on technology, experiential education, Israel, and other issues. The webinars are free to NATE members, and the Conference and Kallah each have a marginal cost for food and lodging (www.natenet.org).

The **Jewish Educators Assembly** (JEA) is a similar organization serving Conservative institutions and educators, and is likewise dedicated to advancing Conservative Jewish education. JEA also holds an annual Conference that addresses many of the same topics as NATE, but in a Conservative rather than Reform context. Part of JEA's vision is to create a forum for Conservative educators to share ideas and materials and to provide professional development programming for these educators (www.jewisheducators.org). These opportunities seem to happen on an irregular basis.

The **Partnership for Excellence in Jewish Education** (PEJE) serves Jewish day school administration and lay leadership. PEJE's mission is to positively impact "the [Jewish] day school field by offering knowledge and resources to foster financial sustainability and affordability: governance, fundraising, financial management, admissions/recruitment,

assessment and evaluation, [and] coaching” (<http://www.peje.org>). PEJE offers webinars, learning calls, partnerships with local Bureaus of Jewish Education, and an annual conference. Many of these programs are provided free of charge; the PEJE Conference costs \$150 for two days. A funder of Jewish educational programs in its own right, PEJE is financially supported by the Samuel Bronfman Foundation, the Steinhardt Foundation for Jewish Life, and the Wexner Foundation. PEJE partners include the Avi Chai, Jim Joseph, Harold Grinspoon, and Harry and Jeanette Weinberg Foundations.

The **Foundation for Jewish Camp** was created in 1998 by a husband and wife duo of philanthropists interested in advancing Jewish summer camps. The Foundation provides important funding for camps and campers, and also serves as a professional development center for camp educators. The Foundation’s professional development opportunities seek to bolster the skills of all camp staff, from counselors to executive directors. It also offers two fellowships for continuing Jewish education, the *Tze U’lmad* program for full-time camp directors and executive staff, and the Bildner Graduate Fellowship program for those interested in pursuing advanced degrees for long-term careers in Jewish camping.

With four programs targeting different varieties of camp educators, the Foundation offers myriad avenues for professional development. Its Cornerstone Fellowship, designed for counselors who have been working at Jewish camps for three years, “empowers third-year Jewish bunk counselors to view themselves as Jewish role models for both campers and younger counselors alike” (www.jewishcamp.org). The program focuses on training and retaining summer staff. The Yitro Fellowship, the Foundation’s newest program, provides continuing training to associate

and assistant camp directors, with support from the Avi Chai Foundation. The Executive Leadership Institute, a by-application program for camp executive directors, gives its participants the “business, management, and leadership skills required to enrich their camps and compete in the summer marketplace” (www.jewishcamp.org). The program combines private sector best-practices with Jewish values and learning.

LOCAL

The **BJE: Builders of Jewish Education** offers training and support for Los Angeles-area educators, administrators, heads of school, staff, and lay leadership in Jewish day, complementary and preschools. Funded by the Jewish Federation of Greater Los Angeles, the Jewish Community Foundation of Los Angeles, the Avi Chai Foundation, the Partnership for Excellence in Jewish Education, and the Jim Joseph Foundation, the BJE serves as a resource, convener, and accreditation body for Jewish education providers in the Los Angeles area. While the BJE is not a membership organization, schools can be affiliated with or accredited by the BJE.

The BJE offers half- to full-day seminars, consortiums and conferences, convenes learning groups for specific practices, and conducts school accreditation and consultation visits. BJE’s professional development addresses human resources, nonprofit law, private school education and management, leadership, fundraising, marketing, recruitment, supervision, evaluation, and discipline. BJE’s programs cost between \$750 and \$1,250 per consortium, determined by school budget size; prices for short-term seminars and annual conferences are comparable to other similar professional development providers (www.bjela.org).

NATIONAL SECULAR PROGRAMS

While Jewish communal organizations do have a variety of Jewish professional development options, they also utilize secular programs to train their staffs. Many of the foundational skills necessary to be effective in Jewish nonprofits are the same skills needed by employees in broader nonprofit arena, so secular professional development organizations can provide very valuable courses and workshops. The following are some examples of secular professional development providers used by Jewish communal agencies.

The **American Management Association** (AMA) provides professional development on a wide range of management and leadership subjects. AMA has over 120 sites in California alone and offers one to five day seminars in twenty one subject areas, including communication skills, management and supervision, strategic planning, and training and development. It also has certificate programs in business communication, finance, human resources, leadership, management excellence, marketing, strategic alliance and supervisory excellence, among others. Additionally, AMA offers books, web events and seminars, articles, white papers and podcasts on related subjects. While membership does bring discounts for programs, AMA can be expensive: a two-day budgeting workshop, for example, costs \$2,195 for non-members or \$1,995 for members. AMA has membership options for companies, individuals, students, and e-membership (www.amanet.org).

The **Rockwood Leadership Institute** is most utilized by the Jewish communal sector through its participation in the Selah Leadership Program, but organizations can utilize Rockwood on its own, as well. Rockwood is a national program that, like Selah, targets individuals working in the social change arena, at the national, state, regional and local levels, in both the nonprofit and

government sectors. All of Rockwood's programs are based on five core values: purpose, vision, partnership, resourcefulness and performance. Their programmatic options include "multi-day, transformative leadership trainings for social change nonprofit and philanthropic organizations" and eight different programs oriented toward different specific groups with various experience levels (www.rockwoodinstitute.org).

Rockwood's various programs usually begin with a "360-degree" personal evaluation, and also involve individual coaching. The programs address myriad leadership skills, including visioning, building partnerships, effective communication, growing emotional intelligence, organizational strategy and performance, and strategic change management. Rockwood's trainers have a strong national reputation, and are often engaged by individual organizations to assist them in teambuilding or restructuring. Founded in 2000, Rockwood has over three thousand alumni of its programs. Rockwood's program fees are on a sliding scale based on the budget size of the participant's employing organization and programs are heavily subsidized by over 35 private, family, and corporate foundations.

Another program utilized by Jewish organizations and individuals is the **Center for Creative Leadership** (CCL). CCL describes its programs as having "an exclusive focus on leadership education and research and unparalleled expertise in solving the leadership challenges of individuals and organizations everywhere" through what they call "creative leadership": "the capacity to think and act beyond the boundaries that limit our effectiveness" (www.ccl.org). CCL is a nonprofit organization, but 83% their program participants come from the private sector; only 4% work in the nonprofit sector (www.ccl.org). CCL offers freestanding, open enrollment

programs, as well as customizes programs for specific organizations. For example, the Jewish Federations of North America's Mandel Center for Leadership Excellence has used CCL for professional development for Federation executives.

CCL's programs are guided by a "Leader Roadmap Key", which indicates what level of skill a particular program develops. The spectrum of skill, from lowest to highest, is "leading staff", "leading others", "leading managers", "leading the function", and "leading the organization". Some programs combine development of multiple skills, and the level of skill developed determines what level of employee should complete which program. CCL's programs are based on their research on leadership, conducted both nationally and globally.

A recently introduced national secular option for rabbis is the **Kellogg Management Education for Jewish Leaders (KJL)** program at Northwestern University's Kellogg School of Management. KJL is designed to bolster the administration and supervision skills of synagogue management teams, usually consisting of rabbis and executive directors, who are often responsible for both the religious and practical duties of their synagogues. Kellogg is a top-ranked business school, and this venture attracts participants not just because of the professional development it provides, but also because of the Kellogg reputation and the excellence of its faculty. Designed as a five-day, on-campus intensive followed by optional ongoing e-learning, KJL aims to provide rabbis with leadership development, relationship building and conflict management tools, and financial management education. Over 100 rabbis have participated in the program in its first two cycles; its third cycle began in November 2010 (www.kellogg.northwestern.edu/kjl).

LOCAL SECULAR PROGRAMS

Jewish communal professionals in Los Angeles also make use of the secular organizations in the region. One of the most prominent programs is the **Center for Nonprofit Management (CNM)**, whose mission is “to foster thriving communities in Southern California by ensuring that nonprofit leaders and organizations have the knowledge, skills, and resources to fulfill their mission” (www.cnmsocal.org). CNM is a membership organization, and although non-members can enroll in programs, members receive discounted rates on programs and access to other services. CNM has both individual and organizational rates, the latter based on organizations’ annual budgets. CNM’s seminars are frequently taught by nonprofit professionals working in the field and fall under one of five broad categories: executive leadership and governance; fundraising and marketing; management and supervision; legal and financial; and technology.

In addition to one-time seminars, CNM also offers several “leadership initiatives”, including various options for executives and programs on financial management. Additionally, CNM provides customized options for individual organizations. Beyond professional development programs, the Center for Nonprofit Management has online resources about starting and running nonprofit organizations. CNM also offers contracted consulting or coaching opportunities for organizations and individuals. Twenty five percent of our survey takers indicated they had participated in a CNM program in the last year.

Another program that Jewish communal professionals in Los Angeles use is the University of California at Los Angeles’ **UCLA Extension** program. UCLA Extension offers classes for working professionals, international students, individuals who would like to take classes for personal enrichment, and others who cannot or do not wish to attend school full-time. UCLA

Extension also provides Corporate Programs for for-profit and public sector organizations.

Although UCLA Extension has courses in unrelated disciplines, like Interior Design and Art and

Photography, it also has many courses that can benefit Jewish communal professionals:

Communications, Media and Fundraising; Computers and Technology; Leadership and

Management; and Business and Finance, among others. UCLA Extension offers certificates in

these same disciplines. Classes are both online and in the classroom; many are at night or on the

weekends; and some are offered as short-term intensives. This structure allows people who are

working full time to take advantage of the various programs. Prices vary based on delivery

method – online courses are priced lower than courses in the classroom – and on length of time

and subject matter (www.uclaextension.edu).

GAPS IN CURRENTLY PROVIDED PROFESSIONAL DEVELOPMENT

While there are many Jewish professional development providers nationally, there are very few

options in the Los Angeles region, especially for agency professionals. The Jewish Communal

Professionals of Southern California is a very important organization, but its primary goal is not

to be a professional development program, but rather a professional association. National

organizations offer excellent programs, but require a more significant investment of time and

money for employees to participate. Additionally, very few local programs, either Jewish or

secular, currently offer an alternative to either one-day or very short-term programs or long-term

courses of study. A new professional development program could offer mid-length programs that

are more intensive than a one-time seminar, but require less commitment than a several months-

long class.

CJPL could potentially fill this gap by providing short-term series on particular topics or multi-day seminars. Largely, CJPL should not seek to replicate successful programs. An exception may be to offer locally what is currently being only offered nationally, perhaps in partnership with these national organizations. CJPL could play an important role in contributing to the Jewish professional development field in the Los Angeles area. This is discussed further in our Recommendations.

CHAPTER V: RECOMMENDATIONS AND CONCLUSIONS

The results of our research are mixed: while our literature review, analysis of existing programs, and survey indicate a compelling need for and support of a new Jewish professional development center in Los Angeles, our interviews with executives had more varied responses. The literature on professional development in general and Jewish professional development in particular speaks to how important continuing training and education is, both for an employee's own skills and for the benefit of his or her organization and community. Many scholars studying the Jewish communal sector point out how critical professional development is for a field that will soon experience a leadership gap as a generation of leaders retires. Our analysis of existing programs reveals a lack of local, Jewish-affiliated offerings, especially those with mid-length courses and seminars. Survey respondents indicate a strong belief in the necessity of professional development for their career advancement, an interest in many subjects and skills, and an existing convention of participating in various programs.

Our interviews with executives did reveal widespread support for professional development, at least in theory. Jewish organizational executives understand the importance of continued cultivation of their employees' skills and abilities, and recognize the benefits their organizations reap from such cultivation. As the individuals tasked with running these organizations and maintaining their budgets, though, the executives were much more wary of unequivocally supporting the creation of a new program by absorbing monetary costs as well as the cost of an employee's time away from the office. This support is a critical piece to the success of a Center for Jewish Professional Leadership: if executives will not send their employees for training, it will be very difficult for CJPL to effectively strengthen the Jewish communal sector.

Nevertheless, our research shows that even without organizational support Jewish communal professionals will seek out external professional development. They will take on the cost of attendance, up to a point, if the time and location are convenient, the subjects are valuable, and the host institution is credible. Developing quality professional development programming that is attractive and accessible to Jewish communal professionals is a significant investment of time and resources that will require SJNM to collaborate with other organizations as well as seek outside funding to help cover the cost of implementation and subsidize participation.

Therefore, we do not recommend an immediate launch of a CJPL. Rather, we recommend five steps that the School of Jewish Nonprofit Management should take to continue to build on the existing support and necessity for a CJPL. In order to lay the firmest groundwork possible, SJNM's leadership should undertake the following steps.

- 1) SJNM should intensify efforts to promote the new vision and curriculum of the SJNM program and broadcast institutional accomplishments to the Los Angeles Jewish community and to organizational executives, and enlist high profile alumni in these efforts.**

Our research reveals that executives are dubious about the quality of new professional development programs, and that they need to believe in the quality of the program to see it as valuable for their employees. They are wary of committing to any new additional costs and are largely unwilling to invest employee time and organizational money in a program whose merit is not yet proven. From our interviews and our survey, we gleaned two important signals of quality that help induce both parties to make time and money investments in a program. According to both survey respondents and executives, the main signaler of program quality is the reputation of

the instructors. A secondary signaler is affiliation with an institution that has a perceived track-record of success, which contributes to the good reputation of the professional development program.

It appears that for executives, affiliation with SJNM does not automatically signal a quality program – at least, not yet. SJNM is the newly rebranded, re-envisioned former School of Jewish Communal Service, but during the time of our interviews and data collection, SJNM had only been rebranded as such for a few months. The school has refocused its curriculum in order to meet the perceived needs of the future workforce and leadership of the Jewish communal sector. It is possible that the former SJCS brand did not signal quality commensurate with executives’ values, but it is yet to be seen how SJNM will establish itself as an elite training ground for transformational Jewish communal leaders.

Because of this rebranding and restructuring, it is critical that the SJNM leadership continue to invest serious efforts to broadcast the institutional changes the school is undertaking. The Los Angeles Jewish community must be made aware of what the school’s new priorities are, and how its training has changed. The school has educated many high profile Jewish communal leaders, and they must be engaged to advertise what SJNM has to offer the sector as a whole. This is an essential first step for intensifying the existing support for a Center for Jewish Professional Leadership.

2) SJNM should convene focus groups of Jewish communal professionals and of executives in order to glean a deeper understanding of perceived gaps in professional development and to assess when conditions are suitable to launch CJPL.

The review of currently available programming and our survey reveals gaps in professional development opportunities. One is the provision of short-term series on particular topics or multi-day seminars, which would bridge the gap between the one-time programs and long-term degree programs that are available locally. Additionally, there is really only one provider of Jewish professional development in the Los Angeles area – JCPSC – and that is not a dedicated professional development organization. Knowing that these gaps exist and that there are likely others we have not yet identified, we recommend that SJNM convene focus groups of Jewish communal professionals to help shed light on professional needs, preferred delivery methods, and competitive price points.

These focus groups could be divided by organizational position level, which will help to gather more data from entry level employees, who were largely missing from our study. It could also serve to examine the possibility of an executive track program, targeted at management level employees. Given the high number of middle management, management, and executive level respondents who indicated frequent attendance of and appreciation for professional development, an executive track may be a viable option, and an attractive alternative to longer-term, advanced degree programs.

SJNM should collaborate with JCPSC to facilitate this research. In its role as the professional association for Jewish communal professionals, JCPSC boasts membership representing over 75

Jewish organizations in Southern California (see Appendix F). Leveraging JCPSC membership to shape CJPL will ensure professional buy-in and may help to further the professionalization of the field, and the prestige of JCPSC itself.

3) SJNM should consider reestablishing an executives' forum similar to CAFE, both to provide a service to local executives and also to build relationships and legitimacy with these executives.

This step, which could be undertaken in the next year or two, would help bolster support for CJPL in two ways. First, it would provide an environment for executives to share best practices and common concerns. While executives can certainly gather informally to discuss these issues, a regularly scheduled forum would give them access to each other and to the talented professionals at SJNM. This would likely lead to the second way in which this forum could build backing of CJPL: it would provide an organic opportunity for SJNM to establish relationships with executives. SJNM could collaborate with executives to establish mechanisms to follow up with participants and reinforce concepts and skills, resulting in measurable outcomes for program accountability and evaluation. This will help maximize the impact of employees' participation in CJPL programming, and could help improve the perception of CJPL's quality.

4) In order to strengthen the programmatic offerings and the reputation of the program, SJNM should seek out community partners, both Jewish and secular, for collaboration on CJPL.

SJNM already has a well-established partnership with USC, with direct access to USC's prestigious faculty and educational resources. Other potential collaborators are AJU's Graduate School of Nonprofit Management, UCLA's Anderson School of Business, and the Center for

Nonprofit Management. Largely, CJPL should not seek to replicate successful programs. An exception may be to offer locally what is currently only being offered nationally, perhaps in partnership with these national organizations. We believe it will be essential to secure funding in order to help subsidize program costs, and a collaborative effort may be more attractive to potential donors interested in supporting professional development. SJNM should begin conversations with these potential partners within the next year.

5) Given the current economic situation, SJNM must work to secure funding that will allow CJPL's programs to be affordable for its participants.

As we learned, in this recession Jewish nonprofit organizations have less money than ever to dedicate to professional development, and executives are anxious about putting funds towards unproven programs. Collaborations and partnerships could help offset some of the program costs, and reduce the amount that organizations need to pay for their employees to participate in training. SJNM should also work to secure funding from a foundation or from private donors, as well as re-apply for a Cutting Edge Grant from the Jewish Community Foundation of Los Angeles once an immediate need is proven. Another possible funding source is The Weingart Foundation, which focuses much of its funding and activities on nonprofit organizational capacity building; the foundation commissioned a report in 2010 that emphasized the importance of professional development as a way to strengthen services for the community. CJPL might be a good fit with their vision and theory of change.

There is widespread interest in the Jewish communal sector in professional development overall, even though there are hesitations around participating in a new program. As we stated in our

Introduction, professional development should become a part of Jewish organizations' commitment to their employees' well-being. We hope that by following our recommendations and engaging in future research, the School of Jewish Nonprofit Management can help organizations fulfill that commitment through a Center for Jewish Professional Leadership.

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APPENDIX A: SAMPLE OF LOS ANGELES JEWISH ORGANIZATIONS BY ELAZAR'S TAXONOMY

Communal-Welfare

- Jewish Federation Council of Greater Los Angeles
- Jewish Vocational Service
- Jewish family Services
- Bet Tzedek Legal Services

Educational-Cultural

- BJE: Builders of Jewish Education
- Los Angeles Hillel Council
- Westside JCC
- JCC at Milken
- Simon Wiesenthal Center

Religious-Congregational

- Board of Rabbis
- Temple Israel of Hollywood
- Wilshire Boulevard Temple
- Temple Judea
- Valley Beth Shalom

Community Relations

- American Jewish Committee
- Anti-Defamation League
- National Council of Jewish Women
- Progressive Jewish Alliance

Israel-Overseas

- AIPAC
- Hadassah
- Jewish National Fund
- J Street

APPENDIX B: SAMPLE INTERVIEW QUESTIONS

- What is your educational background?
- How many years have you been in your current position/leadership position within your organization?
- What educational background do your senior managers have?
- What kinds of skills do you think are important for your employees to have?
- What is your definition of professional development for your own employees?
- What are your professional development policies?
 - What professional development do you offer internally?
 - Do you offer time off or release time?
 - Do you have a professional development budget for your employees?
- What is important to you in a professional development program for your employees? (e.g. Jewish affiliation, university affiliation, etc.)
- What topics do you think a School of Jewish Nonprofit Management professional development program should offer?
- How much would you (as an organization) be willing to pay for an employee to attend a 1.5 hour workshop? Half-day workshop? Full day workshop? Multi-day workshop? Long term certificate program?
- Is it important that your employees gain a certificate or other certification for their professional development work?
- If a potential employee had a certificate from a professional development program, how would that influence your decision to hire him/her?
- Does an employee's participation in professional development affect his or her potential for a raise or promotion?
- If the employee receives a certificate, does it affect his or her potential for a raise or promotion?
- Does your organization/board provide professional development for you (or for the executive)?
- What skills or topics would you be interested in learning more about?

Appendix C: Survey of Professional Development Needs and Engagement

1. Introduction

This survey is designed for Jewish communal professionals and is related to professional development. For this survey, a Jewish communal professional is anyone working in a Jewish organization and/or who self-identifies as a Jewish communal professional.

The researchers, Rachel Kinkade and Julia Malkin, want to assess the interest in professional development opportunities among Jewish communal professionals and the subjects and delivery methods that are most desirable. This thesis project is required for a Master Degree in Jewish Communal Service from Hebrew Union College - Jewish Institute of Religion and a Master in Public Administration from the University of Southern California.

In taking this survey, your identity will remain confidential - no names or other identifying information will be disclosed.

FOR QUESTIONS ABOUT THE STUDY, CONTACT:

Julia Malkin

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Candidate for Master of Public Administration - University of Southern California ('11)

Rachel Kinkade

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Candidate for Master of Jewish Communal Service at Hebrew Union College - Jewish Institute of Religion ('11)

Candidate for Master of Public Administration - University of Southern California ('11)

TIME INVOLVEMENT: The survey will take about 10 minutes of your time.

PARTICIPANTS' RIGHTS: Please understand that your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from the study.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – Richard Siegel, Director of the HUC-JIR School of Jewish Communal Service (soon to be the School of Jewish Nonprofit Management): rsiegel@huc.edu or 3077 University Ave., Los Angeles, CA 90007, or toll-free at 800-899-0925.

By completing this survey, you give permission for your responses to be included in the study and any published results.

2. Professional Development Within your Organization

For the purposes of the survey, professional development is defined as continuing, formalized education on subjects and skills related to one's work/profession. This can entail individual classes, workshops, and seminars or longer term, multi-course programs working toward a credential.

1. Do you feel that you need to engage in professional development for the advancement of your career?

☐ Yes

☐ No

☐ Not Sure

Appendix C: Survey of Professional Development Needs and Engagement

2. Does your organization provide you with professional development opportunities?

- ☐ Yes
- ☐ No
- ☐ Not Sure

3. If yes, what types of professional development opportunities does your organization provide? Choose all that apply.

- ☐ Technology/Software Training
- ☐ Management/Leadership Training
- ☐ Team Building
- ☐ Jewish Learning
- ☐ Other (please specify)

4. If yes, are the professional development opportunities optional or mandatory?

- ☐ Optional
- ☐ Mandatory
- ☐ There are both optional and mandatory opportunities
- ☐ Not Sure

5. If professional development opportunities are optional, do you attend them?

- ☐ Yes
- ☐ No
- ☐ Sometimes

6. If no or sometimes, what are the reason(s) that you do not attend? Choose all that apply.

- ☐ It costs money that I'm not willing to spend.
- ☐ The time is not convenient.
- ☐ The location is not convenient.
- ☐ I'm not interested in the subjects offered.
- ☐ Other (please specify)

Appendix C: Survey of Professional Development Needs and Engagement

7. Beyond internal professional development opportunities, does your benefits package include funds and/or time for professional development?

- ☐ Yes
- ☐ No
- ☐ Not Sure

3. Other Professional Development Opportunities

1. How often do you participate in professional development activities that are not provided by your organization?

- ☐ Never
- ☐ Once a year
- ☐ Twice a year
- ☐ Once a month

Other (please specify)

2. What factors would deter you from participating in professional development opportunities outside of your organization? Choose all that apply.

- ☐ I don't want to spend the money
- ☐ I don't know where to find information about possible opportunities
- ☐ Time or locations are not convenient
- ☐ I'm not interested in professional development
- ☐ Other (please specify)

3. If you were to participate in a professional development program, how important to you is it that the provider be a Jewish-affiliated organization?

- ☐ Very Important
- ☐ Important
- ☐ Neutral
- ☐ Not Important
- ☐ Not sure

Appendix C: Survey of Professional Development Needs and Engagement

4. Which of the following affiliations would attract you to a professional development program? Choose all that apply.

- ☐ Affiliation with an accredited college or university
- ☐ Affiliation with a nonprofit service organization
- ☐ Affiliation with Jewish Communal Professionals of Southern California (JCPSC)
- ☐ Affiliation with American Jewish University
- ☐ Affiliation with Hebrew Union College
- ☐ Affiliation with Academy of Jewish Religion
- ☐ Affiliation with a synagogue, temple, or yeshiva
- ☐ Affiliation doesn't matter to me
- ☐ Other (please specify)

5. If you have participated in professional development in the last year, what providers have you participated with? Choose all that apply.

- ☐ Jewish Communal Professionals Association of Southern California
- ☐ Jewish Communal Service Association
- ☐ Mandel Center for Nonprofit Organizations
- ☐ Wexner Heritage Program
- ☐ Darrell Friedman Institute
- ☐ Center for Nonprofit Management
- ☐ Other (please specify)

4. Some Specifics about Professional Development

Appendix C: Survey of Professional Development Needs and Engagement

**1. Which of these general categories of professional development are you interested in?
Choose all that apply.**

- ☐ Technology/Software Training
- ☐ Leadership/Management Training
- ☐ Fundraising
- ☐ Marketing
- ☐ Volunteer Management
- ☐ Team Building
- ☐ Judaic Learning/Hebrew
- ☐ Other (please specify)

2. How likely would you be to attend a professional development program during the following times?

	Very likely	Likely	Not Likely	Very Unlikely
Before work on a weekday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During lunch on a weekday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work on a weekday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During 1/2 of my work day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a conference/intensive course during work days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On a weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Is it important to you that you receive a certificate following the completion of a professional development program? In this case a certificate is a credential that indicates a significant, extensive course of study.

- ☐ Yes
- ☐ No
- ☐ Not sure

4. What is the most you would be willing to pay for the following short-term professional development opportunities?

	\$15	\$25	\$50	\$75	\$100
1.5 hour workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Half day workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C: Survey of Professional Development Needs and Engagement

5. What is the most you would be willing to pay for the following longer-term professional development opportunities?

	\$50	\$100	\$150	\$200	\$250	\$500	\$1000
Full day workshop during the work week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-day workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long term certificate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. About You

1. Which of the following categories best describes the organization for which you currently work?

- ☐ Educational-Cultural (BJE, Holocaust Museum, youth movements, day schools, etc.)
- ☐ Community Relations (JCRC, ADL, American Jewish Committee, etc.)
- ☐ Communal Welfare (Federation, JCC, Mazon, Jewish Family Service, etc.)
- ☐ Israel-Oversees (AIPAC, New Israel Fund, JNF, ARZA, etc.)
- ☐ Religious-congregational (synagogue, rabbinic associations, etc.)
- ☐ None
- ☐ Other (please specify)

2. What would you describe as your primary job function(s)? Choose all that apply.

- ☐ Fundraising/Development
- ☐ Programming
- ☐ Communication/Marketing
- ☐ Administrative
- ☐ Management
- ☐ Educator
- ☐ Clergy
- ☐ Direct Service
- ☐ Other (please specify)

Appendix C: Survey of Professional Development Needs and Engagement

3. How old are you?

- ☐ Under 25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61+

4. How many years have you been working in the Jewish communal sphere?

- ☐ 0-4
- ☐ 5-10
- ☐ 11-20
- ☐ 21+

5. Which of the following best describes the level of your position within your organization?

- ☐ Entry level (e.g., working for organization for 1-3 years)
- ☐ Program/associate level (e.g., working for organization for 3 or more years with no supervisory role)
- ☐ Administrative staff
- ☐ Middle management (e.g., overseeing 1 or more staff)
- ☐ Management level (e.g., overseeing a department)
- ☐ Executive level

Other (please specify)

Appendix C: Survey of Professional Development Needs and Engagement

6. What is your highest level of education completed? (you may select more than one option if necessary)

- ☐ College (BA, BS, etc.)
- ☐ Some graduate school
- ☐ Masters degree in a Jewish communal service program/nonprofit management
- ☐ Masters degree in other field
- ☐ J.D./MBA
- ☐ Ph.D.
- ☐ Other (please specify)

**7. Are you willing to be contacted to participate in a focus group related to this survey?
If so, please enter your name and email address.**

Name

Email Address

Name of Organization

8. Please feel free to give any further comments or feedback here.

APPENDIX D: MATRIX OF EXISTING PROFESSIONAL DEVELOPMENT PROGRAMS

Program	National/Local	Target Audience	Secular/Jewish
American Management Association	National	Agency Professionals	Secular
BJE: Builders of Jewish Education	Local	Educators	Jewish
Board of Rabbis of Southern California	Local	Rabbis	Jewish
Central Conference of American Rabbis	National	Rabbis	Jewish
Center for Creative Leadership	National	Agency Professionals	Secular
Center for Nonprofit Management	Local	Agency Professionals	Secular
Darrell F. Friedman Institute	National (Baltimore regional)	Agency Professionals	Jewish
Foundation for Jewish Camp	National	Educators	Jewish
JCC Association	National	Agency Professionals	Jewish
Jewish Communal Professionals of Southern California	Local	Agency Professionals	Jewish
Jewish Educators Assembly	National	Educators	Jewish
Kellogg Management Education for Jewish Leaders	National	Clergy/Synagogue Administrators	Secular
Mandel Center for Leadership Excellence	National (New York)	Agency Professionals	Jewish
National Association for Temple Administration	National	Synagogue Administrators	Jewish
National Association of Temple Educators	National	Educators	Jewish
North American Association of Synagogue Executives	National	Synagogue Administrators	Jewish
Pacific Association of Reform Rabbis	Local	Rabbis	Jewish
Partnership for Excellence in Jewish Education	National	Educators	Jewish
Rabbinical Assembly (Conservative)	National	Rabbis	Jewish
Reconstructionist Rabbinical Association	National	Rabbis	Jewish
Rabbinical Council of America (Orthodox)	National	Rabbis	Jewish
Rockwood Leadership Institute	National	Agency Professionals	Secular
Selah Leadership Program	National	Agency Professionals (social justice focus)	Jewish
UCLA Extension	Local	Agency Professionals	Secular
Wiener Educational Center	National (New York regional)	Agency Professionals	Jewish

APPENDIX E: JEWISH COMMUNAL PROFESSIONALS OF SOUTHERN CALIFORNIA

BRIT HAMIKTZO'A – COVENANT OF JEWISH PROFESSIONAL LEADERSHIP

JCPSC

Covenant of Jewish Professional Leadership

[Brit HaMiktzoa • ברית המקצוע •]

Standards of Excellence for Jewish Communal Professionals



This Covenant articulates an understanding of the commitments and responsibilities of the Jewish communal professional. It identifies the values underlying the field and acknowledges the role of the professional in contributing to the enrichment of Jewish life and the broader community.

Jewish communal professionals are trustees of both institutional mantles and communal interests. The insights and values of the Jewish tradition undergird the Jewish communal system and serve as a guide for the conduct of the Jewish communal professional. The openness of North American society, that honors and encourages religious, ethnic and cultural pluralism, provides a unique context for the Jewish communal enterprise and informs the work of the Jewish communal professional.

Jewish communal professionals are engaged in the sacred task of helping the Jewish people realize its potential to be “a nation of priests and a holy people.” Regardless of one’s personal religious beliefs, being a Jewish communal professional is a sacred calling to serve the needs of both Jews and non-Jews, repair the brokenness of our world—*Tikkun Olam* תיקון עולם—and lead the creative evolution of the Jewish experience.

As a Jewish communal professional, I agree to conduct myself in accordance with the spirit and intent of the following standards of professional excellence:

The Jewish People (כלל ישראל / Chal Yisrael)

I am committed to the continuity and well-being of the Jewish people. Thus, I have the responsibility to:

- cultivate positive Jewish identity, commitment and literacy,
- promote a sense of Jewish peoplehood,
- enhance the quality and vitality of Jewish life,
- ensure the care of our most vulnerable community members.

I recognize that the diversity of the Jewish community contributes to its strength and I strive to promote mutual understanding and acceptance within and between the various religious, ethnic and national elements of the Jewish people.

Community (קהילה / Kahillah)

I understand that as a member of my local Jewish community, I have a responsibility to participate actively in the affairs of the community, both as an expression of good citizenship and as a model for others.

Israel (ישראל / Yisrael)

- I recognize the unique relationship between Israel and the Jewish Diaspora and the vital role of Israel in Jewish life.
- I will increase my understanding of this relationship and remain educated about current events in Israel and those impacting Israel around the world.
- I will be engaged with Israel and will work to promote greater Israel-Diaspora communication and interaction.

Continuing Education (לימוד / Limud)

- I will continue to expand my Jewish understanding and knowledge.
- I will continue to improve my professional skills.
- I will contribute my knowledge, skills and support to improve the quality of Jewish professional practice through avenues appropriate for me including mentoring, writing, speaking, or other methods.
- I will stay current with contemporary issues facing the Jewish community, both locally and globally.

Ethical Conduct (דרכי מוסר / Derech Musar)

- I accept responsibility for helping to protect the community against unethical practice by any individual working in the Jewish community or by any organization with which I am involved.
- I will hold myself responsible for the quality and integrity of my work.
- I will endeavor to balance my professional responsibilities so that neither will be neglected for the sake of the other.
- I will distinguish clearly and publicly between my statements and actions as an individual and as a representative of my organization and profession.
- I will conduct myself in a manner consistent with and respectful to that of the organization I serve, even if my personal views and observance may differ.

Respect for the Individual

(בצלם אלהים / B'tzelem Elohim)

As professionals, we are committed to the well-being of all individuals, Jewish or non-Jewish, regardless of age, race, cultural background, religious practice, belief, gender, sexual orientation or sexual identity.

- I will respect the confidentiality, viewpoints and privacy of persons served by my organization, of volunteer associates, and of colleagues.
- I will act upon all information gathered in professional relationships in a responsible and disciplined manner.
- I will treat the findings, views and actions of my colleagues with respect and will use appropriate channels whenever I express judgments on these matters.
- I will work to prevent and eliminate all forms of discrimination in the work place in hiring policies and practices.
- I will respect the richness of the diversity within both Jewish and non-Jewish life and practices.

Recognition (כבוד / Kavod)

I understand the need to recognize the good work of both colleagues and lay leaders and will endeavor to give my colleagues and volunteers the honor and recognition they deserve for their work.

Philanthropy (צדקה / Tzedakah)

I will demonstrate my understanding of and belief in the principles of *tzedakah* through appropriate participation in the philanthropic support of the Jewish community and its institutions, locally, nationally and globally.



Approved and adopted by acclamation, JCPSC Executive Board

January 27, 2009/2 Shevat 5769 – Revised April 2, 2009/8 Nisan 5769 © pending

APPENDIX F: ORGANIZATIONS WITH JEWISH COMMUNAL PROFESSIONALS OF SOUTHERN CALIFORNIA MEMBERS

Adat Ariel	American Technion Society	Ameinu	American Committee for Shaare Zedek	American Jewish University	Anti-Defamation League	Beit T'shuva	Bet Tzedek
Birthright Israel NEXT	BJE	B'nai Brith	Board of Rabbis	Breed Street Shul	CECI	Cedars-Sinai	CK Travels Services
Community Care at Home	CSUN Hillel	Dispute Resolution Services	Friends of Eliya - USA	Friends of Sheba Medical Center	Friends of Yemin Orde	Gesher City/ WestSide JCC	Gilbert Foundation
Guardians of the Jewish Home for the Aging	Hadassah Southern California	Hebrew Union College	Hillel Foundation of Orange County	Hillside Memorial Parks & Mortuaries	IKAR	J Dub Records	J Street
JCC Development Corporation	Jewish Big Brothers Big Sisters	Jewish Community Foundation	Jewish Family Service	The Jewish Federation of Greater Los Angeles	Jewish Federation of Greater Long Beach & W. Orange County	Jewish Free Loan Association	Jewish Home For The Aging
Jewish Jumpstart	Jewish Vocational Services	Jewish World Watch	Jews For Judaism	Jewish National Fund	Kadima Hebrew Academy	Larry Baum and Associates	Lone Oak Fund, LLC
Los Angeles Hillel Council	Menorah Housing Foundation	Mt. Sinai Memorial Parks & Mortuaries	NA'AMAT USA	National Conference of Synagogue Youth	NCJW of Los Angeles	Nessah	New Horizons
Pat's Catering	PJ Library	PJA	Rhoda Weisman Talent Development	Shalom Institute	Sinai Temple	Skirball Cultural Center	Stephen S. Wise Temple
Temple Beth Am	Temple Israel of Hollywood	The Goldstein Group	The Jewish Federation Valley Alliance	The Kalsman Institute	The Zamzow Group	UJC	United Synagogue
USC Hillel	Westside JCC	Workmen's Circle	Yeshiva University	Zimmer Children's Museum			