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THE PUBLIC SECTOR'S CONTRIBUTION TO THE RETENTION OF JEWISH
COMMUNAL PROFESSIONALS:
A LOOK AT PUBLIC EMPLOYEE RETENTION

Approved By:

ABSTRACT

The purpose of this article is to inform the called-for plan for a systemic and systematic initiative for recruitment, development and retention, focusing on the retention component by applying research from the public sector. A cross-comparative examination of similarities between the public and Jewish non-profit sectors is conducted in order to make this application. Reasons for public turnover and employee retention are explored and lead to the conclusion that there is no single approach to the crisis.

As analyzed from the public sector literature, retention initiatives should pertain to all employees as well as incorporate personalized attention for each employee; management's influence plays a key role in their implementation. Such all-encompassing initiatives include locality pay comparability, work-family programs, career path and promotion succession, professional development opportunities and mentoring programs. Regarding individual employee retention, research on career anchor theory and the role of the supervisor are cited. Specific examples from the Department of Health and Human Services are mentioned; general public philosophies are recommended.

THE RETENTION OF JEWISH COMMUNAL PROFESSIONALS: BACKGROUND AND INTRODUCTION

The Jewish non-profit world has experienced a development of thought and funding toward recruitment, development and retention initiatives for Jewish communal professionals in the last few years. These initiatives were in response to a crisis that developed for a number of reasons. In his 2002 article, David Edell sums up four distinct reasons: 1) exponential growth of the agencies and programs, sparked by the 1990 NJPS; 2) unprecedented challenges not allowing for positive mentoring on behalf of the senior leadership; 3) lay leader frustration and unsupportiveness; and 4) the lack of a system-wide, communal agenda for addressing personnel issues. Though the 1987 Mandell Commission's report called for a comprehensive and sustained approach to professional development and training, Edell's research assessed that the initiatives following the report did not provide this sustainability nor place professional human resources in a more prominent place on the Jewish agenda. The development might also not have come to fruition due to a lack of committed funding. The most outstanding idea taken from the recent conferences and articles written about Jewish communal professional retention was the call for a system-wide approach because the personnel crisis has been deemed a system-wide crisis, not unique to one field of service or community (Edell, 2002).

In 2003, JESNA reconvened its Task Force on Recruitment, Development and Retention and reported that it does not advocate a single approach to the crisis. Rather, the task force encourages systemic change in a complex environment involving disparate organizations, diverse age groups, and a wide variety of settings (Flexner and Gold, 2003). The 2004 JESNA

conference concluded that a systematic national approach be proposed to address the transitional issues facing Jewish communal professionals today at the individual, organizational, institutional and community level (JESNA, 2004). Though the call is for an initiative to be designed nationally, experts agree that it needs to be organized locally. Research and reports continue to flow from the Jewish community's scholars exclaiming the crisis, divulging solutions and requesting funding for further research. As this author sees it, examination of the Jewish communal sector of service is helpful to an extent; sources should be looked at outside of the Jewish world to inform our direction and decisions regarding professional retention. *The public sector has been wrestling with the issue of employee retention for the last twenty years; an analysis of their extensive research and reports is guaranteed to inform the Jewish community's response.* Since the public sector has studied the effects of increased salaries, promotion and career development on voluntary employee turnover, this article will present a comprehensive overview of the public sector's findings on retention and provide insight as to their applicability in the Jewish non-profit sector. Before this application can be made, it first must be established that public agencies and professionals are similar to Jewish communal service agencies and professionals.

SIMILARITIES BETWEEN THE PUBLIC AND JEWISH SECTORS

Among many, this author has found eight distinct similarities between the public and Jewish sectors that can help inform retention initiatives. Many of these similarities directly apply to the agencies, such as mission, bureaucracy, budgets, the network of agencies and public perceptions. The rest of these similarities deal with the professionals and include constituent relations, the employee turnover cycle, career promotion ladders and, of course, employee retention.

Public and Jewish non-profit agencies are both *mission driven and service oriented*. In his study of 200 reflective public servants, Alex Pattokos found that salary and monetary benefits were not the primary motivators of public servants, even among those seeking so-called employment securities. Rather, public servants at all levels and functions demonstrated that they want to make a genuine difference through their work. It is the public servants' search for meaning in their work that underscores their comparability to the non-profit sector professionals.

Financial constraints, politics and bureaucracy associated with large organizations are other factors of comparability between the public and non-profit sector. In 1976, Marshall Heard, Richard Jackson and Charles Smith discovered that the single biggest complaint was politics in the application of existing retention procedures. Politics was meant as cronyism or management favoritism and was listed as one of the top four factors his subjects wanted to change about their respective retention systems. Therefore, as other research concurred, the insurance of a "politically neutral and meritorious government...might reduce attrition of public employees,

especially senior career executives" (Wilson, 1994). Taking into account the mission driven and proactive nature of the non-profit community's professionals, many retention initiatives are not lost due to motivation or incentive, but rather fold simply because of bureaucracy or the abandonment by lay leaders.

Personnel expenses constitute the single largest financial component of both state/local governments' and non-profit agencies' budgets. More specifically, the personnel sub-system costs between 75-80% of the Jewish educational system's total expenditure (Flexner, 2003); in government, payments to employees via wages, salaries and other agreed benefits such as pensions and insurance, constitute some 70% of an agency's budget, representing the most vital budgetary items of personnel and the costs associated with their employment (Mikesell, 2003; Klingner and Nalbandian, 1998). There is a prominent disconnect regarding budget percentages in that most non-profit organizations' personnel costs represent more than 70% of the operating budget; yet, policies and debates focus on the remaining 30% and not the professional resources required to sustain its services (Edell, 2002). In terms of funding, pre-determined pay rates, salary security and bonuses are a constant crisis for non-profit organizations. Federal, state and local government have the luxury of relying on taxes to pay their employees; the non-profit organization is at the mercy of the charitable dollar and the economy. Though the difference between these two sectors is clear, a solution for this aspect of retention is not. *Therefore, the determination and implementation of retention initiatives that focus primarily on non-monetary rewards is what this author advocates.*

The public sector and the Jewish non-profit sector also have the commonality of a network of *interconnected organizations and agencies*. The connection between the agencies working toward the same mission with similar constraints provides the most convincing argument regarding the cross application of a system-wide approach to professional retention.

A broad comparison of the public sector to that of the Jewish non-profit organizations demonstrates a similar public view of the sector, agency or service profession: negativity. *Negative public perceptions* of government and government service are cited as prime reasons for leaving government service; it filters into the psyche of public employees, tainting their contentment with the work and its "thankless" rewards (Pattakos, 2004). Continued frustration by Jewish lay leaders aggravates the growing dissatisfaction on the part of the professionals and their commitment to the organization.

Public and non-profit employees are not only staff; they can also be the constituents or clients. The public sector employs and serves national citizens and residents of their state or local jurisdiction; the non-profit Jewish communal agencies employ and serve a predominantly Jewish population. In effect, neither a public employee like a police officer, or a Jewish communal professional like a Federation Campaign Associate, is ever "off duty" when encountered with a legal situation or a prospective donor, respectively.

The turnover cycle regarding age, length of service and education is similar for both professions. Probabilities of exiting the federal service fell then rose as both age and years of service increased (Lewis and Durst, 1995). Since an employee's awareness of meaning regarding their public service evolved over time, it is no surprise that the turnover rate was high in the first year of federal service, but declined over the next twenty years. Turnover rose slowly over the next ten years, then rapidly after about 25 years of service (Pattakos, 2004; Lewis, 1991). Steve Rod from Jewish Community Centers Association (JCCA) astutely notes that the goal of Jewish communal agencies human resource professionals and supervisors is to get Jewish communal professionals to stay past the deadly two year mark and into a 3rd and 4th year. Younger, higher educated employees with few years of government service would have more job options open to them, be less invested in the government's retirement system and therefore have a higher propensity to voluntarily leave (Naff and Crum, 1999). Beth J. Asch offers a different perspective on the education factor that is applicable to both the public and Jewish communal sectors: "the higher salary of individuals with any college education is consistent with a prevalent economic theory of education and pay growth. Human-capital theory posits that pay is greater among more educated personnel because those who invest more in education receive skills that are valuable in the job market, they tend to invest more in other productivity-enhancing activities such as informal on-the-job training and they tend to get more out of these activities, enabling them to earn more in the future" (2001). Many renown Jewish agencies, like JCCA, Hillel, UJC and JESNA offer incentive scholarships and programs for young professionals to earn their post-graduate degrees and then come work for their respective organizations; these programs have been fruitful for the development and retention of up and coming professionals.

Though career ladders and promotion have been a driving force for the retention of public employees, there exists many *"plateauing professionals"*. These professionals are those that do not seek promotion or wish to remain in their current position for an extended period of time (Ito, 2003). In so much, the public sector pigeonholes people into narrow occupational structures. Though this allows for clear promotion statuses, employees often feel a career plateau with little to no skill development. In the Jewish non-profit sector, there also exists plateauing professionals who are content with their current responsibilities and do not see promotion as an incentive for staying with the organization. From my research of the Jewish non-profit agencies, career paths are not delineated. The Jewish educational system has noted a "small cadre of people directing institutions and programs but with relatively few opportunities for continuous, systemic growth through mid-level positions with gradually increasing responsibilities" (Flexner, 2003). *The public sector has recognized the importance of employee career paths as central to job satisfaction and productivity.* It has been proven that when higher-level executives come from within the organization, investments are not lost and the overall system benefits (Ito, 2003).

Most assuredly, however, is the importance that both sectors give to its *employees' retention* as exemplified by the vast amount of research conducted on the subject. The public sector has thoroughly explored the importance of public employee retention and offers empirical evidence to defend the advice it gives management. The remainder of this article focuses on these findings and their application to Jewish communal service professionals and their organizations.

THE IMPORTANCE OF RETENTION

As early as 1982, the public sector has addressed the three Rs: retirement, recruitment and retention. In the 1980's "there was a fear that the government was losing its attractiveness as a potential employer and so would not gain or retain its share of the nation's best and brightest. Analysts attributed this loss of competitiveness to inadequate pay, the cumbersome nature of the hiring process, a lack of effective recruitment efforts, and the poor image of the public service that included a perception that government work is not challenging or creative (Naff and Crum, 1999). In essence, it is the people who define the organization and its output, positively or negatively. For Jewish communal organizations, a Jewish program's sustainability and the longevity of that agency/program's impact is contingent upon the organization making the right, sustainable match between a professional and their position. In fact, the application of Packard's Law is a compelling argument for the importance of good recruitment and retention: no organization can grow its funding or programs constitutently faster than its ability to get enough of the right people to implement that growth and still be a great organization. The Jewish community's potential may be limited simply due to its growth exceeding the available talent required. It is not a new claim that the retention of Jewish communal professionals is important to the continuity of organized Jewish life; however, my research found *the most salient and compelling reasons behind retention are the continued continuity crisis as substantiated in the 2000-01 National Jewish Population Survey (NJPS) and the cost investment in these professionals.*

With the most recent NJPS results, continuity programs are still a top priority, as are the professionals who direct them. Though the 1990 NJPS influenced a change in the policies and programs on specific issues for many organized Jewish agencies, Jewish continuity was mainly raised as a priority for existing professionals, rather than hiring all new staff to deal directly with the issue (Herring, 2000). The findings of the 2000-01 NJPS show a sharp rise in enrollment in Jewish educational and cultural opportunities that echoes the research and observation of the Jewish community's exponential growth and continued interest in funding continuity programs and their professionals. A pattern discovered by the 2000-01 NJPS research was the segmentation between the affiliated and unaffiliated Jews, which in turn may spark another surge of policy discussions that might potentially bring professional development to the table again.

Only excellent and stable Jewish institutions and Jewish professionals will survive in America's cultural marketplace and enable Jews to experience the power of Jewish life. "Critical to the development and ongoing success of this [continuity] initiative is the Jewish educator who brings to her work an expertise in social work and Jewish family education, as well as a personal commitment to Jewish living" (Ruskay, 1999).

Another important reason for formulating and implementing a retention initiative is to preserve the cost investment that the Jewish community has in these professionals. "Organizations may have to live with the dilemma of investing in their staff's knowledge, skills and abilities only to find that mobility enables them to find jobs elsewhere. However, measures taken to enhance their commitment may counter this pattern" (Ito, 2003). Lewis' model on retention and cost investment indicates that a turnover rate from 9 to 10% annually would increase the costs of recruiting, hiring and training by 10% or more. *Retention initiatives would reduce the loss of this personnel cost investment.* Not only are there fiscal costs associated with the recruitment and training of new staff, there are also psychological costs: the mental energy cost associated with turnaround and the adjustment to a new staff member (Rod, 2004).

Retention research and theory from the public sector have focused mainly on financial compensation, retirement and pension issues. "Even though the United States now has a century of experience with its dualistic system of political appointees and civil service employees, it still has not mastered the challenge of recruitment and retention" (Romzek, 1990). By looking at the changing history of personnel systems in the American public sector, from the spoils system to the patronage system to the merit system, it is apparent that the aim has been service and the continuation of that service in a fair and ethical manner. A focus on retention has been at the heart of these system-wide changes (Digges and Fredlund, 1997). Like in the Jewish communal system, retirement, recruitment and retention are the current and contemporary challenges requiring action and opportunities for public reform (Pattakos, 2004). The public sector understands the importance of retaining its most highly qualified employees as an issue directly related to administering to the public's interest. People's skills, attitudes, energy and commitment are "vital resources capable of either making or breaking an enterprise" (Bolman and Deal, 1997). Understanding career issues, like patterns and career tracking, helps to develop and retain employees by improving practices, which in turn contributes to a positive organizational image and the ability to attract applicants (Ito, 2003).

PUBLIC SECTOR RETENTION FINDINGS

Since it has been overwhelmingly established that the retention of public and Jewish communal servants is a current and compelling issue for managers, the last twenty years of public research will help move forward its current placement on the Jewish communal agenda.

This research includes empirical studies and analysis of turnover patterns, successful retention initiatives and exemplar programs with broad applicability.

WHY PUBLIC EMPLOYEES LEAVE OR STAY

Though there have been mixed reviews regarding the reasons why people leave the public service, the consolidated research overwhelmingly agrees that the occupation with the least favorable pay situation may not have the highest attrition (GAO, 1987). The 1989 MSPB survey showed dissatisfaction with pay and promotion opportunities as a major but not the sole factor impelling people to quit federal service; nearly three-quarters of those exiting cited another reason as more important, and separation rates were strongly correlated with age and length of service. Generally, age, education and self-esteem/morale are linked with voluntary turnover (Lane, 2004). The amount of experience and pay level have repeatedly been shown to influence quit and retirement decisions (Lewis, 1991). Job satisfaction, politics, professional objectives and subunit power are considered determinants of Senior Executive Service (SES) members' intentions to leave government (Wilson, 1994). Other reasons for turnover cited in the research were relocation issues, the slow federal hiring process, a poor image of federal employment and inflexibility in position classification (GAO, 1987; Lewis, 1991). Though frustration with the any above mentioned factors may result in an employee's voluntary leave, other repercussions may occur, such as unproductive labor, sabotage, inappropriate job seeking within the organization, labor union disputes or employees socializing their children into a negative perception of work and employment (Bolman and Deal, 1997).

Information gathered from empirical data and exit interviews has guided public managers' thinking about employee retention. In a 2003 study on career mobility and branding in the civil service, respondents were asked why they joined the public service. The reasons were, in descending order of importance: 1) timing of the job offer was right 2) opportunity to apply academic background and relevant education 3) career opportunity within the public service 4) extent to which private/non-profit jobs were seriously considered 5) salary 6) opportunity to serve the public and 7) good reputation of the department making the offer (Ito, 2003). Though these findings help inform the recruitment side of the personnel coin, these same reasons echo as factors for retention. The ability to apply knowledge, skills and abilities (KSAs) are integral for people seeking promotions within the same agency. In a study of engineers from three different industries, performance and technical competence were cited as the most important retention criteria, beyond seniority and military service (Heard, 1976). The ideal ranking of retention factors based on his research concluding that performance, technical competence, seniority, critical skills and implementation of regulations were the top five criteria that should be used to define a retention system for public sector engineers.

PUBLIC SECTOR RETENTION PROGRAMS AND INITIATIVES

In 2003, JESNA called for a system of retention that values an integrated approach to learning for all learners as its utmost critical component. Research in the public sector echoed this sentiment by establishing retention criteria suitable for all employees such as locality pay comparability, work-family programs, career path and promotion succession, professional development opportunities and mentoring programs. In addition, initiatives have been geared toward employee's individual needs.

Retention for All Employees

As demonstrated in Gregory Lewis and Samantha Durst's 1995 study, *locality pay* may be a solution to retention and recruitment issues for some metropolitan areas, such as New York City, San Francisco and Los Angeles. Professionals and administrators in these metropolitan areas were 30-50% more likely to leave the federal service than comparable employees in the non-metropolitan areas. Private sector pay influenced exit decisions more for professionals and administrators, whose labor market is supposedly national in scope, than for technical and clerical employees, whose market is supposedly local (Lewis and Durst, 1995). The issue of locality pay is not just a cost-of-living issue; locality pay demonstrates respect and confidence in government employees who must interface daily with non-government colleagues (Heard, 1976).

The development of *work-family programs* not only rests on a sound policy and program that provides for the part-time "mommy track", the ever greater family demands, and increased working hours; but also on the "employees' perceptions of organizational understanding of family demands" (Saltzstein, Ting and Saltzstein, 2001). As of 1998, 85% of the U.S. workers lived with family members and had immediate day-to-day family responsibilities of the job. These changing family dynamics have given focus to work-family programs within the public sector since satisfaction with work-family balance is among the strongest predictors of job satisfaction. In a 2001 study conducted by Alan Saltzstein, Yuan Ting and Grace Hall Saltzstein, the respondents "perceived organizational understanding of family duties...proves to be a better predictor of satisfaction with work-family balance than do individual policies."

Rank and file, status and promotion are key driving factors of the public sector's retention initiatives. Researchers have noted a strong, positive correlation between promotion and retention (Asch 2001; Ito, 2003). Employees who perform better are estimated to be promoted faster and the better the performance, the faster the promotion. However, promotion should not only mean a vertical advancement as a measure of success. The nature of the public sector and its employees demands a dual career ladder concept: alternate career paths for those who do not want to be forced in to management to obtain salary increases or greater status in the organizations (Barth, 1993). When considering promotion as a retention incentive, it is advised

that "the promotion and transfer process be both transparent and easily explained, otherwise, feelings of inequity and dissatisfaction may arise" (Ito, 2003).

Professional development opportunities are at the heart of an employee's retention. It is not simply the opportunities themselves, but also the supportive environment and context for the professional development to flourish and be effective (Holtz, 2000). The advent of professional development programs might require a structural change to employees' schedules or the use of available resources outside the organization or community. A key component of professional development was the establishment of *mentoring opportunities*. A study about the retention of public librarians stated that mentoring should not only be for new employees and it should be expected for every supervisor to also serve as a mentor (American Library Association, 2002). In a recent posting for the position of entomologist with the federal government, the job description thoroughly explains the pre-service training, supportive infrastructure and the department's willingness to work with the applicant's existing skill base (www.jobsusa.gov).

Negative criticism of the civil service and the government can have a negative effect on a public employee's attitude, performance and overall job satisfaction. The *rebuilding of the public's trust and confidence in government* may be one effective way to ensure positive recognition for government employees" (Wilson, 1994). Research mentions three ways to stimulate this respect and trust: articulate early and often the necessary and honorable roles that public servants play in the democratic process, set the highest standards of ethical conduct, and monitor the ongoing state of the career public service to make bi-annual reports (Wilson, 1994). Parents and mentors serve a crucial role in creating the image of public service and their influence should be leveraged (Pattakos, 2004).

Retention for Individual Employees

Though the bulk of retention initiatives attempt to address all public employees at once, a number of theories and findings advocate for a more individualized approach in combination with the universal approach. For example, "models of retention behavior predict that the decision to stay in the Department of Defense (DoD) civil service will be affected by individual tastes and the expected financial payoff associated with civil service employment relative to that in the external market" (Asch, 2001). These individual tastes can also be interpreted as individual needs. Professor Douglas McGregor of Massachusetts Institute of Technology (MIT) felt that workers would be highly productive if management aligned jobs with workers' needs (Bolman and Deal, 1997). Retention initiatives should be designed to address employees' needs; inasmuch, "the typical recommendations in employee retention and turnover studies--use more sabbaticals, institute rotation, career development programs, etc.--are not very helpful or convincing solutions to managers who do not understand or buy into the employee needs these programs are supposed to address" (Barth, 1993). Two foci for retention initiatives based on individual tastes

or needs are: the application of the Edgar Schein's career anchor theory and the role of the manager/supervisor.

Thomas J. Barth revived Schein's 1978 career anchor theory in his 1990 article by applying the theory's components to public sector employment. Career anchor theory posits five anchors as concerns or values individuals possess that they will not give up if a choice has to be made about leaving or staying with a position or organization. The premise underlying this application was echoed by other researchers claiming that quit rates decline as workers sort themselves in or out of an organization according to their fixed preferences (Black, Moffit, Warner, 1990). The description for each anchor provides an indication of the recognition or reward that would best fit its possessor.

For employees who anchor their career with the *technical/functional anchor*, they require direct application of their abilities and skills. They are in need of feedback that demonstrates they are expert in their areas of work and seek challenges in their work, rather than promotion or monetary rewards. The 1990 MSPB study found that "senior executives who left the service during 1983-1988 left in part because their skills were not being used appropriately" (Wilson, 1994). Skill use and development are key retention issues for these employees.

Employees who affiliate with the *managerial competence anchor* seek opportunities to express a combination of analytical, interpersonal and emotional competencies. These employees look for advancement opportunities, and want to influence decisions on public policy. As workers get older and the baby boom cohort grows into managerial positions, it becomes frustrating for these employees to advance and may become disinterested in their work. In addition, the glass ceiling phenomena for women and minorities might also have the same effect for these employees. A thoughtful and transparent career progression would alleviate their frustration.

The *creativity anchor* asserts that employees want to make a contribution to their work and need meaningful ways of recognizing their accomplishments. Employees who subscribe to the creativity anchor want to extend themselves into their work by creating a product or process that might potentially bear their name. These classic entrepreneurs want to produce a successful output and be acknowledged for its success. A retention initiative for these employees would opportunities for inventiveness.

Employees with the *autonomy and independence career anchor* align themselves against the bureaucracy and red tape of large organizations and seek their own sense of professional identity. Organizations with political barriers or excessive micromanagement will want to foster positive and productive relationships between managers and these employees in order to mitigate their potential dissatisfaction with the seemingly endless rules and regulations.

Of great importance to public employees is the *security anchor*. Workers who value security desire a good program of benefits and long-run career stability. This anchor may be

understated because of its association with a lack of ambition or dedication to the mission of the organization. Young employees are not so concerned with this anchor because they are seeking a wide variety of experiences. Therefore, the development of this anchor in regard to retention will prove worthy mostly for older workers.

In his 1993 article, Barth adds an additional career anchor that is echoed by Schein in his later publication titled *Career Anchors: Discovering Your Real Values*. The *public service motive anchor* or *service/dedication to a cause anchor* embraces a significant aspect of public employee's attitudes toward their work: motivation and commitment to an agency's mission. Missing from the other anchors is the intrinsic motivation of public (and non profit) employees to accomplish something worthwhile with their work and make a contribution to the greater society. Agency managers should be sensitive to the needs of these employees and continually reinforce the connection between the work of these individuals or teams and the mission of the agency. Money is not a central retention factor for these employees; rather, they value a promotion system that will recognize their contribution by their peers and superiors.

For people who require that their job provide constant opportunities for self-tests, they are anchor their career with the *pure challenge anchor*. These employees need variety in their careers. Though they are intrinsically highly motivated, they may also be single-minded regarding task completion. Managers must be aware that these productive staff members may require special attention when working with teams.

The eighth career anchor is simply called the *lifestyle anchor*. Though this anchor seems counterintuitive, these employees still do hold great importance to their job. However, they have a need to integrate themselves as individuals, their families and their career into a harmonious balance. Flexibility is the key ingredient to making these people happy employees. Managers must have understanding and promote an organizational attitude that "reflects respect for personal and family concerns and that makes genuine renegotiation of the psychological contract possible" (Schein, 1993). Geography, as related to promotion, is the biggest hurdle for these employees and their employers.

There is a career orientations inventory test published in Schien's 1993 book that can inform employees of their specific career anchor. If management can use career anchor theory and its components to promote constructive conversations around careers between employees and managers or to develop individual retention initiatives, Schein has three suggestions: 1) create more flexible career paths, incentive systems and reward systems; 2) stimulate more self-insight and self-management in their employees; and 3) clarify what the organization needs from the individual career occupant. The theory can also be used as the basis for more structured efforts on the organizational level to institute career management systems that address the issues of high performing employees (Barth, 1993). For either scenario, it is important to realize that employees determine their career anchors through actual work. If they find, upon

determination, that they are not in the right job or on the right career path, employees have three principal options: leave; stay and repress the career anchor; or restructure the job to provide other opportunities with the organization to tap the employee's career anchor (Barth, 1993).

As argued in this paper and in the research collected, the role of the supervisor/manager counters the prevailing attitude that once the best person is recruited, the rest is up to the individual. In a 1990 study on why employees are leaving the federal government, the MSPB reports the following findings: "Although 61% of the survey participants had 'outstanding' or 'exceeds fully successful' performance ratings, 78% of the survey participants indicated that management had not tried to keep them from leaving (Barth, 1993). It was found that managers were at a loss as to what to offer good employees who indicate they are leaving. *Simply stated, it is the role of the manager or supervisor to support each individual employee's career development because "people don't quit jobs, they quit supervisors"* (Lane, 2004). Supervisory support has a pervasive effect on career development activities, career flexibility and resilience, and on the fairness of appraisal and recognition of contributions (Ito, 2003). This sense of fairness regarding recognition of accomplishments ranked higher than fairness associated with injustices in monetary awards or bonuses (Barth, 1993).

In effect, non-monetary factors such as recognition, challenging opportunities and skill development are job benefits that unlike compensation, managers have some control over. Because of this control, researchers express the importance of managerial knowledge of their organization's retention system and their ability to communicate its criteria (Wilson, 1994; Heard, 1976). According to Heard, Jackson and Smith's research (1976), understanding one's retention system is a function of three things: 1) the degree to which the system is formalized and available in written material; 2) the communication system that exists within the organization; and 3) the personal relationship of the employee to his or her immediate supervisor.

EXEMPLAR PROGRAMS FROM THE PUBLIC SECTOR: HEALTH AND HUMAN SERVICES (HSS)

Taking into consideration the importance of general and personal retention factors for public employees, The Health and Human Services Department of the Federal government has two exemplar retention programs: Health and Human Services' Emerging Leaders Program and Senior Executive Services Candidate Development Program. These programs might serve as sustaining proposals for the Jewish Communal profession.

The HHS Emerging Leaders Program (ELP) combines pre-service training and individual attention to future employees over a 24 month period, culminating in a job offer by one of the HHS divisions. Targeted at recent college graduates and young professionals, the ELP aligns itself with research that emphasizes the need to create a good match early in an employee's career, especially for "new age employees" (Ito, 2003). Since demographic patterns suggest a

high level of career movement in the recent future administering transitions to first line supervisory position will be a key component of management's role. Through an application process, ELP selects emerging leaders to work on a rotational basis within the Department's divisions. The second year places the participant in a career track in one of the divisions based on their education, experience and interest. Employment and promotion potential with that division is inevitable at the end of the program. Throughout the process, ELP participants are given a mentor, career development advice, support and training in specific technical competencies based on their chosen career path.

The HHS Senior Executive Service (SES) Candidate Development Program is a six to 18 month program that provides career enhancement and executive skill development for existing employees with certain, current ranking or high potential. This program is in accordance with the research stating that job satisfaction among top executives who wish to be promoted have an inverse effect on turnover; therefore, this group should be an essential target for human resource interventions, such as the systematic development of senior executives (Wilson, 1994; Ito, 2003). When supervisors are career executives, the subunit power and respect for them helps increase retention, quality and productivity of their respective departments. The SES program offers to its participants high level briefings, interagency executive training, a self-selected mentor and ultimately, and executive level departmental assignment.

CONCLUSION AND ADVICE

It behooves the managers, boards of directors and individual professionals of Jewish agencies to take into consideration the findings presented from the public sector when crafting an initiative toward retaining quality Jewish communal professionals. Though this application is not solely relevant to Jewish communal service agencies and professionals, the similarities between the two sectors are uncanny.

Among the literature and research, scholars purport a wide variety of advice to managers and human resource professionals when formulating retention initiatives. One scholar advised that there can be no universal retention system due to the range of interests between industries, companies and even differing locales that demand varying weights be assigned to these diverse factors (Heard, 1976). Lane suggests that before formulating or implementing a retention initiative, the organizational leaders must determine an acceptable rate of turnover. And before organizations begin to invest resources into training, needs assessments or programs to improve skills, managers and policy makers should determine if the organization is fully utilizing the considerable skills and talents that already exist among the workforce. It is clear from the research that a clearly defined retention system will aid the organization when the time comes to reduce the workforce, inciting potentially serious personnel problems. "There is no guarantee that preplanning will preclude [the demoralization of the remaining workforce], but if done with

thoroughness, it should increase the likelihood of coming through the crisis with a reduced workforce that is tailored effectively to handle the organization's workload" (Heard, 1976). To prove that retention is an important issue for managerial address, an analysis of the research collected from the public sector demonstrates two avenues of thinking regarding retention initiatives: for all employees and personalized for each individual employee.

In Barry Holtz, Adam Gamoran, Gail Zaiman Dorph, Ellen Goldring and Bill Robinson's 2000 article on professional development for Jewish educators, they argue that to change the core of Jewish education (i.e. to be more accessible, engaging, etc.), effective and ongoing professional development, such as in-service education must be implemented. This professional development includes informal study groups, focused investigations of exiting curriculum material on current issues, mentoring and pairing (Holtz et al, 2000). In February of 2004, JESNA hosted a summit to explore the issues of recruitment, development and retention. Though much of the produced output from the conference focused on recruitment, many recommendations could be used as part of a retention initiative: improve financially and non-monetary benefits by providing "part-time benefits" for part-time employees, sabbaticals for senior educators and stipends for professional development and skill enhancement; develop trans-organizational career paths, mechanisms for benefit transfers between institutions; and a communal or regional human resource professional for to guide career development.

In sum, employees are attracted to the public sector and stay in with their agencies and positions based, in part, on decisions not connected to monetary rewards. The public service motivation scale and the proposed sixth career anchor indicate an employee's need to apply their knowledge, skills, abilities and interests to their everyday work. Public employees were found to be attraction to public policy making, the opportunity to serve the public and social justice. These same employees exhibit a compassion, self-sacrifice and commitment to the public interest in relation to their work. The climate and public perception of their work environment also played crucial roles in their determination to stay with public employment. Equally, the research indicates that employees were willing to voluntarily leave their positions or the agency due to the converse of these retention ideals. Inadequate pay was a determining factor, but more importantly was the lack of recognition, failure to apply education and experience to their assignments and general lack of commitment to the organization or supervisor.

SUMMARIZED FINDINGS

The organized Jewish community is searching for a system-wide initiative to address the crisis of Jewish communal professional retention. The retention of these individuals impacts programs and budgets across the all system agencies; however a system-wide initiative may not be the best answer. Scholars advocate that there may be no single approach to the crisis because of the diverse factors and people involved.

There are a multitude of similarities between the public and Jewish non-profit sector regarding the organizational structures, temperament and unique employees. These similarities lend this author to conduct an extensive literature review of the public sector's last twenty years of research on the subject of retention and apply such findings to the Jewish communal sector. The research indicates that public employees leave or stay in their government positions based on a number of factors. These include demographic factors such as age, amount of experience, length of service, education and geography. Management has limited influence over these factors. However, management does have influence over other factors such as pay level, job satisfaction, organizational politics, sub-unit power and position classification.

As determined in the public data and research, retention initiatives should incorporate methods of recognizing public employee's performance, technical competence, seniority, and critical skills. One study on academic library professionals found that retention strategies generally fell into one of four categories--salary, working conditions, job enrichment and education--and needed to differ for different stages of a person's career (American Library Association, 2002). Retention incentives need to be reliable and consistent from employee to employee.

Retention criteria suitable for all employees include locality pay comparability, work-family programs, career path and promotion succession, professional development opportunities and mentoring programs. And as verified, individual attention to each employee is also a key component in retaining qualified personnel via the application of career anchor theory and the vital role of supervisor support and their understanding of the organization's retention system. The Health and Human Services Department of the federal government has two exemplar programs that illuminate and activate these findings: Health and Human Services' Emerging Leaders Program and Senior Executive Services Candidate Development Program. These programs might serve as sustaining proposals for the Jewish Communal profession.

Extracted from Ito's research, here are three questions managers and human resource professionals should ask when designing a retention system:

- 1) What aspects of Jewish communal service careers may help attract applicants and to retain existing staff?
- 2) What are some characteristics of careers and mobility patterns in the Jewish communal service organizations?
- 3) How can organizations improve the opportunities for meaningful careers?

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