



Evaluation of the JJF/BBYO Professional Development Institute: 2009–2010 Program Year Report

Jim Joseph Foundation
September 23, 2010

Purpose of this Presentation

This report presents the evaluation findings for the Professional Development Institute (PDI) for the 2009–2010 program year, including:

- A broad overview of program developments this past year
- Highlights of 2009–2010 programmatic findings
- Recommendations for midcourse corrections

Research Methods

BTW employed a variety of research methods to assess the progress of PDI, including telephone interviews, an online survey, focus groups and a materials review.

- 53 telephone interviews:
 - ◆ 11 Cohort 3 participants
 - ◆ 14 Cohort 1 participants
 - ◆ 5 academic providers (3 at Hebrew College, 2 at Kelley Direct)
 - ◆ 1 with JJF staff
 - ◆ 19 mentors (11 from Cohort 1, 8 from Cohort 2)
 - ◆ 3 community stakeholders
- 1 survey:
 - ◆ 11 Cohort 3 participants
- 5 focus groups:
 - ◆ PDI supervisors (May 2010)
 - ◆ BBYO non-PDI staff (June 2010)
 - ◆ BBYO management staff (June 2010) – in person
 - ◆ Cohort 2 participants (August 2010) – in person
 - ◆ Cohort 3 participants (August 2010) – in person
- Document review of Cohort 3 resumes, GMAT scores and employment information from BBYO
- Review of basic demographic information on prospective Cohort 3 applicants from BBYO (region, gender, etc.)
- Ongoing communication with staff at BBYO and the Jim Joseph Foundation

The purpose of PDI is to increase the capacity and commitment of talented, early-career Jewish professionals to build a career in Jewish communal institutions.

PDI's combination of services and supports is intended to benefit **both** BBYO as an organization and the larger Jewish communal world by:

- Improving the recruitment and retention of high-caliber, early-career Jewish professionals in their primary place of employment (BBYO) and over the longer term within the Jewish community;
- Improving the quality of BBYO programs and services for which PDI participants are responsible through applying the skills and knowledge they acquire in the program; and
- Increasing PDI participants' commitment to working within Jewish communal institutions.

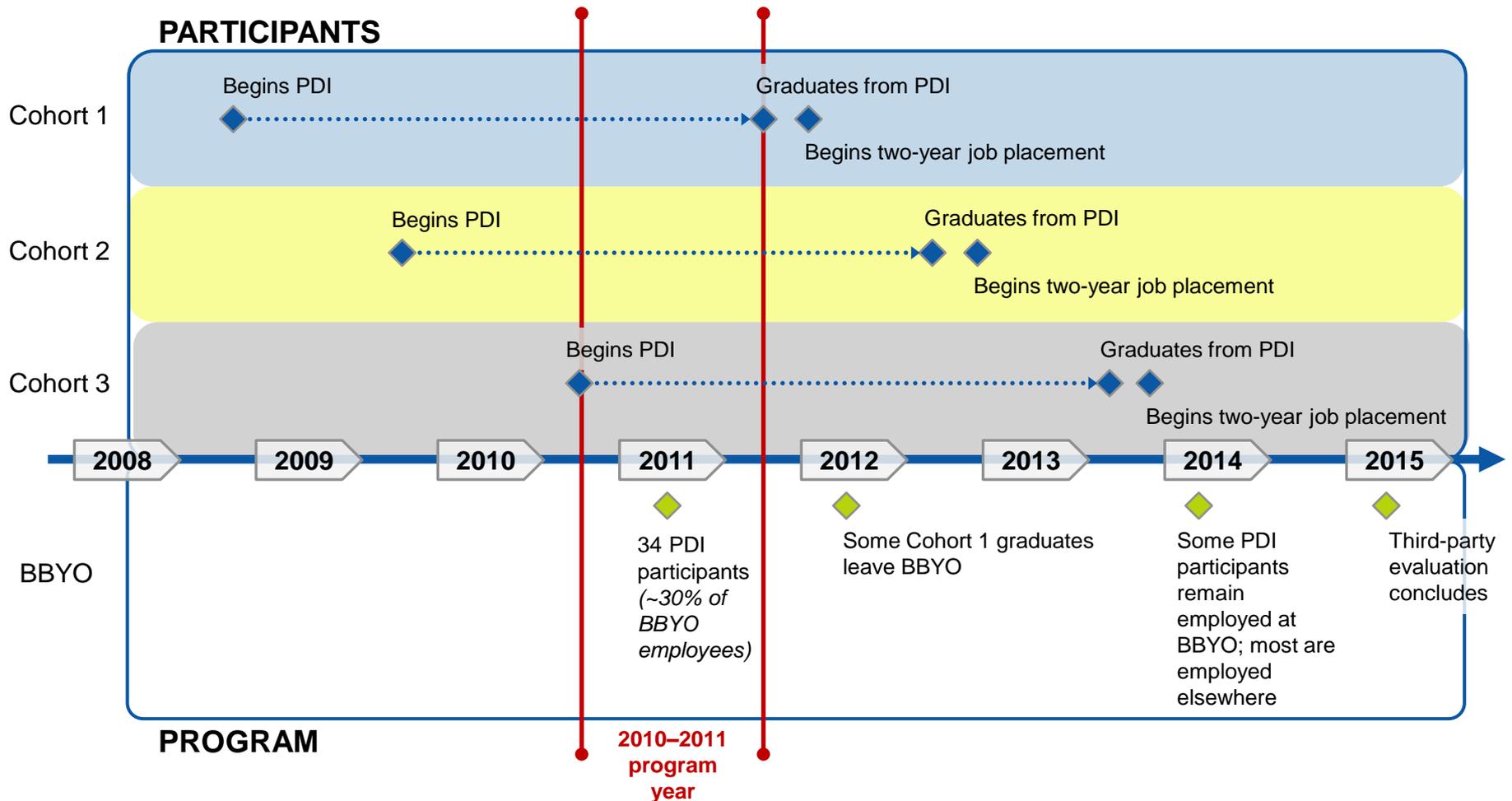
Ultimately, this cadre of talented Jewish professionals with excellent management and Judaic knowledge and skills will run and lead quality programs and services at Jewish communal institutions (including BBYO).

Evaluation Questions

The following eight evaluation questions frame the findings of this report.

Program Design	1. To what extent is the structure and content of the PDI program integrated and improving?
Management Skills & Jewish Knowledge	2. To what extent are PDI participants improving and integrating their management skills and Judaic knowledge?
Impact on BBYO	3. How, if at all, is PDI impacting BBYO as an organization?
Cohort Connections	4. To what extent are PDI participants developing a sense of connection and community within their cohort and across cohorts over time?
Participant Satisfaction	5. To what extent are PDI participants satisfied with their experience of various program elements and likely to continue in the program?
Candidate Quality	6. To what extent is PDI attracting the desired quality and number of exceptionally talented, Jewish college graduate candidates to PDI? What are recruitment lessons learned thus far?
Interest in Jewish Careers	7. To what extent are PDI participants increasing their interest in and commitment to careers in the Jewish community?
Informing the Jewish Community	8. How, and to what extent, are JJF and BBYO systematically learning from and communicating about PDI to inform the broader Jewish community?

2010–2011 is a watershed year for PDI; it is the only year that all three cohorts will be at BBYO simultaneously.



PDI Key Accomplishments 2009–2010

- PDI program staff were more intentional about integrating program elements resulting in increased programmatic cohesion.
- Hebrew College solidified its team and curriculum and conducted an Israel trip for Cohort 1.
- Hebrew College added a Master's degree option for PDI participants.
- There was a 30% increase in the size of the applicant pool for Cohort 3 over the previous year.
- The sequencing of the summer experience was redesigned to better support Cohort 3 as they entered BBYO employment and the PDI program; Cohorts 2 and 3 had the opportunity to connect and interact early in the program year at the Hebrew College summer intensive.
- With the support of JJF, BBYO engaged the Center for Leadership Initiatives (CLI) to assist with job development for PDI participants.
- PDI program staff used regularly scheduled conference calls with mentors and supervisors to increase stakeholder knowledge about the program.

Building on recommendations from last year's evaluation findings, BBYO focused more intentionally on integrating program elements in 2009–2010.

This is beginning to occur at three levels:

- **Individual:** Participants increased their ability to integrate content and skills from Hebrew College and Kelley Direct into their jobs at BBYO.
- **Program:** PDI program staff worked to better connect program elements. For example, mentors and supervisors received more information about the scope of PDI participants' learning.
- **Organizational:** BBYO began to integrate PDI participants' knowledge into programming and operations, especially in the international office.

“[PDI] elevates [participants'] thinking, so they start to think about, 'It's not just what I'm doing in my task and my responsibility, but how it's feeding into larger strategic plans and priorities here.' They look at the organization more holistically now, which I think is exciting.”

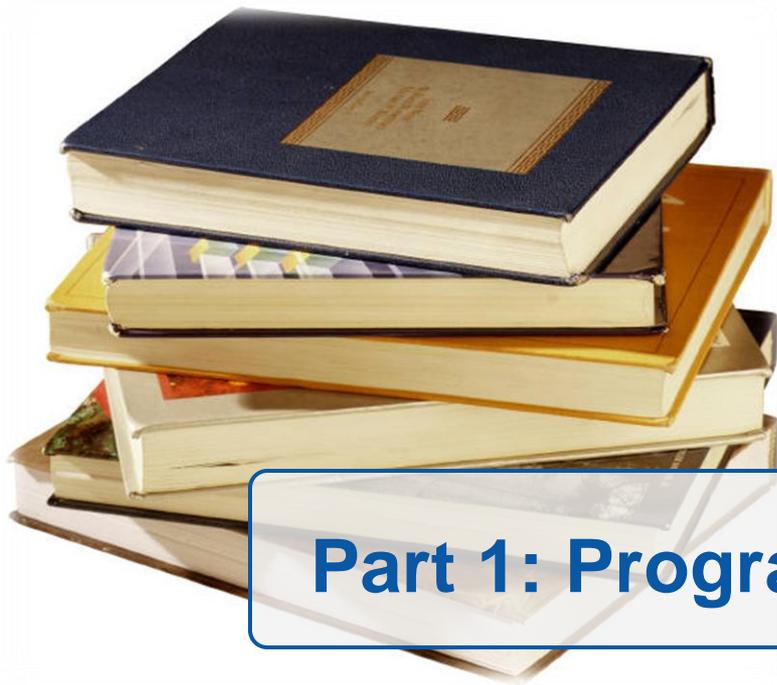
—Management Team Staff Member

Going forward, deeper and more pervasive integration—for PDI participants, stakeholders and BBYO as a whole—requires a shared understanding of how PDI is intended to benefit participants, BBYO and the Jewish community.

- Participants, stakeholders and BBYO staff have a variety of understandings about the dual purpose of PDI—to train future Jewish communal leaders and to strengthen BBYO as an organization—leading to questions about its value and effectiveness.
- While there has been more frequent communication with participants, stakeholders and BBYO staff about PDI, it has been largely transactional. There is a lack of understanding about the purpose of program elements and stakeholder roles and responsibilities, limiting their effectiveness.

In the coming year PDI should include a focus on helping PDI participants integrate their leadership skills and aspirations into their work and career goals.

- Many PDI participants have not yet developed a sense of who they are as leaders and how they can contribute to increased innovation and effectiveness in the Jewish communal world.
- PDI's online learning model may limit opportunities for leadership development; this is becoming evident and important as Cohort 1 considers their career moves post-PDI.
- While Cohort 1 needs the most immediate help with leadership development, Cohort 2 could also benefit from beginning to think about themselves as leaders (not just workers or learners) at this juncture in their PDI program.
- BBYO and JJF should consider how to assess the leadership needs of Jewish communal institutions to ensure that PDI participants are prepared to address those needs.



Part 1: Programmatic Findings

The Hebrew College program has matured and strengthened.

- Hebrew College has taken effective steps to amend their program structure and staffing; their team of instructors is now well matched with program needs.
- PDI participants have seen a marked improvement in Hebrew College's communications and organization.
- PDI participants' wide range of Judaic knowledge has challenged Hebrew College's ability to create effective programs.
- Cohort 1 participants were pleased with the Israel trip planning process; they appreciated Hebrew College being proactive and asking for input on content and logistics.
- PDI participants think the Hebrew College Master's degree option is more valuable than the Certificate in Informal Jewish Education; however, lack of time to take the additional classes is an obstacle, particularly for Cohort 1.

“Much more than a year ago, we have a fully functioning team here. Last year, a couple people were part-time. Now, we have a team of very capable professionals running the show. This is a significant step forward in how we are running the program and it reflects how seriously the PDI project is taken around here.”

—Hebrew College
Staff Member

While the online distance learning model is convenient, it is not an optimal learning experience.

- The distance learning approach is a challenge with both Hebrew College and Kelley Direct.
 - ◆ PDI participants appreciate the flexibility of an online learning model, but question how the online model effects their academic experience, especially in the MBA program.
 - ◆ A common critique is lack of contact with and feedback from professors. (Professors themselves also experience a lack of engagement from participants.)
 - ◆ Developing strong career networks is a significant aspect of the business school experience; PDI participants do not see or realize the benefits of networking with their Kelley Direct peers and the distance learning model inhibits this kind of interaction.

“What you take away depends on the teacher. There have been some teachers at Kelley that are much more interested in making the class a valuable online experience and some just give you work to hash through yourself.”

—Cohort 1 Participant

Hebrew College approaches PDI as a programmatic partner whereas Kelley Direct's relationship with PDI is more as a service provider.

- Hebrew College demonstrates a deep understanding of PDI and is caring of participants, receptive to feedback, more intentional about adjusting their program to BBYO's needs, and invested in PDI's success.
- PDI participants have a stronger sense of connection to Hebrew College than to Kelley Direct but some take advantage of Hebrew College's accommodating approach.
- Kelley Direct's relationship to PDI is more transactional with few opportunities to customize offerings for the PDI participants.

“I will say that the best thing Hebrew College has going for them is that they’re doing this just for us, unlike Kelley Direct. Hebrew College is very adaptive, very responsive. I feel like they see us as a true partner, whereas to Kelley, we’re just another revenue stream. Hebrew College seems very invested in the success of this program.”

—Cohort 2 Participant

Mentors and mentees continue to struggle with the purpose and the expectations of the mentoring program, and how these align with the PDI program and goals.

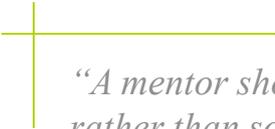
- Mentors appreciate the improvement BBYO has made in connecting mentors to one another and to the PDI program; however, there is still room for improvement in communication.
 - ◆ The mentor calls were minimally effective in supporting mentors in their relationships with their mentees.
- Mentors would like to see the mentoring program continue to become more formalized and structured, and an essential component of the PDI program with clearly delineated goals and expectations.
- Mentors need more support and information from BBYO to help PDI participants improve and integrate their management skills and Judaic knowledge, such as greater knowledge of their mentee's job description or PDI academic course content.

“If there is a desire on BBYO’s part for consistency in the mentor experience and the content that is driving it, then they could give more direction. Some might bristle at this, why are you telling me how to mentor? But you could say something like, ‘in the first three meetings, cover these topics,’ or ‘these three questions should be addressed each time you meet.’”

—Mentor

Mentors and mentees have concerns about the mentor selection and matching process.

- Mentors and mentees believe that mentors should have relevant experience, accessibility, availability and commitment rather than just a high-level position. These characteristics determine mentors' ability to provide their mentees with the right kind and level of support.
 - ◆ Mentor support to their mentees varies from being a sounding board to providing assistance with work or academic projects to supporting their networking/professional development.
 - ◆ Mentor interaction with their mentees varies from once-a-month, in-person meetings with follow-up e-mails and phone calls to quarterly meetings or phone conversations.
 - ◆ Successful PDI mentoring relationships have an interested, organized and proactive mentee and an interested, concerned and accessible mentor.



“A mentor should be someone who has more time rather than someone who has the right title.”

—Mentor

There has been a dramatic increase in PDI participants' ability to apply and integrate what they are learning into their jobs at BBYO.

- Cohorts 1 and 2 are incorporating new knowledge and skills into their work and feel increasingly confident.
 - ◆ In addition to increasing and applying content knowledge in informal Jewish education and business/management, PDI participants are also demonstrating an increased ability to think strategically, effectively manage time and tasks, network and use teamwork, and understand the bigger picture of nonprofits.
- Hebrew College projects gave Cohort 1 the opportunity to use their new knowledge and skills to address specific needs of BBYO as an organization as identified by the management team.
 - ◆ Hebrew College projects were the best vehicle for PDI participants to integrate both Jewish and business knowledge in one project/effort.
- PDI participants feel their ideas are valued by the Executive Director and BBYO management who invite them to share what they are learning; however, participants are not sure if and how their contributions—including their Hebrew College projects—are being implemented.

“I have a new level of confidence. My brain is still developing in a managerial way. In HR, we talked about how to create organizational change. There is no one correct way but it taught me the right questions to ask to explore.”

“The management team is reaching out to us for input and suggestions. I think it will take time to see results. They know we are learning about organizational change and it feels good to be asked for my input.”

—Cohort 1 Participants

Illustrative Examples of Cohort 1 Hebrew College Projects

Hebrew College projects were designed by Cohort 1 participants in conversation with BBYO management staff and Hebrew College faculty to address pressing needs in BBYO and to give Cohort 1 participants the opportunity to apply their new learning and skills in the field. Each project required integration of three components: Judaic learning, research and reflection. Projects included:

- Revision and expansion of Judaic and leadership curricula for BBYO's International Leadership Training Conference (ILTC) program. ILTC programming is often modeled regionally by teen leaders; it is expected that this curriculum will significantly impact Judaic and leadership programming throughout the organization.
- Revision of BBYO employment policies to reflect BBYO's commitment to Jewish values that focus on the treatment of others. Revised policies incorporated Jewish texts and teachings within the policies themselves.
- Development of a staff/advisor training module on pluralism that includes a curriculum with suggested programs for a Regional Kallah (Judaism Institute). This training module gives field staff the resources and confidence they need to coordinate meaningful, pluralistic programming.
- Improved and expanded resources for field professionals in volunteer management to assist in recruiting, training and evaluating BBYO's volunteer core of over 400 advisors.
- Development of marketing materials for BBYO's Friends & Alumni Network that are specifically targeted at female donors, focusing on Jewish family life, recording women's names and understanding how best to address materials to women.

PDI has had a net positive impact on BBYO.

- Early on the biggest impact has been a positive shift in perception of BBYO among external stakeholders who see BBYO as a dynamic organization committed to learning and excellence.
- PDI has led to an improvement in the number and quality of candidates for program staff.
- There has been a significant reduction in staff turnover.
- PDI creates opportunities for more cross-organizational interaction and cooperation.

“I think it’s an asset to the agency tremendously. Going through the hiring process this year, [being able to say] this is the level of professional opportunity that we want to offer is huge. For funders, parents, even the people who are volunteer advisors, to say we have this funding available through JJF and this is what we’re committing to, I’ve found to be very powerful. [The perception is that] BBYO is really making an effort to bring together the next generation of Jewish professionals.”

—BBYO Supervisor

BBYO has been proactive about integrating learning with mixed results.

- BBYO as a whole has an increased level of awareness about PDI throughout the organization, but integration of what PDI participants are learning is not evenly distributed throughout the organization.
 - ◆ The international office has a very strong sense that integration is happening, regions less so. This may be because there is a concentration of PDI participants in the international office who have access to the management team.
 - ◆ Regional supervisors and non-PDI staff are less aware of how PDI participants' knowledge is being integrated into the organization. Regional supervisors appreciate being invited to participate in conference calls but they are not yet clear about how BBYO management anticipates that PDI participants' new skills and learning will affect the organization.
- Cohort 1 presentations at staff conference were well-received by people directly involved with PDI, less so with staff not involved with PDI participants.

“I’m concerned that we are getting PDI staff to put together these great impact projects, but the question is, what do we do with the information from these projects afterwards? I’m concerned that all this hard work will end up on a shelf somewhere and we won’t be able to utilize the staff time or the strategic vision to implement interesting projects.”

—PDI Supervisor

The dual purpose of PDI is not well understood and there is tension within BBYO about its value for the organization as a whole.

- PDI's longer-term goal of training talented Jewish professionals to build careers at Jewish communal institutions is sometimes obscured by a focus on assessing PDI participants' contributions to BBYO or conversely, is seen as the sole purpose of PDI.
- The BBYO management team has not clearly articulated to BBYO staff the dual purpose of PDI and there are many questions about why BBYO is investing in PDI. *To what extent and how is PDI supposed to benefit the organization? How does the MBA element in particular serve the mission of BBYO?* In particular, there is a disconnect between the international office and regions about the value of PDI to the organization.
 - ◆ While some regional supervisors see improvement in teen programming due to contributions of PDI participants, others do not see an increase in quality or effectiveness in work being done with teens.
 - ◆ Accommodating the workload and schedules of PDI participants can be a burden for both supervisors and non-PDI staff who do not necessarily see a corresponding benefit for the extra time and planning that this takes.
 - ◆ Both regional supervisors and non-PDI staff are concerned that the hiring/recruitment process that required all new hires to be in PDI pushed away talented candidates who were committed to working with youth but not interested in being in school at the same time.



Part 2: Preparing for Jewish Communal Leadership

Jewish Nonprofit Landscape

As PDI participants look for jobs in the Jewish nonprofit sector, this is the landscape they will encounter:

- **There are approximately 10,000 Jewish nonprofit organizations.¹**
 - ◆ Approximately 37% of Jewish nonprofit organizations are religious (e.g., synagogues, mikva'ot).
 - ◆ About 20% of Jewish nonprofit organizations are educational (e.g., day schools, universities).
 - ◆ At least 15% of Jewish nonprofit organizations are foundations or funds that provide financial support to other organizations.
 - ◆ Only 4.6% of Jewish nonprofit organizations are social welfare focused and 2.5% are Federations.
 - ◆ Only .5% of the Jewish nonprofit organizations solely focus on young adults.
- **Jewish nonprofit organizations are geographically concentrated in a few states. New York has the highest number followed by California, Florida and New Jersey.**
 - ◆ The 10 states with the highest Jewish population have 82% of the Jewish population, 85% of Jewish religious organizations and 89% of Jewish educational organizations.

¹ This estimate is based on the U.S. Internal Revenue Services' database (Guidestar) on tax-exempt public charities, private foundations, and other types of nonprofit organizations. Burstein, P. (2008). *Jewish Nonprofit Organizations in the U.S.: A Preliminary Survey*. To be published in *Contemporary Jewry*. Available at: http://www.soc.washington.edu/users/burstein/Burstein_Contemporary_Jewry.pdf.

There is ambiguity and uncertainty about PDI participants' post-BBYO employment search and on each individual's role and obligations in this process.

- Management has not clearly communicated to PDI participants, supervisors or mentors its priorities or decision-making process for retaining PDI participants or for assisting them with their job search.
- Anxiety about plans for staffing and resource allocation as PDI participants graduate exacerbates confusion about how PDI will benefit BBYO, especially among supervisors and non-PDI staff.
- There is also concern that once PDI is over there will be even fewer professional development resources for staff who did not participate in PDI.

“One of the things we’re going to have to really watch out for is what’s going to happen when the first cohort is done and there is an exodus of staff. Are programs going to have to contract? Are we going to have to pay more for these employees?”

—Non-PDI Staff Member

“I think there is a sense out there that unless it’s PDI, then we’re not interested in professional development.”

—Supervisor

Most PDI participants have not developed a strategic approach to their career or a tangible career development plan.

- PDI participants, especially Cohort 1, expect BBYO to take the lead on helping them find jobs, whether within or external to BBYO and to provide them additional information on the employment process.
- Few PDI participants know the type of job they want based on their discussion with their mentor, BBYO work experience or coursework at Kelley Direct or Hebrew College.
- Few PDI participants are aware of BBYO's plan to contract with a third-party provider to assist them with leadership development and to support them in identifying employment opportunities outside of BBYO.

“Will I be able to keep working for BBYO? How will they integrate us? Is there a plan in place? What if all of us feel like our jobs don't meet our needs? Will we have an opportunity to apply for new jobs? Should we look elsewhere? Are they preparing us to work in the Jewish community? Will they help me? Will they kick us out?”

—Cohort 1 Participant

Mentors' assistance and support with post-PDI employment vary across relationships.

- Some mentors are proactively involved in helping their mentees pursue employment options (e.g., drafting a plan for career development, setting up informal interviews) while others provide more passive assistance (e.g., being a sounding board).
- Mentors feel they have received little guidance from BBYO about how they should be involved in assisting with mentee post-PDI employment.

“My role is not to help him find a position. That is his and BBYO’s job. My role is to help him think through what are the critical requirements that he is looking for in that next role.”

—Mentor

“I talked with my mentee about practical next steps she could take, including brainstorming a list of people for her to go and have lunch with and [to conduct] informal interviews. I invited her and she attended a two-day convening of people [in the field she is interested in].”

—Mentor

In the coming year the Center for Leadership Initiatives (CLI) will be working with Cohort 1 participants to help them articulate their plans for employment post-PDI.

- CLI is a comprehensive leadership and career development program that will assist PDI participants in identifying the right next opportunity post-PDI.
- CLI's work with Cohort 1 will include:
 - ◆ An intake process that will assess participants' skills, interests and passions through assessment tools as well as one-on-one coaching;
 - ◆ Webinars to provide information on the employment landscape and to calibrate expectations about employment and hiring opportunities;
 - ◆ A two-day, in-person seminar to further refine skills and interests, articulate transferable skills and define career goals;
 - ◆ A two-day matchmaking meeting to define specific action steps, and identify targets and connections; and
 - ◆ Final webinars to bring all the job search components together.

As Cohort 1 prepares to graduate from PDI, community stakeholders' attitudes about the purpose and structure of PDI are mixed.

- Community stakeholders have little intimate knowledge about the substantive components of PDI or its intent. Most agree that the existence of PDI is a significant demonstration of BBYO's commitment to professional development for its staff.
- Some stakeholders believe that PDI has the potential to impact Jewish communal institutions, but see it primarily as a program intended to benefit BBYO.
- Stakeholders generally believe the skill sets conferred by an MBA can benefit Jewish communal institutions. However:
 - ◆ Some question the effectiveness of an online, distance learning approach; and
 - ◆ Some believe that the broad nature of business knowledge means that it is essential to articulate the core competencies program participants are expected to have at the end of the program.
- Stakeholders are aware of the multitude of efforts in Jewish communal institutions to develop talent and believe there may be room for a multi-organization, collaborative program.

“There is vibrancy in bringing together people from different organizations, to build cohorts and have them learn from one another. We’ve had the opportunity to bring together people from different types of organizations and the cross-fertilization is magical. It diminishes the isolated worlds that many Jewish organizations exist in and brings innovation into the Jewish communal sector. Otherwise organizations tend to stay in siloed worlds.”

—Community Stakeholder



Part 3: Cohort Findings

Interest in PDI grew for the Cohort 3 recruitment process with a 30% increase in prospective applicants.

	Cohort 1* 2008		Cohort 2 2009		Cohort 3 2010	
Total prospective applicants	32		285		370	
	Internal 32	External —	Internal 5	External 280	Internal 8	External 362
Submitted complete application	18	—	2	50	3	55
Screened by BBYO HR	—	—	—	44	—	44
Interviewed in person	—	—	—	19	—	18
PDI participants	14	—	2	8	3	8

* All Cohort 1 participants were BBYO employees prior to acceptance into PDI.

In this final year of recruitment, the number and quality of prospective applicants continued to increase.

- Overall, the quality of candidates were better; they had higher scores, more experience and/or more advanced post-college academic credentials.
- BBYO successfully cultivated a large applicant pool through professional networks, online social networking and traditional career fairs. BBYO also systematically tracked prospective applicants.
- Word-of-mouth was a very effective method for recruitment—there is a greater awareness of PDI and applicants sought it out specifically.
- BBYO PDI positions were available in 7 cities and 1 region (Washington, Philadelphia, Westchester, Houston, Phoenix, Memphis and Nashville; and Southern New Jersey). All openings were filled.

Changes in this year's recruitment process contributed to the increase in applicants.

New approaches included:

- One-on-one contacting of important people and connectors, especially at Federations, Hillels and JCCs in all cities in which BBYO was hiring.
- PDI had a booth and contributed to a session on MBAs and Jewish professional development at General Assembly.
- PDI purchased a one-month ad on the JTA Web site in December as the job hunt season started to ramp up.
- Cities in which there were open positions were announced at the beginning of the PDI application process; in the previous year applicants could not specify which city with openings they would like to work in.

Cohort 3 looks fairly similar to the previous cohorts. PDI seems to have identified its niche in terms of a participant profile.

	Cohort 1	Cohort 2	Cohort 3
	(n=14)	(n=10)	(n=11)
Demographics			
% Male	22%	70%	55%
Median age at admission into PDI	25 (range 23–30)	25 (range 23–39)	24 (range 22–28)
Jewish Affiliation			
Conservative	36%	20%	45%
Reform	14%	30%	27%
Other	50%	50%	27%
Teen Experience			
Prior experience working directly with teens	93%	100%	82%
In BBYO positions working directly with teens	64%	90%	91%

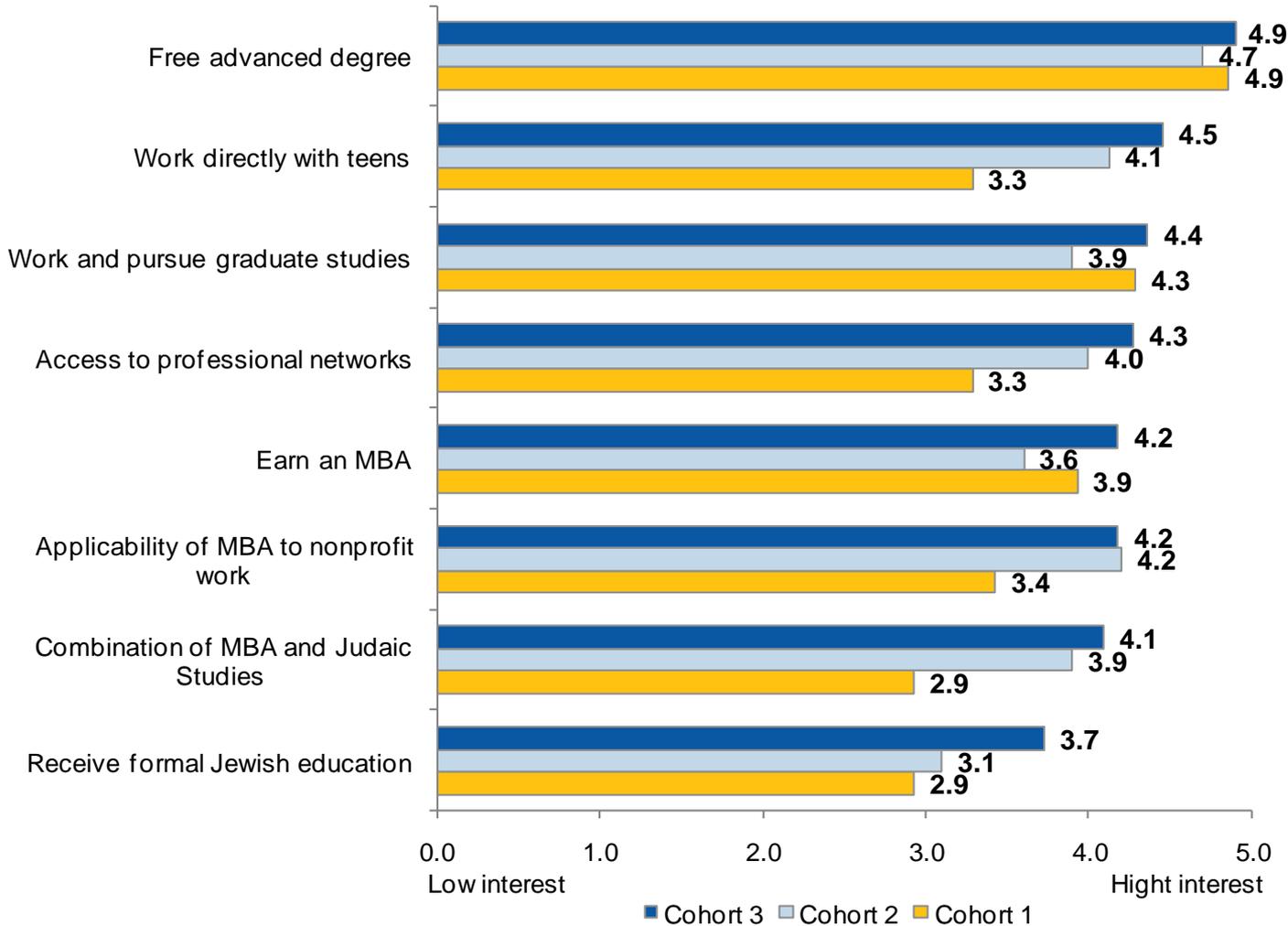
All three PDI cohorts have similar academic profiles.

	Cohort 1	Cohort 2	Cohort 3	2010 Applicants
	(n=14)	(n=10)	(n=11)	(n=379)
Undergraduate GPA	3.4 (range 2.5–3.9)	3.4 (range 2.9–3.8)	3.5 (range 3.1–3.8)	3.3 (range 1.9–4.0) (n=243)
Average GMAT (out of 800)	549 (range 350–680)	553 (range 430–710)	598 (range 450–700)	578 (range 380–740) (n=42)
B.A. in Liberal Arts / Social Sciences	88%	100%	91%	85% (n=362)
Undergraduate Academic Honors	63%	33%	27%	NA

Cohort 3 completed their undergraduate educations at the following universities:

- Boston University
- Brandeis University
- Dickinson College
- George Washington University
- Indiana University
- Ohio State University
- Pace University
- University of Chicago
- University of Kentucky
- University of Pennsylvania

A free advanced degree continues to be the biggest appeal of PDI.



“I am most interested in the youth work. I was never really interested in the MBA beforehand but then I found out that it was in nonprofit management and that is something I am actually interested in. I saw this as a great way to enhance my professional skills.”

—Cohort 3 Participant

Data are from a survey for Cohorts 1, 2 and 3 in which they were asked to rate their level of interest in PDI program elements on a scale of 1 to 5. (n=35)

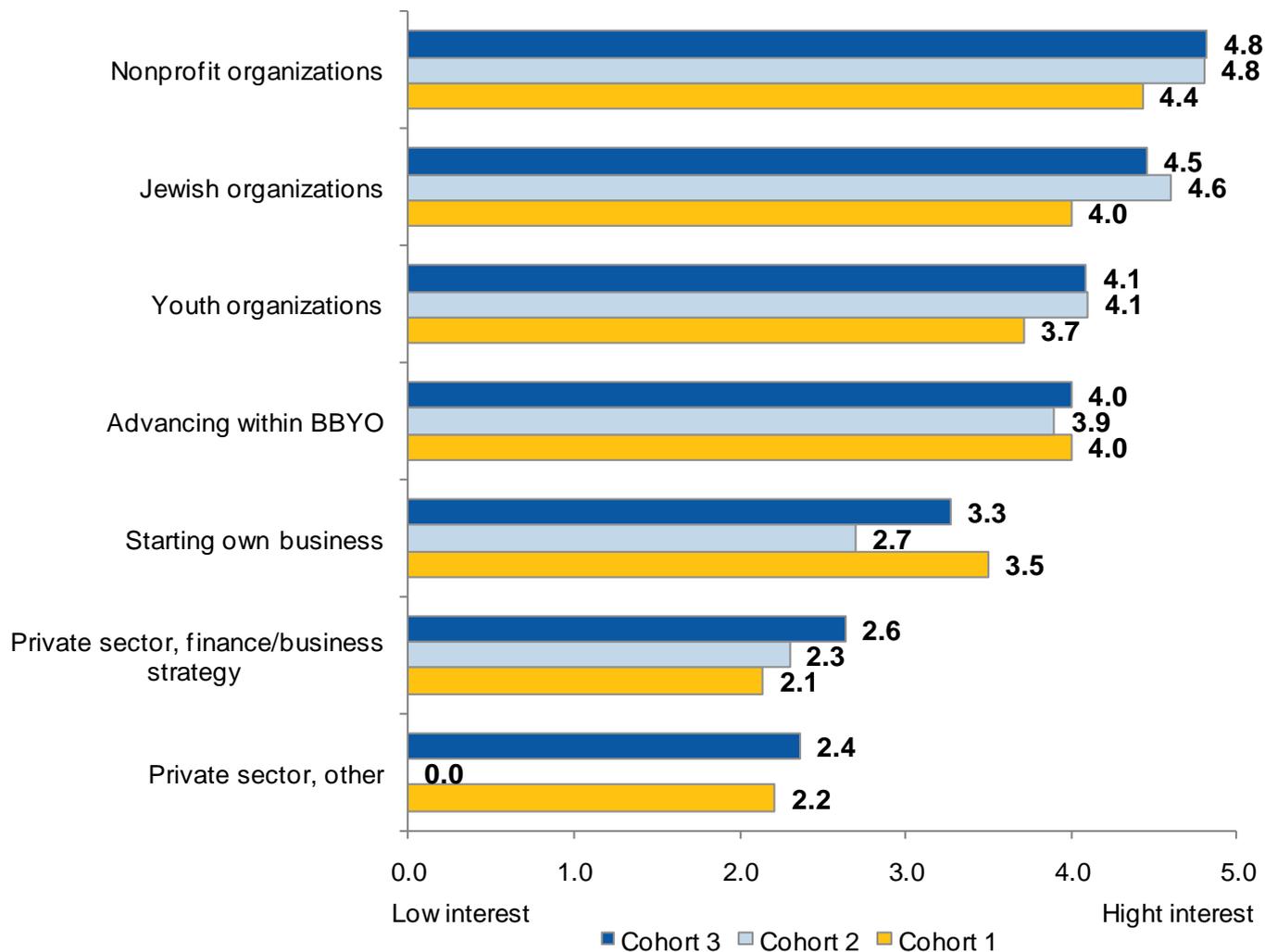
Cohort 3 participants expect to gain professional skills and develop their experience in the nonprofit sector through their participation in PDI.

- Cohort 3 participants look forward to the skills they will gain from getting an MBA, primarily in management and finance.
- About half of Cohort 3 participants are particularly interested in advancing their Jewish knowledge.
- About half of Cohort 3 participants report being particularly excited about the opportunity to work with teens and excellent colleagues.
- Cohort 3 participants look forward to being part of a cohort as both a way to get input on their career, coursework and job responsibilities, and to build a professional network in the Jewish community.
- Cohort 3 participants do not have a clear sense of what to expect over the next three years, both in terms of their jobs and the PDI experience; they are also concerned about their ability to balance school, jobs and personal lives.

“PDI is such a fantastic multidisciplinary program. I wanted business expertise, including a fluency in management and operations. I’d like to grow and learn more Judaism. I’m doing this for professional growth.”

—Cohort 3 Participant

All three cohorts are most interested in working in nonprofit and/or Jewish organizations after graduation.



“My ultimate goal is to do Israel advocacy and work with teens, so that is how I see my graduate school work and my current job blending.”

—Cohort 3 Participant

Data are from a survey for Cohorts 1, 2 and 3 in which they were asked to rate their level of interest in specific professional areas on a scale of 1 to 5. (n=35)

Cohort 3 participants plan to continue working in the Jewish community long term.

- Cohort 3 participants have an array of professional interests in the Jewish community, including Jewish education, the Maccabi Games, Israel advocacy work or becoming rabbis.
- About half of Cohort 3 participants have a specific desire to reach an executive or management level position in the Jewish community.
- While Cohort 3 participants are open to the idea of staying at BBYO after three years, they do not expect or plan to do so; they see the benefit of moving to other organizations to gain experience.

“I don’t know for sure whether a career with BBYO will be my thing. However, one of my goals has always been to reach an executive level [position] within a Jewish organization or start a JCC, so this is an opportunity to advance my education and my career plans.”

“Right now I’m interested in staying in the Jewish community, maybe in marketing. At some point, the corporate world would be good but maybe also in a marketing role. Ultimately, I can see myself being an executive back in the Jewish world.”

—Cohort 3 Participants

PDI participants are building a professional resource network amongst themselves.

- Relationships are still stronger within cohorts, but PDI participants are interested in developing more connections with other cohorts.
 - ◆ Cohort 1 participants see themselves as more separate from others due to their cohort's "pilot" role in the PDI program.
- Because of the initial interaction between Cohorts 2 and 3 in Boston, Cohort 3 felt prepared and ready to begin their program at Hebrew College.
 - ◆ Cohort 3 participants see Cohort 2 as great *advice givers*; similarly, from Cohort 2's perspective, they feel like they are now *mentors*.

"It was really nice and it was helpful for me to reflect back on what it was like to [begin the PDI program] a year ago because we didn't have those opportunities to ask a cohort."

—Cohort 2 Participant

"A lot of us end up working alone because of the way BBYO is structured, so it's helpful to have people you can talk to online, by phone.... There is such a sense of purpose among us. It will be good support to have each other."

—Cohort 3 Participant

While PDI participants share similar characteristics as individuals, as groups each cohort is different to work with.

- Cohort 1 is very different than Cohorts 2 and 3.
 - ◆ All Cohort 1 participants were BBYO employees prior to PDI and had already established opinions about BBYO.
 - ◆ As the pilot cohort of PDI, program elements were created and tested on them.
 - ◆ Cohort 1 participants have garnered a reputation of being a more difficult cohort to work with.
- Cohort 1's experience and attitudes have shaped PDI programmatically, particularly in terms of Hebrew College adjusting its program plans based on Cohort 1's feedback.
- Cohort 2 quickly saw the connections between their academic work and their jobs. They are looking forward to improving as professionals in the coming year.
- It was important to Cohort 2 to offer support and advice to Cohort 3 as they entered PDI, support they feel they did not receive when they began the program.
- Cohort 3 is acutely aware of the unique opportunity PDI presents and is incredibly grateful to be a part of PDI.

PDI participants' satisfaction with various program elements is mixed, but 97% of participants are still in PDI.

PDI participants have a wide variety of opinions about different parts of their PDI experience. Some common experiences are shared in the bullets below, followed by additional participant reflections.

- PDI is an all-encompassing, intense experience that can be challenging and tiring for participants.

“As tired and overwhelmed that I do feel, I still feel grateful and I am learning lot. I am really happy to have had this opportunity.”

—Cohort 1 Participant

- Learning how to transfer knowledge from Kelley Direct's for-profit context to BBYO's nonprofit context is challenging but rewarding when it happens.

“The financial accounting class was mind blowing—just to see how everything fits together and how I can look at my budgets in a different way.”

—Cohort 1 Participant

“I found the [Kelley Direct] organizational change class to be really beneficial because it was talking about leadership and I used it to develop a curriculum for one of our leadership programs.”

—Cohort 2 Participant

- Forming supportive relationships within cohorts is an especially valuable part of the PDI experience.

There's been a lot of time given to us to get to know each other and really build our cohort. I really feel like if I had a question about something I didn't understand and somebody had more experience in that part of work or school that I now have ten other people that I can call right off the bat.”

—Cohort 3 Participant

Perspectives on Participant Satisfaction

Integration

“PDI has deepened my appreciation for organizational work and structure in the Jewish and non-Jewish world, and I have a broader perspective. I definitely know what is going on in the Jewish world too that I didn’t have a sense of before.” —Cohort 1 Participant

“I see how not everything we’re going to be learning right now is going to be immediately applicable. You store it in a file and eventually, at some point in your career, you will have to use these things. But I don’t have any illusions that I’ve got to now be bringing all these things into my day-to-day work life.” —Cohort 2 Participant

Hebrew College

“I’ve found Hebrew College really interesting. It’s turned me on to additional literature and difficult criticism, other things that I perhaps hadn’t delved into that deeply before. And it has spurred a personal interest in some of those topics. I’m in the process of devising a curriculum where I’m able to take some of these complex concepts and bring them to teens.” —Cohort 2 Participant

“To an extent I don’t feel like [that because of] the instruction that I received at Hebrew College that I am better prepared to put together a Jewish program for the teens. However, I feel that where I was helped was definitely in the resources.” —Cohort 2 Participant

“I have really enjoyed the Hebrew College experience and the professors are great.” —Cohort 1 Participant

Mentors

“I love my mentor. She knows what I’m doing professionally, she knows what the bigger picture is, and she also knows the community that I work in. I’ve found her [to be] really supportive throughout the year giving me advice, but also in talking about issues within the Jewish community. For me, at 24, to be having that conversation with a woman of her stature and experience is unprecedented in my life and my professional life.”

—Cohort 2 Participant

“The mentoring piece is very much what you make of it. I love my mentor, I talk to him frequently, he works in the field I want to go into. But at the same time, there was no check-in from the international office, no one was making sure that it was happening. And I don’t think we had any guidance as to what the mentorship was supposed to do. I kept it up because he and I enjoyed the process that we were in and he and I made a plan.” —Cohort 2 Participant

Online Model

“I don’t know if this is what the business school experience that others have. It’s hard to have the same experience by e-mail and by phone. It’s just not the same.” —Cohort 1 Participant



Part 4: Recommendations

Over the next year, PDI's opportunities for improvement include:

- Continuing to integrate program elements and PDI participants' new skills at the individual, program and organizational levels
- Communicating to PDI participants, stakeholders and BBYO staff the dual purpose of PDI and the goals of each PDI program element
- Communicating to all stakeholders plans, roles and expectations for post-PDI employment
- Focusing on leadership development in participants' 2nd and 3rd program years
- Anticipating and planning for program milestones well in advance

Continue to integrate program elements and PDI participants' new skills at the individual, program and organizational levels

The PDI Director can:

- Develop a comprehensive plan for how integration can happen at each level and for how these levels connect and overlap
- Identify and communicate the roles and responsibilities for integration to PDI participants, stakeholders and BBYO staff
- Offer resources and support to help participants, stakeholders and BBYO staff fulfill their responsibilities and proactively follow up to check on progress and challenges
- Create additional opportunities for all three cohorts to come together and share learnings

The BBYO Management Team can:

- Work with PDI Director to map out specific ways in which PDI participants' knowledge and skills can be integrated into BBYO programming and operations, and develop an execution plan (e.g., how Hebrew College and Capstone projects will be used to benefit BBYO, including dissemination of and communication about projects)

Communicate to PDI participants, stakeholders and BBYO staff the dual purpose of PDI and the goals of each PDI program element

The BBYO Executive Director can:

- Share vision of why PDI is important for BBYO as an organization with entire BBYO staff
- Articulate how PDI will make lasting contributions to BBYO programs and operations beyond the end of PDI

The PDI Director can:

- Work closely with each stakeholder group to remind them continually of the goals of PDI and their roles in supporting those goals. For example:
 - ◆ Share with participants what they can expect each year in the program and help them better understand what they are supposed to be getting out of the program elements
 - ◆ Set clear expectations for mentors about the goals of their relationship with their mentee and help them better understand the various PDI program elements and how they work together

Communicate to all stakeholders plans, roles and expectations for post-PDI employment

The BBYO Management Team can:

- Develop priorities and criteria for deciding which PDI participants will be retained and clearly communicate criteria and decisions to the entire organization
- Consider how retention and departure of PDI participants will impact staffing and budgets, especially in regional offices, and plan accordingly
- Determine what PDI participants who stay at BBYO can expect in terms of salary, job responsibilities, etc.

The BBYO Executive Director can:

- Promote the value of professional development for all BBYO employees, not just PDI participants, and be more explicit about exactly what resources are offered and how to access them

The PDI Director can:

- Over communicate with PDI participants and mentors about CLI's role in job development
- Clarify expectations about the mentor role in job development
- Proactively communicate with supervisors and other BBYO staff about the impact PDI participants' graduation will have on their budgets and staff

Focus on leadership development in participants' 2nd and 3rd program years

The PDI Director can:

- Work closely with CLI to help design programming and develop resources that will enable PDI participants to articulate who they are as leaders and what they have to contribute to the Jewish communal world
- Identify ways to help Cohorts 2 and 3 develop leadership skills—not just academic or work skills—earlier in the PDI program

JJF and BBYO can:

- Assess the leadership needs of Jewish communal institutions to ensure that PDI participants will be prepared to address those needs

Anticipate and plan for program milestones well in advance

The BBYO Management Team can:

- Incorporate into strategic planning for the next several years how PDI will impact BBYO and what action steps need to happen to maximize that impact
- Determine what BBYO should retain from PDI even after the program is complete, and how learning and training will remain a priority in the organization

The PDI Director can:

- Create clear guidelines or perhaps a handbook that outlines what PDI participants, stakeholders (especially mentors) and BBYO staff (especially supervisors) can expect in each year of the PDI program and their roles in contributing to PDI
- Develop a plan for institutionalizing knowledge about PDI beyond the PDI Director