

Cultivating Jewish Professionals

*Cumulative Evaluation Findings from BBYO's
Professional Development Institute*

JULY 2015

Prepared for
Jim Joseph Foundation

Prepared by
Informing Change

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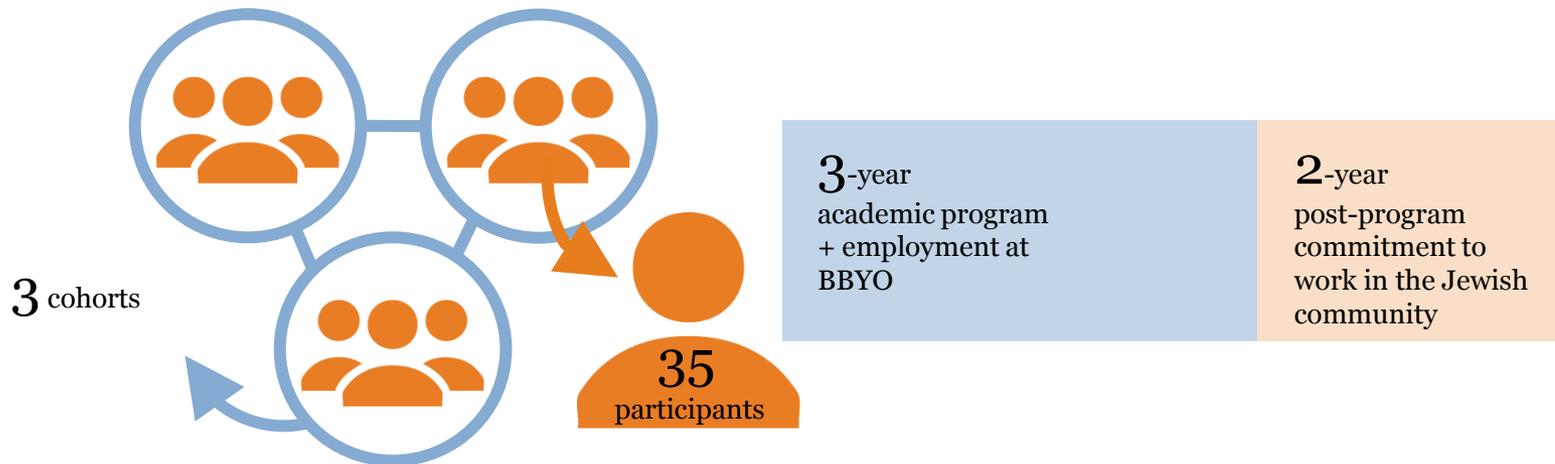
Introduction

PDI Program Design & Evaluation Overview

PDI Overview

In 2007, BBYO—the largest pluralistic Jewish teen movement in North America—launched an ambitious program called the Professional Development Institute (PDI). **The purpose of PDI was to increase the capacity and commitment of talented, early-career Jewish professionals to build a career in Jewish communal institutions.** The hope was that PDI would not only help young professionals grow at BBYO and support the organization in engaging teens, but also create a workforce of highly-qualified professionals for the sector. The PDI theory of change, further outlining the program’s goals and intended outcomes, can be found on page 4.

The Jim Joseph Foundation, PDI’s sole funder, underwrote the program with a generous grant of \$7.5 million over 7 years (see Appendix A for further information about the PDI budget). Although the goals and outcomes of PDI were meant to be realized over 15 years—through 2023, as participants move through their careers—the program was time-limited and designed only for a handful of cohorts.



PDI Program Components



Employment: Full-time employment for 3 years at BBYO while fulfilling PDI academic requirements.



MBA: An MBA with a focus in nonprofit management from the Kelley School of Business at Indiana University via their online MBA program.



Jewish Education: A Certificate in Informal Jewish Education from Hebrew College, with the option of candidacy for a master's degree at the discretion and cost of each participant.



Cohort: A cohort of participants experiencing PDI at the same time.



Mentor: A mentor in the Jewish communal sector to help reinforce the relevance of PDI for participants in their current jobs and, longer term, in their careers. At a minimum, each mentor/mentee pair was expected to meet in person for 4 hours each quarter.



Career support: ChangeCraft (formerly Center for Leadership Initiatives) provided support through one-on-one coaching, webinars and in-person seminars to help PDI participants articulate and reach their career goals after PDI.



In-person Retreats & Seminars: Each cohort met in person in the winter and summer for up to 1 week for an “in-residence” program.



Israel Trip: Hebrew College led each cohort on a group trip to Israel focusing on experiential learning and cohort bonding between the second and third program years.



Commitment to working in the Jewish Community: After the 3-year program, participants were required to make an additional 2-year commitment to working in the Jewish community, either within BBYO or at another Jewish organization.

PDI Theory of Change

PURPOSE: To increase the capacity and commitment of talented, early-career Jewish professionals to build a career in Jewish communal institutions.

PROBLEMS

- The Jewish communal field is challenged to recruit talented Jewish professionals
- The Jewish communal field is challenged to retain talented Jewish professionals
- The challenges of recruitment and retention undermine program and service quality

TARGET POPULATIONS

- Jewish communal institutions
- Exceptionally talented Jewish college graduates

STRATEGIES

- Graduate Education in Business Administration
- Judaic Learning
- Mentoring
- Social/Professional Networking
- Minimum 3-Year Professional Work Experience
- Marketing and Communications Dissemination
- Adapting PDI Best Practices
- Post-Graduate Job Placement in the Jewish Community
- Targeted Recruitment

SHORT-TERM OUTCOMES¹

JJF & BBYO Outcomes

- 80% of Institute participants successfully complete program
- Improvement in quality of BBYO programs led by Institute participants
- Expressed interest from additional talented, early-career professionals to participate in the Institute
- Increased awareness and understanding within the Jewish community of the Institute's efforts and added value

Participant Outcomes

- Improved participant skills in management and Jewish teachings
- Increased participant commitment to working in the Jewish community
- Increased sense of connection and community among participants
- Successful placement of 80% of graduates in professional positions in Jewish communal institutions
- Increased satisfaction with BBYO professional work experience

LONG-TERM OUTCOMES²

JJF & BBYO Outcomes

- BBYO and other Jewish communal institutions have improved recruitment and retention of talented Jewish professionals
- Jewish communal institution programs and service quality is enhanced

Participant Outcomes

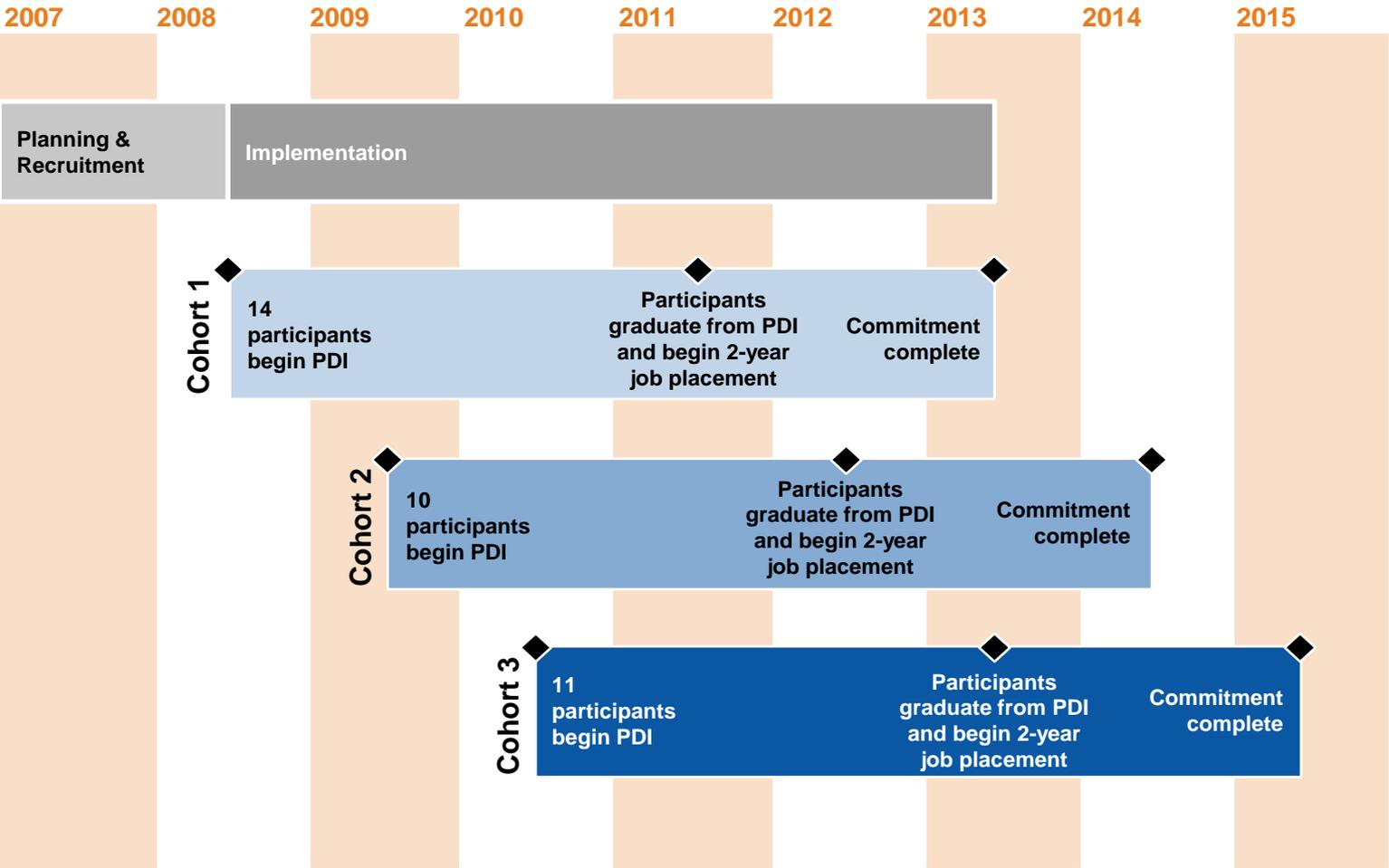
- Majority (70%) of graduates are working in Jewish institutions
- Significant numbers of participants have advanced to higher level positions within the Jewish community
- Graduates continue to network with each other both professionally and socially

ULTIMATE IMPACT: There are more talented Jewish professionals with strong management skills and deep Judaic knowledge to manage and lead quality programs and services at Jewish communal institutions (including BBYO).

¹ End of 3-year BBYO placement.

² 5–10 years after the completion of the 3-year PDI program.

PDI Timeline



Program & Evaluation Context & Evolution

Early Grantmaking: PDI was among the first grants—and the very first large, multi-year grant—approved by the Jim Joseph Foundation, which began its grantmaking in 2006. PDI was initially conceived as a tool to enhance the quality of Jewish education in BBYO. As such, it was closely aligned with the Foundation’s focus on Jewish education using large grants to test new ideas, especially in non-denominational organizations having a national footprint, like BBYO.

Recruitment: For the first PDI cohort, recruitment was limited internally to only current BBYO employees. For the second and third cohorts, to fill the positions in the program, recruitment expanded to also include external outreach. External recruitment resulted in a 30% increase in applicants from the second to the third years of the program.

Lifespan: The intention of the PDI initiative was to recruit 80 total participants in four cohorts of 20 people each. In the end, PDI ran for three cohorts with a **total of 35 participants**. The Jim Joseph Foundation board decided to shorten the program’s lifespan following recruitment challenges for the early cohorts.

Impact on Teens: PDI was built with the intention of impacting teens in BBYO. With this in mind, the evaluation initially considered addressing the questions of how, whether and to what extent PDI enhanced the lives of BBYO teens Jewishly. However, the program’s direct impact at this level was difficult to measure. Paired with PDI’s focus on young professionals rather than on the teens themselves, the evaluation was adjusted to measure impact at the level of the PDI participants.

Interim Employment Findings: Employment data presented in this report provide a useful snapshot of where alumni are currently in their careers. However, at the time of data collection, Cohort 2 alumni had just fulfilled their 2-year commitment to working in the sector and Cohort 3 alumni were in their final committed year. As such, more time is needed to fully reflect how the PDI program will influence their post-program employment choices within or outside the Jewish communal sector.

Evaluation Overview

Since the inception of PDI, Informing Change has worked closely with the Jim Joseph Foundation and BBYO to assess the initiative.

The PDI evaluation began with eight initial evaluation questions, which guided the evaluation for the first 3 years (between 2008–2011).³ These research questions focused on the program’s design and implementation, as well as identifying recommendations for improvement. The findings helped BBYO and the Jim Joseph Foundation assess PDI’s progress and allowed for course corrections in programming and expectations.

As the initiative neared its conclusion, the evaluation evolved to focus on post-graduate and longer-term PDI outcomes and lessons learned. Thus this report, which is guided by the revised evaluation questions does not address all short- and long-term program outcomes articulated in the theory of change. The evaluation questions guiding this cumulative assessment of the PDI initiative since its launch include:

1. To what extent are PDI alumni⁴ increasing or sustaining their interest in and commitment to careers in the Jewish community?
2. To what extent are PDI alumni improving and applying their management skills and Judaic knowledge?
3. What lessons learned from PDI are most useful to the Jim Joseph Foundation, BBYO and the Jewish communal sector?

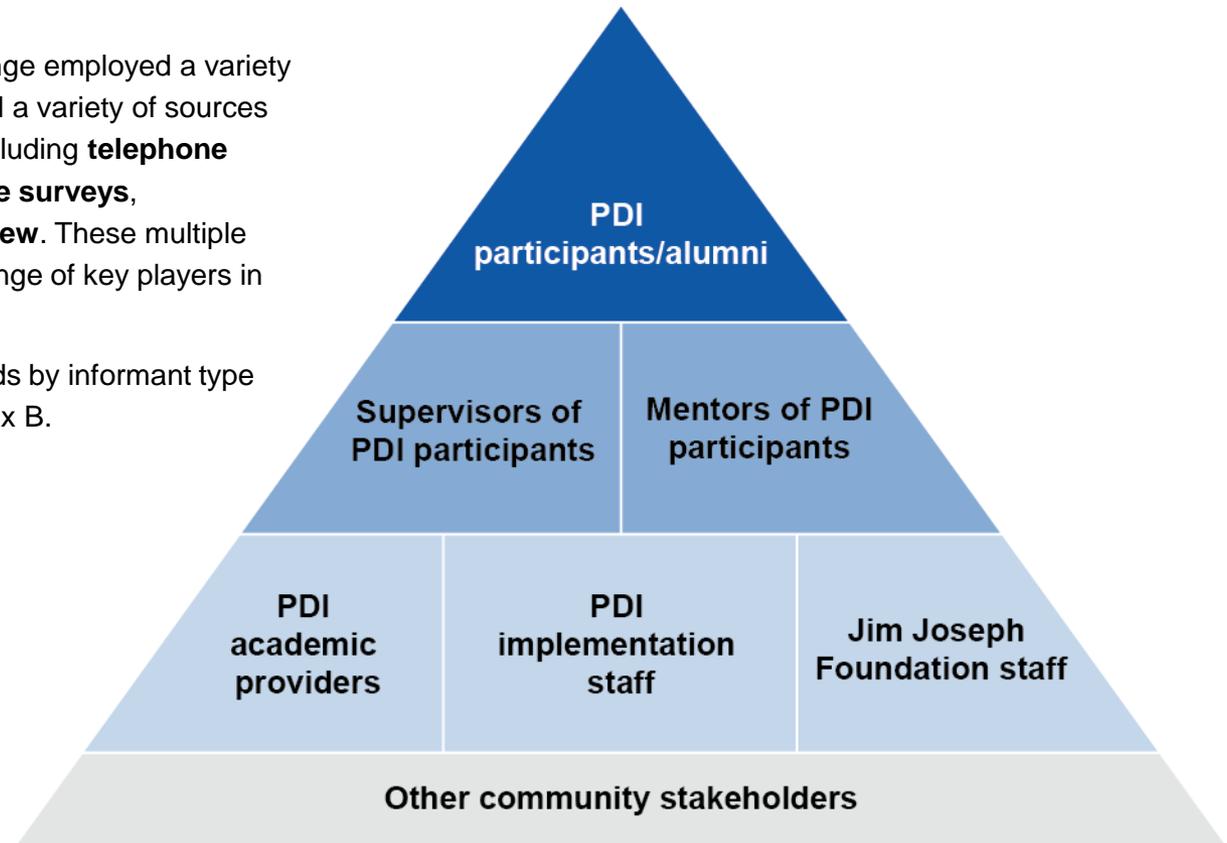
³ Please see Appendix A for a full list of the initial evaluation questions.

⁴ The term ‘PDI alumni’ collectively refers to all participants across Cohorts 1, 2 and 3.

Evaluation Methods

From 2008–2013, Informing Change employed a variety of research methods and included a variety of sources to assess the progress of PDI, including **telephone interviews, focus groups, online surveys, observations** and **materials review**. These multiple avenues allowed us to reach a range of key players in the PDI program.

A full list of data collection methods by informant type and year can be found in Appendix B.



PDI Participants

Who are they? Where are they? Where are they going?

Most PDI participants are early/mid-career millennial professionals who had minimal work experience prior to entering the program.

- **Age:** On average, participants were 25 years old as they began the program, ranging from 22–39.
- **Experience:** Before joining the program, many PDI participants held programmatic positions directly working with teens or young adults. A few held administrative positions, and a few more were students. Most were early on in their careers, and only a few had extensive work experience.
- **Place of Prior Employment:** Over half of PDI participants (60%) worked at BBYO before they entered the program.
- **Educational Background:** Some PDI participants had just graduated from undergraduate or graduate institutions. While each cohorts' average GPA was higher than the average student in Kelley's online program, PDI participants' average GMAT score fell below the average score at Kelley.

Exhibit 1
Academic Backgrounds of PDI Participants

	Kelley Online Business School ⁵	All PDI Participants (n=35)	Cohort 1 (n=14)	Cohort 2 (n=10)	Cohort 3 (n=11)
Average Undergraduate GPA	3.3	3.4 (range 2.5–3.9)	3.4 (range 2.5–3.9)	3.4 (range 2.9–3.8)	3.5 (range 3.1–3.8)
Average GMAT	636 (Out of 800)	567 (range 350–710)	549 (range 350–680)	553 (range 430–710)	598 (range 450–700)
Academic honors prior to PDI	N/A	43%	63%	33%	27%

⁵ Source: <http://kelley.iu.edu/onlineMBA/Admissions/page36806.html>

Almost all (94%) participants completed their academic PDI requirements.

- This exceeds the program’s goal of having 80% of PDI participants successfully complete the program.
- In terms of completing their PDI degree requirements:
 - All Cohort 1 alumni successfully completed both the MBA and Hebrew College certificate programs.
 - All but one Cohort 2 participants received a certificate or degree from Hebrew College (97% completion rate).
 - One Cohort 2 participant is completing MBA coursework independently of PDI, and one Cohort 3 participant is not completing the MBA coursework (94% completion rate).

Almost all (89%) PDI alumni are either continuing to work in the Jewish community or are pursuing further Jewish education.

Alumni are fulfilling their 2-year commitment to working in the Jewish sector. All Cohort 1 and 2 alumni have completed this commitment, and all Cohort 3 alumni indicate that they also plan to do so.

Exhibit 2
PDI Employment as of August 2014^{6,7}

Employer	All PDI Participants (n=35)
BBYO	40%
Other Jewish organizations	46%
Non-Jewish organizations	6%
Rabbinical school	3%
Total alumni who are employed or in rabbinical school	94%
Total alumni who are employed by Jewish organizations or in rabbinical school	89%

⁶ At the time of the interview, two alumni were no longer in their positions and were seeking employment.

⁷ Immediately following PDI graduation, 97% of alumni were placed or continued working in Jewish communal institutions and began their contractual commitment to the field, exceeding the program goal of 80%.

Employed PDI alumni now work at a wide range of organizations and positions across the country.

BBYO: Over time, the percentage of PDI alumni working at BBYO decreased as they graduated from the program. In 2014, just over one-third (40%) of alumni were employed at BBYO, compared to about half (55%) in 2013. The BBYO staff turnover rate has grown from 19% in 2008 to 28% in 2013,⁸ yet the average tenure of BBYO employees like those held by PDI participants rose from 1.6 years to 4.1 years.⁹ While PDI participants remained at BBYO for at least 3 years, there are not enough data to attribute this change to PDI alone.

Geography (Exhibit 3): The largest concentration of PDI alumni is on the East coast, specifically the Washington DC and New York metropolitan areas. There are additional pockets in the Midwest and on the West Coast. Most PDI alumni work in communities with medium or large Jewish populations.¹⁰

Type of Position & Employer (Exhibit 4): PDI alumni work in a range of Jewish organizations, varying in mission, approach and size. Most work in medium-to-large organizations (including BBYO), many of which have a national reach or are part of a national effort. Most PDI alumni outside of BBYO work in administrative and management roles, as opposed to direct service, while those at BBYO are employed in both headquarter and teen programming roles.

TYPES OF ORGANIZATIONS

- Jewish community organization (e.g., Federation, JCC)
- Philanthropy
- Israel advocacy
- Congregation
- Jewish campus life (e.g., Hillel)
- Jewish education

RANGE OF POSITIONS

- Development
- Marketing
- Leadership development and training
- Program planning
- Teen programming

⁸ Data obtained from BBYO in October 2014.

⁹ Data obtained from BBYO in January of 2015.

¹⁰ Cohen, S. M., Ukeles, J. B., & Miller, R. (2012). Jewish Community Study of New York: 2011 Comprehensive Report. UJA-Federation of New York.

Exhibit 3
Location of PDI Alumni Employment

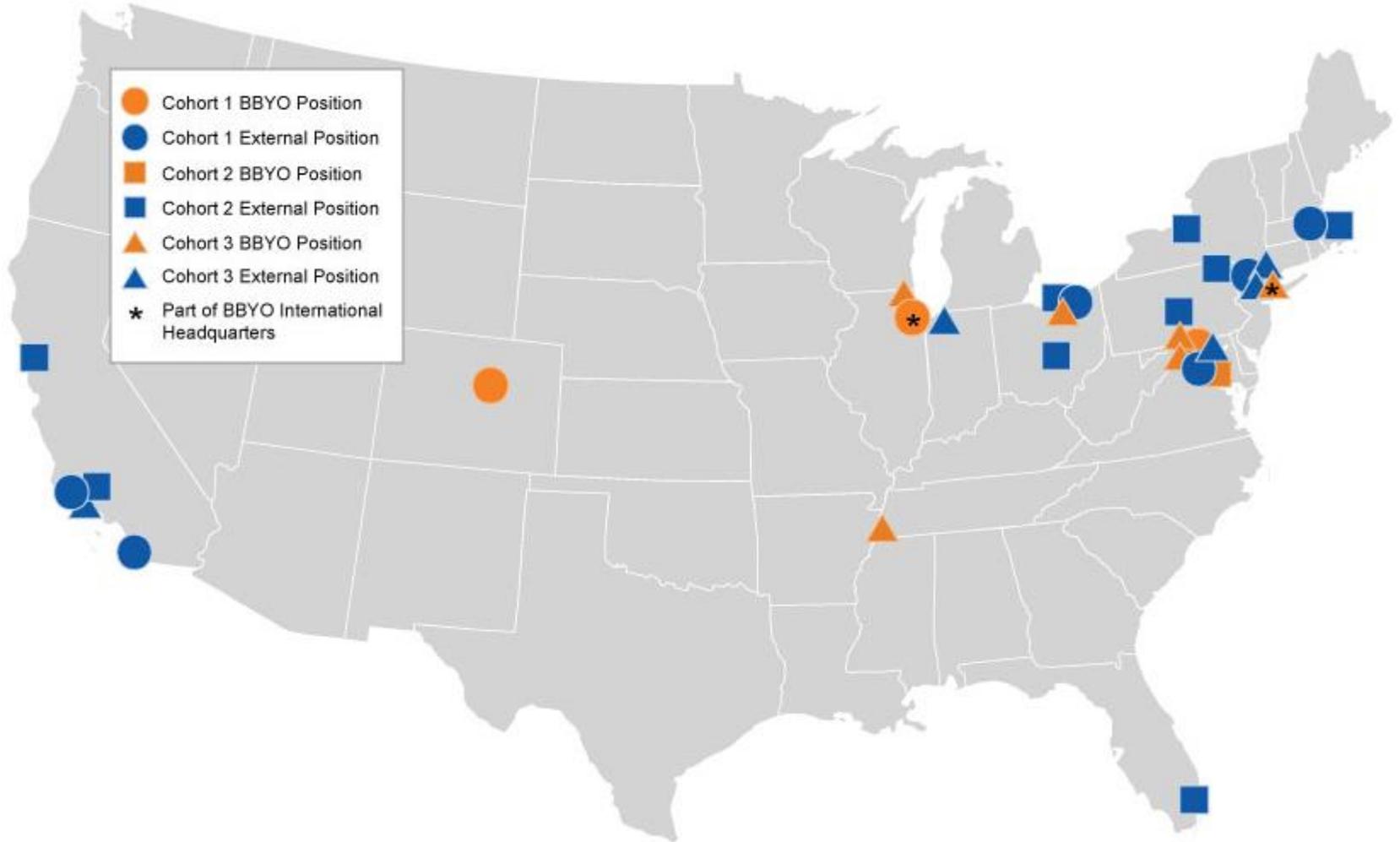


Exhibit 4
PDI Alumni Employment

Cohort 1	Cohort 2	Cohort 3
BBYO		
<ul style="list-style-type: none"> • Director of Connect and Teen Leadership and Development, International Headquarters • Director of AZA/BBG and the Teen Movement, International Headquarters • Senior Program Director, Rocky Mountain Region • Program Director, Mountain Region • Director of International Advisor Network, International Headquarters 	<ul style="list-style-type: none"> • Associate Director of Planning and Strategy, International Headquarters 	<ul style="list-style-type: none"> • Manager of Major Gifts and Donor Communications • Director of Cotton State Region • Program Director, Great Midwest Region • Director of Campaign and Leadership Initiatives • Director of Jewish Enrichment ,Northeast Hub, International Headquarters • Assistant Director of Community Engagement, Northeast/Southeast Hubs
Other Jewish Organizations		
<ul style="list-style-type: none"> • Senior Director of Organizational Advancement, Moishe House • Program Officer, Jewish Community Foundation of Southern Arizona • Director of Makor and Special Projects, Hebrew College • Donor Relations & Stewardship Associate, Jewish Federation of Cleveland • Senior Director, YALA at The Jewish Federation of Greater Los Angeles • Marketing Manager for Endowment Campaign, The American Israel Public Affairs Committee (AIPAC) • Senior Program Director, The 14th Street Y 	<ul style="list-style-type: none"> • Assistant Director, Camp Poyntelle Lewis Village • Senior Philanthropic Advisor, Major Gifts, San Francisco Jewish Community Federation • Director of Institutional Advancement, Penn State Hillel • Director of Professional Networks, Jewish Federation of Broward County • Campaign Assistant, Builders of Jewish Education • Assistant Director, MIT Hillel • Coordinator of Teen Education and Israel Trips, Jewish Federation of Greater Rochester 	<ul style="list-style-type: none"> • Project Director, Anti-Defamation League • Program Director: Camping and Leadership Development, Marks Jewish Community House of Bensonhurst • Program Leader, Teen Experiential Programs, Builders of Jewish Education • Public Relations Manager, JUF Chicago • Manager of Donor Relations & Stewardship, Jewish Federation of Cleveland
Organizations Outside the Jewish Community		
<ul style="list-style-type: none"> • Leadership Coach and Organizational Consultant, ChangeCraft 	<ul style="list-style-type: none"> • Director of Constituent Giving, Nationwide Children’s Hospital • Executive Director, Blue Star Grants & Consulting 	

Over time, alumni have applied the management skills they gained through the MBA to their work.

- Alumni have gained a **broader and strategic understanding** of how different aspects of an organization operate (e.g., human resources, fund development, nonprofit law, finance, change management). They are able to see the “big picture” and think strategically about these different organizational functions.
- Alumni have more confidence in their business knowledge and skills; they have learned the business “lingo” to better articulate and describe their work (e.g., business acronyms, “net 30”; contracts, billing processes)
- They report big improvements in their “**soft**” **business skills**, such as managing time, networking, managing heavy workloads. However, they also apply “**hard**” **business skills**, such as marketing, accounting, budgeting and operations planning to their jobs.
- The further out alumni are from the program, the more difficult it is for them to attribute their knowledge, skills and performance solely to PDI. They also reference other influencing factors (namely learning on the job), which is to be expected in a professional development program and as time goes on.
- Alumni’s self-reflections are corroborated by their supervisors who note a general increase in alumni’s professional confidence and poise. They see alumni tangibly using business skills (e.g., creating effective marketing presentations), and also report somewhat intangible improvements (e.g., having a better sense of an organization’s overall vision and goals, better planning).

“Getting her MBA has helped her have a more macro-level understanding of how organizations are run, and she’s been able to apply that more immediately to her daily work.”

– BBYO PDI Supervisor

PDI alumni bring an increased understanding of the Jewish community and a personal sense of Jewish connection to their work.

- The biggest contribution of Hebrew College, according to PDI alumni, is that it provided them with an **“eye-opening” avenue** for exploring their relationships with Judaism and developing a **richer understanding of Jewish culture and history**. This includes increased familiarity with the American Jewish community and the multitude of Jewish expressions in North America. As a result, PDI alumni have increased confidence and capacity to speak “Jewish” and greater ability to access Jewish resources and texts (e.g., they “have a ‘toolbox’ of Jewish information they can refer to”).
- Generally, **PDI alumni do not talk about having gained tangible new knowledge or skills from their Hebrew College studies** that transfer to their work, and the Hebrew College component of PDI is not seen as a strength of the program. Those working with teens and in BBYO program director roles draw more heavily from what they learned at Hebrew College (e.g., getting program ideas) and note that Hebrew College brings a legitimacy to their role as a Jewish educator.
- Alumni found the **Israel trip** to be personally meaningful and an opportunity to see a side of Israel they would not have otherwise experienced. For those working with teens, it made them more confident to incorporate Israel into their work with teens. And in general, they felt like it was an important experience to have as a Jewish professional.

“The Hebrew College stuff affects my personal life and has helped deepen my Jewish identity. But it doesn't really affect my professional life that much.”

–PDI Alumnus/a

The degree to which alumni apply learnings from PDI into their current work is a function of three factors: position, organization and personal initiative.

Position

The nature of PDI alumni job responsibilities influences the relevance of the various components of the program to their work. Alumni with finance, development and marketing roles tend to draw more on the MBA skills they learned, while others—mostly those in programmatic roles—are more able to draw from their Jewish learnings in their professional roles.

Organizational Context

The availability and quality of supervision and organizational support can encourage or inhibit the application of PDI learnings. Participants need room to practice their newly acquired skills and apply their knowledge, and a culture that champions growth, learning and innovation creates an environment that is conducive to this. Supportive supervisors can also help guide and empower staff in working through new processes and applying new learnings.

Personal Initiative

An individual needs to have a personal interest in and commitment to ongoing learning and improvement to actively explore how to apply all that they learned in PDI in their professional positions. In addition, personal considerations, such as available time and family circumstances, also play a role.

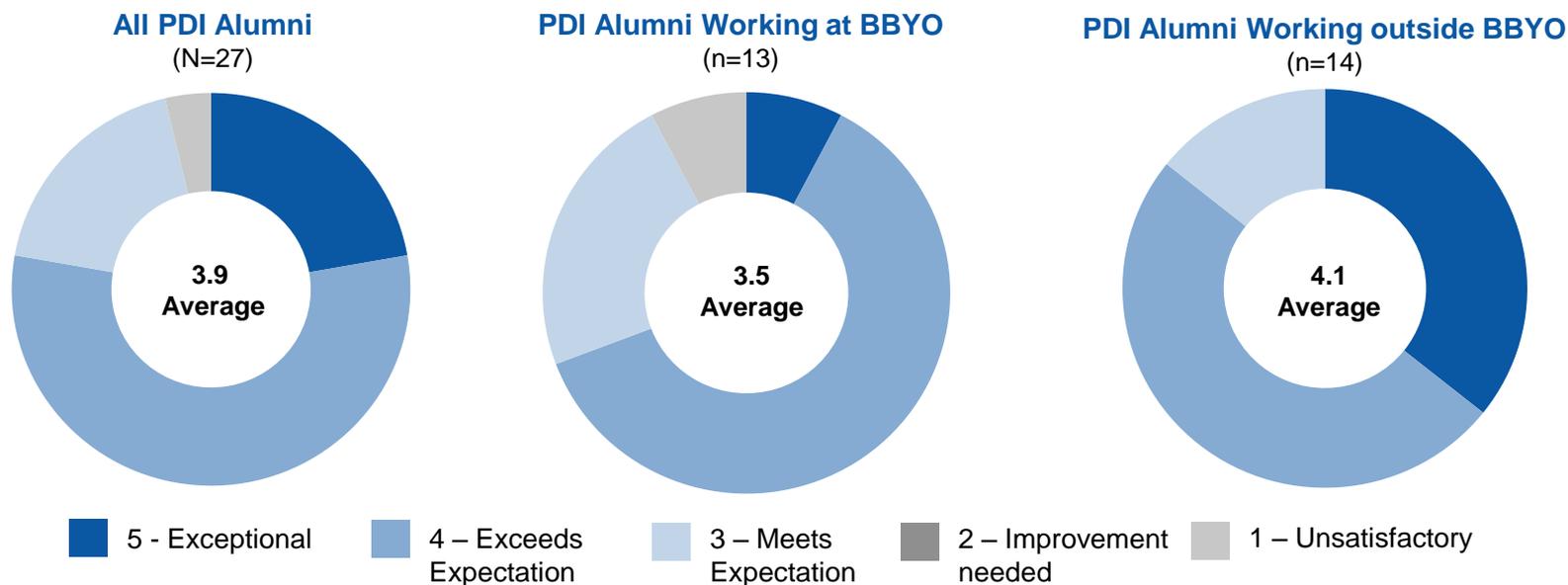
“People can learn really exciting stuff through professional development. And then they go back to their own institution and if they don't have that support from their supervisor or the culture in their organization, then none of it matters.”

–Stakeholder

With few exceptions, alumni are meeting or exceeding their supervisors' expectations, and their job performance continues to improve.

For alumni in new positions or organizations, supervisors generally report that they are settling into their roles and improving as they go. Almost all supervisors (89% of those who feel they can make the assessment) say the quality of participants' work has improved over the past year; the remaining 11% say there has been no change. Across all three cohorts, the average rating of job performance is 3.9, with little variation across the cohorts.

Exhibit 5
Supervisor Ratings of On-the-Job Performance of PDI Alumni¹¹



¹¹ Half ratings are included in the mean and rounded up for graphs.

Careers

Most PDI alumni are mid-level professionals with potential to professionally advance. Understandably, doing so will require more experience and skill refinement.

As supervisors and alumni reflect on the professional advancement of PDI alumni, both agree that alumni need more professional experience—essentially, time—before they will be ready and able to advance as leaders. They acknowledge that it takes time to put newly acquired skills and knowledge into practice.

Supervisors report that about three out of four PDI participants will be able to assume more organizational responsibility and move into higher leadership roles in the future, assuming ongoing strong performance. Not surprisingly, most of the 25% of alumni that supervisors identify as currently being less ready to advance are in Cohort 3. Mentors have also seen positive changes in the professionalism of PDI alumni, noting their increased confidence, self-awareness and understanding of their organizational contexts.

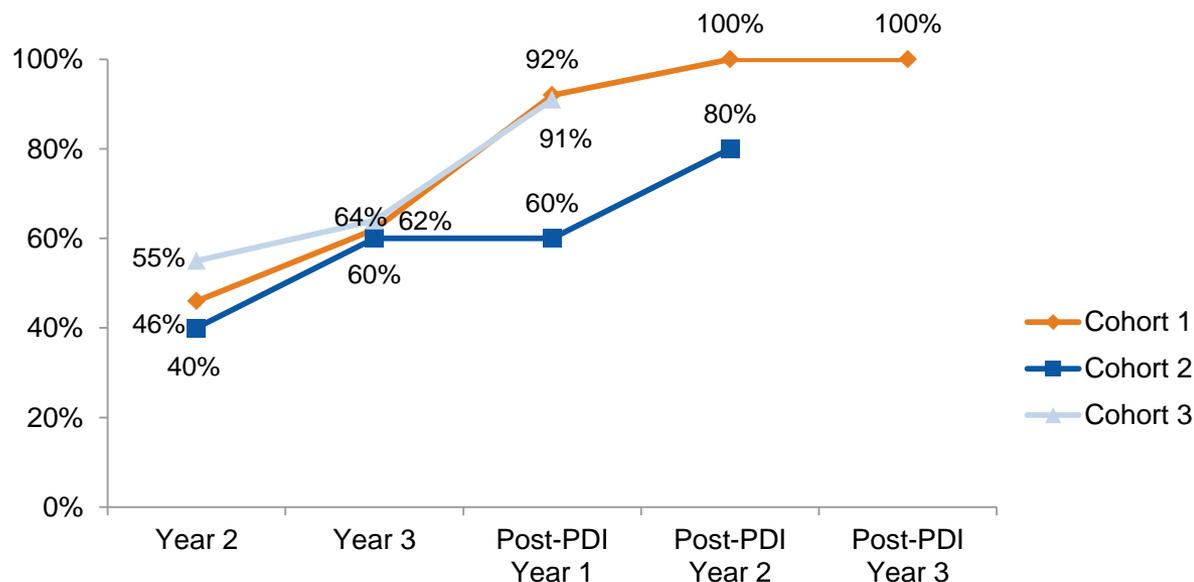
Exhibit 6
Skills Alumni & Supervisors Say are Needed to Support Alumni Development & Professional Advancement

	Alumni	Supervisors
Building confidence		✓
Building relationships		✓
Development skills	✓	✓
Leadership skills	✓	✓
Marketing	✓	
Strategy and visioning	✓	✓
Supervisory skills	✓	

Throughout the program, alumni roles and responsibilities grew. By the end of the evaluation, almost all (94%) alumni had taken on greater responsibility since starting PDI.

These greater responsibilities include increases in the number or size of the budget they manage, new or more supervision responsibilities, managing larger regions or programs, taking on strategy development, and much more. While PDI helped these professionals develop skills to support these new responsibilities, some of this career growth for these early- to mid-level professionals is also likely due to their increasing tenure at organizations and employment experience. Alumni continue to grow in their positions following PDI graduation.

Exhibit 7
PDI Participants with Increased Responsibility over the PDI Program
(N = 34)¹²



¹² One alumnus/a began rabbinical school following PDI graduation, and no data about growth in responsibility are available for this participant prior to graduation. The alumnus/a is therefore excluded from this analysis.

The majority (86%) of PDI alumni have advanced into higher-level positions.

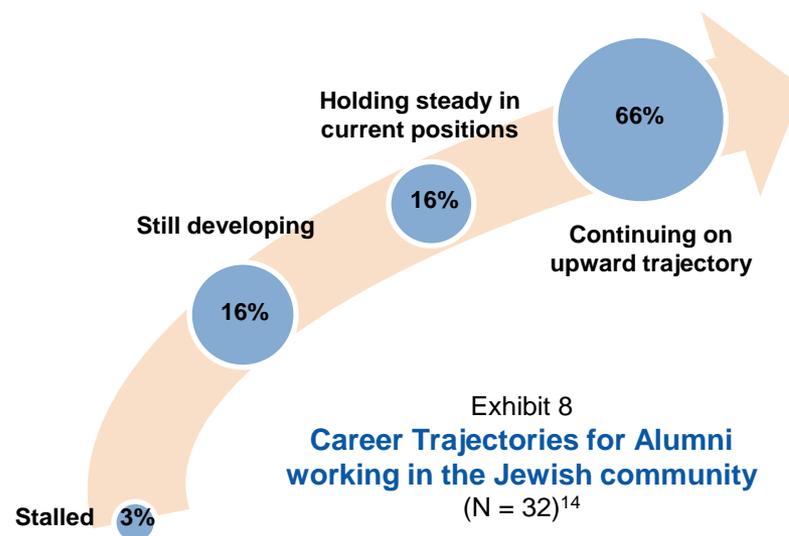
Many alumni appear to be moving upward and along a career trajectory: they have taken on new responsibilities, received promotions and are performing well in their jobs (Exhibit 8).¹³ The highest percentage of promotions and accepted higher positions occurred during the **2 years following PDI graduation**, indicating that alumni took the opportunity to demonstrate their learning while finishing their 2-year commitment in the Jewish communal sector. Supervisors support the indication that alumni are developing into quality, strategic professionals who will only continue to grow and advance. This advancement is something that is expected to be seen of professionals over a 6-year period and cannot necessarily be attributed solely to PDI.

Those **continuing on an upward trajectory** include alumni who continue to advance in their careers with promise for future advancement.

Those **holding steady in their current positions** have advanced over time and are currently performing well. They may have potential to advance in the future, though they are more focused on mastering skills needed for their current work.

Some alumni are **still developing** their ability to move along this path, despite previous advancement.

Those who have **stalled** are not performing well in their positions and are looking for work.



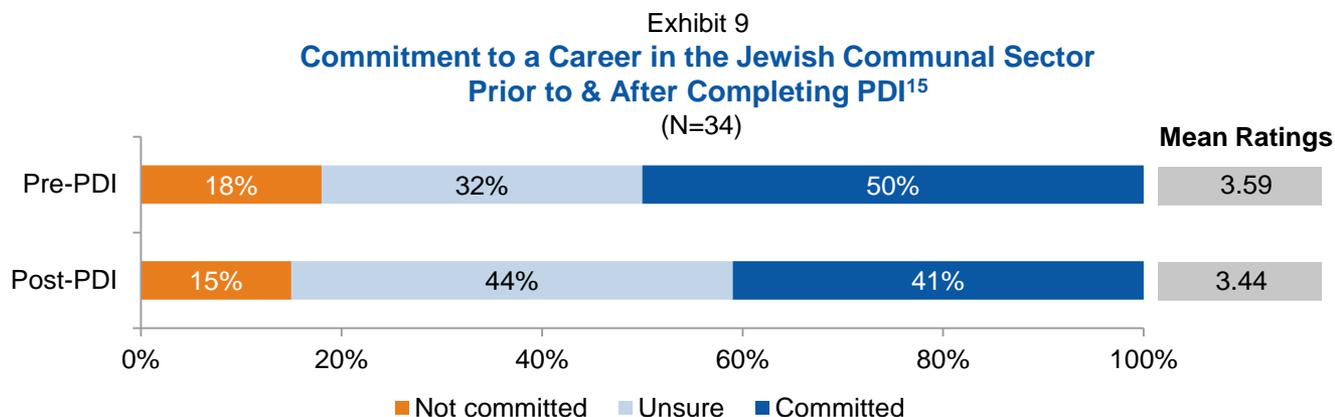
¹³ Rankings are based on increased responsibility over time, position at the evaluation's conclusion, supervisor rating of on-the-job performance and other qualitative data.

¹⁴ Three alumni are excluded from analysis: one is currently in rabbinical school, and two have left the field, although they are still moving on upward trajectories.

Even with upward movement in their careers, less than half of PDI alumni are sure they want to have a career in the Jewish communal sector.

While half of the participants were committed to having a career in the Jewish communal sector at the beginning of PDI, slightly fewer feel similarly at the end of PDI, with a number of participants still unsure about where their career will lead them (Exhibit 9). Those who are not committed may be currently working in the field, but are still weighing their longer term career options. Less than half of alumni (44%) report a decrease in their commitment; and more than a third (35%) report an increase in their commitment since they began PDI.

Interestingly, the six alumni who entered PDI not committed to a career in the Jewish sector all reported an increase in commitment over the course of the program. However, among the 17 alumni who entered PDI with a high commitment, 11 of them (65%) noted a decrease in their commitment. Regardless of alumni's thoughts about their future commitment, the majority (94%) of employed PDI alumni are still working in the Jewish community.



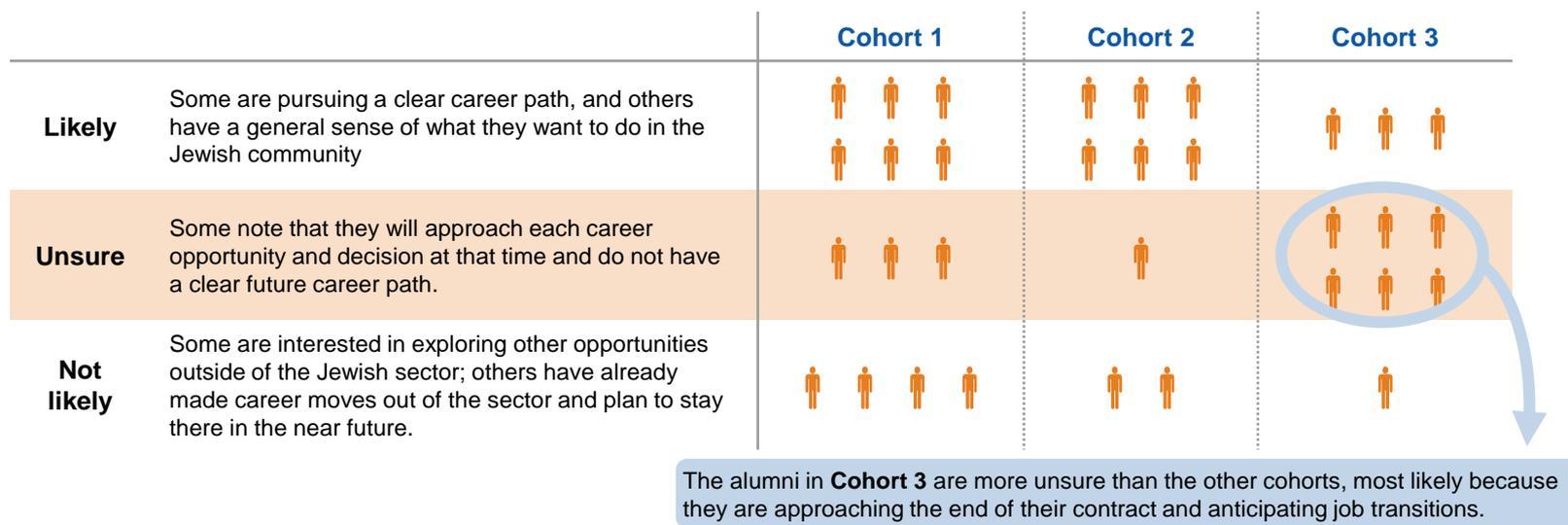
¹⁵ Alumni were asked to rate their commitment on a scale of 1 to 5 with 1 indicating “not at all committed” and 5 indicating “highly committed.” Ratings of 1–2 were grouped as “not committed,” ratings of 2.5–3.5 were grouped as “unsure,” and ratings of 4–5 were grouped as “committed.”

Certain aspects of PDI played a role in the level of alumni's commitment to a career in the Jewish community.

- **PDI's 2-year commitment had a positive influence on some alumni and a negative influence on others.** Some alumni felt that the 2-year post-graduation commitment to the Jewish community gave them time to think about how to develop their career path and develop a strong professional network. However, other alumni felt that the commitment helped them understand why they did not want to continue working in the Jewish community (e.g., ineffective organizational practices, different Jewish philosophies).
- **Particular elements of the PDI programming introduced alumni to a broader spectrum of Judaism and the Jewish professional world.** Participants note that their experience at Hebrew College and their meetings with mentors helped them gain an understanding of the professional possibilities within the Jewish community.
- **The network of professionals built through PDI has influenced some alumni to stay in the sector.** After attending PDI and working at BBYO, alumni developed a wide ranging network of peers who they know they can call on for professional and career support.
- **The skills that alumni learned through PDI, especially the MBA program, helped them advance in their jobs in the sector.** When alumni applied skills to the job and were recognized by their employers (e.g., promotions, pay increases), they often felt more committed to sticking with a career in the Jewish community.

Looking ahead, alumni are likely to be working in the Jewish community 2 years from now, but are less likely in 5 years.

Exhibit 10
Likelihood of Staying in the Jewish Sector in 5 Years¹⁶
(N=32)



Looking forward, alumni are interested in taking on positions with more strategic focus, managerial and supervisory responsibilities, fundraising, organizational development or leadership development. Coaching and consulting is also appealing to some alumni. A few participants express value and interest in having professional careers outside of the Jewish communal sector but continuing to engage in the community outside of their professional careers.

¹⁶ Alumni were asked to rate their likelihood of continuing to work in the Jewish communal sector on a scale of 1 to 5 with 1 indicating “not at all likely” and 5 indicating “highly likely.” Ratings of 1–2 were grouped as “not likely,” ratings of 2.5–3.5 were grouped as “unsure,” and ratings of 4–5 were grouped as “likely.”

Most alumni believe in the mission of their work, but some do not believe in the Jewish communal organizations.¹⁷

- **Almost all alumni (97%) say they are drawn to the sector because they believe in the overall mission of the work and/or see it as part of their personal identity.** Alumni find importance in working to strengthen the Jewish community, helping people connect with their Jewish identities and contributing to Jewish peoplehood. Some alumni note a sense of responsibility in giving back to the Jewish community because they themselves were supported and nurtured in the sector. They see the integration of personal and professional values come together in their career and appreciate that colleagues understand their Jewish identity, values and culture.
- **However, about a third of alumni (32%) view traditional Jewish communal organizations generally as ineffective and mired in politics.** Alumni cite various organizational issues that turn them off to employment in the sector, such as a lack of effective leadership, too much concentration on finances and fundraising, poor supervision and evaluation of employees, resistance to change, and organizational cultures of mediocrity.
- **In addition, more than a quarter of alumni (29%) are deterred by the salaries offered in the Jewish sector.** Alumni and other professionals have expressed this concern over time, especially as it relates to a gender gap in compensation, and it continues to play an increasingly important factor in career choice as they begin to have and support families.¹⁸

"I go home at the end of the day realizing that the work that I do—in some way, shape or form—makes a difference to others. I get to essentially help people on their Jewish journey."

– Alumnus/a

¹⁷ These findings are consistent with those surfaced in the 2014 report, Leadership Pipelines Initiative: [Cultivating the Next Generation of Leaders for Jewish Nonprofits](#).

¹⁸ The Journal of Jewish Communal Service (2013) "Toward Transparency: An Analysis of the 2012 Jewish Communal Professional Compensation Survey." Retrieved from: <http://ejewishphilanthropy.com/toward-transparency-an-analysis-of-the-2012-jewish-communal-professional-compensation-survey/>

Alumni's professional networks in the Jewish community are seen by some as an advantage to their careers and by others as a potential impediment.

- **About a quarter of alumni (26%) see the strong professional network that they have built in the Jewish communal field as beneficial to their future career.** Due to the time they have spent working in the field already, many have created most of their professional contacts within the Jewish community. For those alumni who have identified a career path in the field, this is seen as a true benefit and reason for staying in the field.

"While the community is a compelling reason to have a career in the Jewish sector, it is also pretty scary to think that you're putting yourself in a bubble."

– Alumnus/a

"The longer I am here, the more my professional universe becomes the Jewish community. This means that opportunities open up more here, but it also means that opportunities outside the Jewish community don't feel as accessible."

– Alumnus/a

- **However, another quarter of alumni (26%) view this tight professional network as a limitation to their future career growth.** They have concerns about being "stuck" in the Jewish community. They fear that having a long work history of Jewish professional work on their résumés and the majority of their professional contacts in the Jewish community will make them less appealing to employers outside of the sector. Some of these alumni fear that they are going to be stuck in a "bubble," "pigeon-holed" or "type casted" as a Jewish professional.

While some alumni have identified career paths in the Jewish sector, others do not see these options for advancement and have identified other career paths.

- **Some alumni (35%) want to advance their careers in the Jewish sector, but do not see enough opportunities, especially in the middle management range.** Others have realized that moving into more senior or executive roles would require more responsibility for fundraising and that is not where they want to take their career.

"I've grown a ton in this division and I have a high level of responsibility...I think that the Jewish community has provided me with some really great opportunities and that's why I am here."

– Alumnus/a

- **However, as some alumni (18%) advance in their careers, they have identified specific career interests outside of the sector or want to explore more career options.** They say that the work they were doing is not as rewarding to them anymore and they have either found other careers to pursue or want the option to explore other avenues outside of the sector.

"What room is there for a Jewish professional who is not going to enjoy or be inspired by or good at fundraising to be able to rise to the highest levels of Jewish communal leadership?"

– Alumnus/a

- **Other alumni (21%) have identified work that interests them in the Jewish sector and see opportunities for growth along a career path.** Many of these alumni who have identified a potential career in the sector see this occurring in Jewish education or fundraising/development. A few note that finding ways to advance using their professional skills has made the Jewish sector more compelling. These feelings of being challenged and rewarded for their work keeps them committed to the Jewish sector.

"I've started to recently realize other potential avenues of interest that one day, I may like to pursue in terms of a job."

– Alumnus/a

Stakeholders in the Jewish community echo alumni’s concerns about careers in the Jewish sector. In addition, alumni exhibit general employment trends that are consistent with employment trends of the millennial generation.

EMPLOYMENT TRENDS AMONG MILLENNIALS

- Millennials are holding more jobs throughout their work lives. They expect to work at six or more companies.¹⁹
- Millennials expect to stay at a job for less than 3 years. “Job hopping” can be used as a strategy to get ahead: Instead of staying at a company for promotion, they may switch jobs to obtain a better position.²⁰
- Young people also leave jobs for lack of training or mentors who can support their professional development.²¹
- Millennials enjoy meaningful work. They are motivated by opportunity and the quality of the working environment.²²

¹⁹ Faw, L. (2012). “How Millennials Are Redefining Their Careers as Hustlers.” *Forbes*. Retrieved from <http://www.forbes.com/sites/larissafaw/2012/07/19/how-millennials-are-redefining-their-careers-as-hustlers/>

²⁰ Meister, J. (2012). “Job Hopping Is the ‘New Normal’ for Millennials: Three Ways to Prevent a Human Resource Nightmare.” *Forbes*. Retrieved from <http://www.forbes.com/sites/jeannemeister/2012/08/14/job-hopping-is-the-new-normal-for-millennials-three-ways-to-prevent-a-human-resource-nightmare/>

²¹ Chapin, A. (2013, March 11). “Generation Y Workplace: Millennials Who Quit Jobs To Get Ahead.” *Huffington Post*. Retrieved from http://www.huffingtonpost.ca/2013/03/11/generation-y-workplace-jobs-quitting_n_2828150.html

²² London Business Strategy Review (2014). “The Price of Doing Business With Generation Y.” *Forbes*. Retrieved from <http://www.forbes.com/sites/lbsbusinessstrategyreview/2014/03/25/the-price-of-doing-business-with-generation-y/>

Lessons Learned

These high-level learnings are based on data and reflection from multiple types of informants dating back to the beginning of the PDI evaluation. They are intended to provide guidance for the development of future professional development opportunities and large-scale initiatives.

Building strong future leaders in the Jewish community requires broader and more comprehensive efforts including, but not limited to, individual development.

High quality staff are a necessity for Jewish communal organizations to deliver on their missions. PDI's efforts to build and advance leaders in the Jewish community addressed an important piece of the puzzle, but it is not the only piece. The PDI experience highlights that building strong future leaders cannot be achieved by offering professional development and leadership training alone. Attention also needs to be paid to organizational and sector-wide issues that can support—or deter—potential future leaders in pursuing a career in the sector.



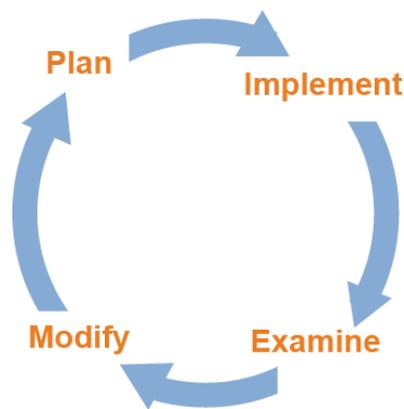
“People can learn really exciting stuff through professional development. And then they go back to their own institution and if they don't have that support from their supervisor or the culture in their organization, then none of it matters.”

– Stakeholder

The challenges of advancing emerging leaders to more senior positions are often couched in the context of problematic organizational cultures, misaligned organizational structures with field needs, unclear career paths and insufficient salaries. Organizations need to make their work more attractive to young leaders. This can include investing in the ongoing recruitment, development and retention of top performers; building healthier organizational cultures (e.g., strong supervision, cultures of appreciation); creating clear career paths; and prioritizing candidates from within the sector for executive or senior positions. Without focused efforts at the individual, organizational, as well as field levels, newly trained and skilled workers may leave the sector.

It is beneficial to leave time and space to pilot a new program—particularly one with a significant scope—to make design changes as needed before doubling down on the investment.

The Jim Joseph Foundation strategically invested in an ongoing evaluation from the beginning of the PDI program, which provided input for modifications to the program design. However, given the significant monetary and time commitment necessary for a long-term degree program, combined with the relatively quick roll-out of each annual cohort, PDI did not have much time for more significant course corrections. By the time important feedback and learnings were discovered from the first cohort, the second cohort was well on its way.



PDI, newly designed leadership development programs or other large, long-term initiatives would benefit from using a pilot period to test the program's theories and design with a small pilot cohort (e.g., 5–6 people). Starting small would reduce the initial investment risk and help program staff learn about the field's interest and readiness for the program. Intentional feedback and assessment loops are also critical for learning about recruitment efforts (e.g., quantity and quality of candidates interested in the program), effectiveness of program supports (e.g., quality, sequencing and combination of elements) and initial outcomes (e.g., alignment with overall purpose of the program).

In addition, conducting a needs assessment of the field prior to launching a program offers valuable information for design, selection and implementation. The Jim Joseph Foundation has conducted needs assessments for many of its more recent programs and has benefited from that process.

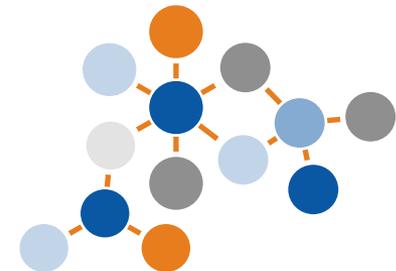
Intentional focus on developing the network in a professional development program benefits both the individual participants and the broader field.

A cohort model helps build a support system that participants in a professional development program can draw upon as they move through the program and as they network for jobs and take on new responsibilities afterwards. This network can offer individuals support, resources, idea exchanges and job opportunities. A strong and vibrant network can also serve as a mechanism to retain people in the field.

Fostering and maintaining this network requires intentional effort that is integrated into the program's design. The formality of the network will diminish over time if the facilitated networking opportunities are lacking. A program aspiring toward strong networking and connections between and among cohorts must build in a structured cohort experience and clarify expectations for participant and alumni activity from the start.

PDI alumni reflect on the importance of the cohort model with the PDI program and wish they had developed a stronger network during the program. Attention to network building is especially important when participants are geographically dispersed, as with the PDI participants.

Programs drawing participants across the nation should consider designing plenty of opportunities for in-person networking during the program that allow participants to maintain dynamic relationships (e.g., structured peer sharing or coaching, seminars and summits, networking dinners or lunches). In addition, more informal and inexpensive mechanisms can help keep participants up-to-date on news from their fellow participants.



Professional development programs need to carefully align programmatic supports with the program's intended goals, outcomes and audience.

Alignment with Program Goals & Outcomes

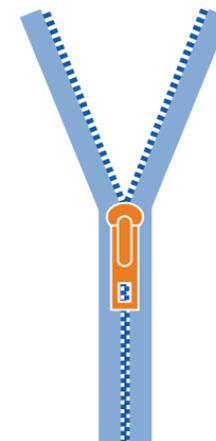
Program activities should be designed to support the ultimate goal and outcomes of the program. If these elements are not well-aligned, the major activities may need to shift to better meet defined outcomes (rather than re-defining outcomes to match the planned activities).

Alignment with Intended Audience

It is important to carefully determine characteristics of the program's target participants, recruit with these characteristics in mind, and develop activities to support this particular audience. Program supports should mirror where participants are in their career path, with some opportunities for “stretching” beyond their current responsibilities.

Is the program intended to **incentivize professionals** to enter a new field, to **support professionals** who have already chosen to pursue a career in the sector, or some combination of both? Incentivizing people to move into a sector has a higher risk than supporting those who are already committed, yet also plays the important role of expanding the pool of those who can see themselves working in the sector.

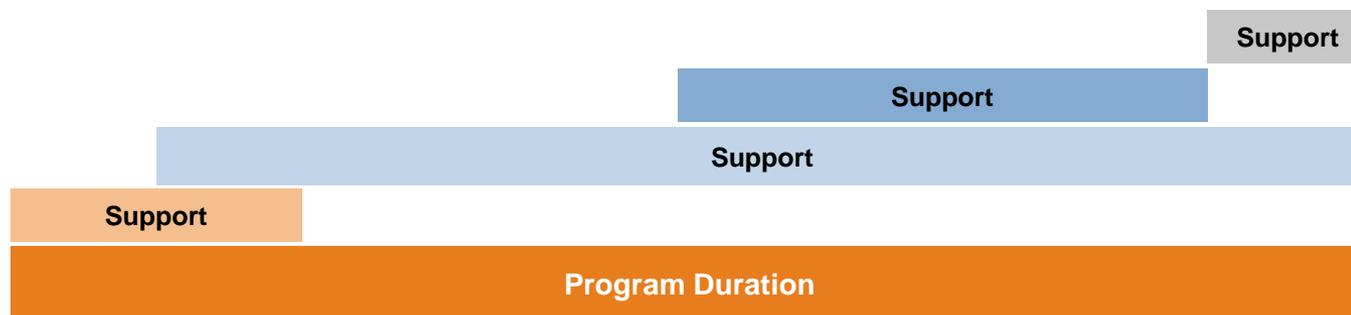
Is the program designed to support **early-career professionals** or **mid-career professionals**? Early-career professionals may need more general education about the Jewish communal landscape, potential career paths and preliminary skill-building; whereas mid-career professionals may need to develop specific skills to advance on a defined career path.



When offering multiple types of supports in a professional development program, careful consideration to the timing and sequencing of these supports is crucial.

PDI provided a plethora of supports to participants to address the multi-faceted issue of professional development. However, despite PDI's best intentions of providing a recipe for well-rounded development, the amount of supports often amounted to too much at once. Given that participants had a full-time job at BBYO, along with PDI, which required coursework for a degree and a certificate, travel and networking opportunities, mentorship and career support, many were saturated with information and felt that they could not devote the time needed to fully take advantage of all the offerings. At times, participants chose to prioritize professional obligations over PDI coursework.

Offering different types of supports to emerging leaders is key to developing a well-rounded future leader. At the same time, the sequencing of these supports is equally important. If multiple entities (e.g., employers, academic institutions, mentors) are providing different types of supports, they need to coordinate these opportunities to ensure that major tasks, deadlines or requirements do not conflict with one another. Also, staggering supports allows time for participants to absorb information and practice new skills.



Program models aiming to build leadership for a field would be well advised to recruit staff from multiple organizations across that field.

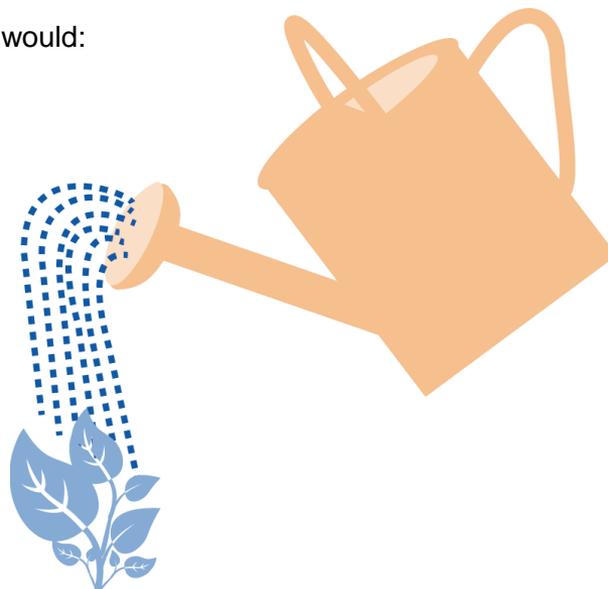
PDI was designed to develop professionals within BBYO while simultaneously improving the quality of the programs led by PDI participants. BBYO benefited in many ways from having current staff attend PDI and from recruiting new staff.

There are also drawbacks to having one host organization for a professional development program. For example, recruiting participants from only one organization results in overloading the staff and leadership pipeline with employees who have the same type of specialized training when a smaller number of such staff may be needed to strategically support the organization. These staff often look for opportunities to grow into higher positions and pay grades—opportunities that can be difficult to provide under one organizational structure.

Increasing the number of organizations that nominate staff for the program would:

- Widen the pool for potential applicants and help recruit highly committed and prepared participants,
- Allow a wider range of organizations and programs to benefit from the newly educated and trained participants, and
- Broaden the potential network that can be built and maintained throughout the program.

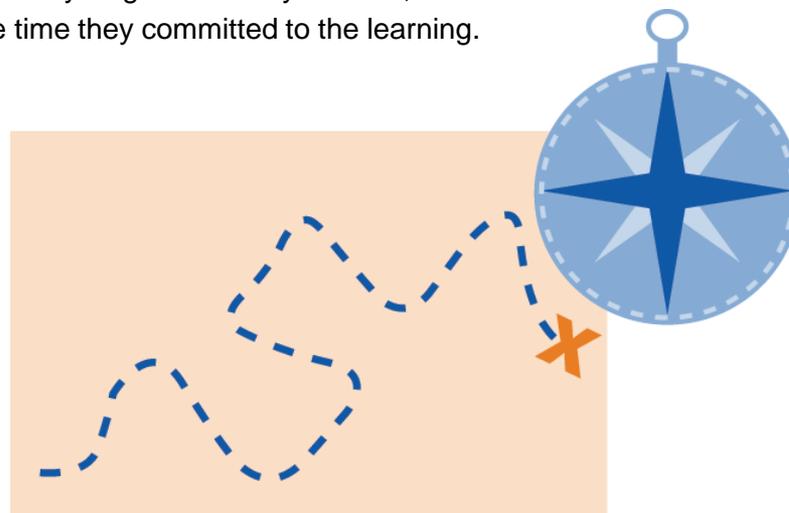
Professional development programs could also benefit from having teams of two to four people within one organization participate. These teams would then develop a shared experience, language and skill-set that could be used to stimulate organizational improvements and innovations.



Immediate on-the-job opportunities to implement learning from professional development programs provides participants with experience needed to strengthen and solidify their newly acquired skills and abilities.

PDI offered participants an impressive number of high quality development opportunities, yet not all participants had the opportunity to directly apply the skills they learned through the program. Although participants acknowledge how these skills could be useful in future positions, without immediate application, they miss the opportunity to deepen their understanding in a practical, hand-on way. Also, they may more easily forget what they learned, need additional refresher trainings in the future, or not see value in the time they committed to the learning.

Employers, supervisors and managers can play a role in finding opportunities for developing professionals to implement and try out what they are learning. An experiential process allows professionals to implement their learning and adjust their process for the future, while reinforcing what they learn in theory.



The cost of a professional development program—or, for that matter, any new program or initiative—needs to be considered in relation to the potential benefits and risks.

As this evaluation demonstrates, there were a variety of positive outcomes from the PDI program, particularly in terms of the professional growth and development of the PDI participants. PDI has the potential to provide the Jewish community with a group of well-trained professionals who can support the sector in the years to come. At the same time, the program has already supported staffing in the field for a minimum of 5 years per participant, something participants may not have done without PDI.

When considering the overall effectiveness of the program, it is important to consider what it took to produce those results. There are opportunity costs to consider. In this case, the per-participant cost was \$158,544. This raises the question, could equally strong or stronger program outcomes have been achieved at a lower price point? In particular, the cost of the MBA and the certificate in Jewish education were covered completely by the program. If participants contributed at some level towards these educational components, might there have been differences in recruitment or performance in the program?

Weighing the costs of an endeavor together with the potential benefits and risks from the outset can help determine whether to move forward with the concept, modify a proposed plan or move in a different direction.



Appendices

PDI Budget

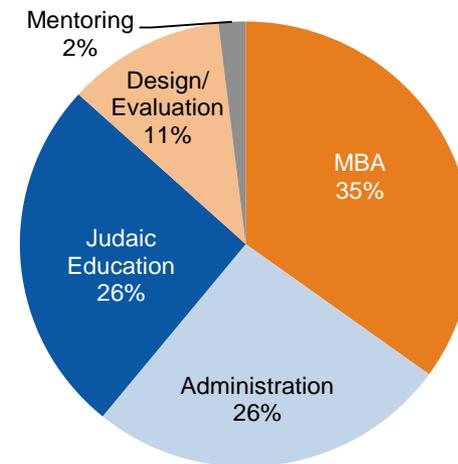
BBYO received a grant of \$7.5 million for the PDI program from the Jim Joseph Foundation. From 2008 through 2013, the actual program cost was \$7,074,065 (Exhibit A1).

On a per participant basis, the total **cost of PDI is \$158,544 per participant**. This calculation is based on the total program costs, excluding staff expansion costs of \$1,525,000, divided by all 35 participants. The staff expansion line item covered salary and benefits of new staff positions created with the express purpose of hiring new professionals into BBYO and filling PDI participant slots.

Exhibit A1
Total PDI Program Costs

Component	Cost
Program Administration	\$1,441,968
MBA Program, Kelley School of Business, Indiana University	\$1,938,697
Judaic Education, Hebrew College	\$1,432,618
Mentoring	\$107,585
Program Design/Evaluation	\$628,196
Staff Expansion (salaries for 5 staff hired by BBYO to participate in the program)	\$1,525,000
Total	\$ 7,074,064

Exhibit A2
PDI Program Costs Excluding Staff Expansion



Evaluation Data Collection Methods

	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	Total
Telephone Interviews							
PDI Participants	10	25	23	35	33	34	160
Supervisors/Colleagues of Participants	0	0	0	9	16	24	49
Mentors	13	19	23	17	9	0	81
Funders, Key Staff and Community Stakeholders	0	4	9	11	9	14	47
Academic Providers	5	5	4	0	0	0	14
Teens on Regional Boards staffed by Cohort 1 Participants	4	0	0	0	0	0	4
Focus Groups							
PDI Participants	2	2	1	0	0	0	5
Supervisors/Colleagues of Participants	0	1	1	1	0	0	3
BBYO Non-PDI Staff and Non-PDI Management	1	1	1	1	0	0	4
BBYO Management	0	1	1	0	0	0	2
Survey							
Cohort 1–3 Participants	Y	Y	N	N	N	N	2
Teens on Regional Boards Staffed by Cohort 1 Participants	Y	N	N	N	N	N	1

Evaluation Strengths & Limitations

STRENGTHS

- The evaluation uses multiple methods, which enabled Informing Change to triangulate findings to reach conclusions supported by multiple data sources. This gives Informing Change greater confidence in the findings and resulting implications.
- Data were collected at multiple points in time, building a deeper understanding of the initiative and its evolution.

LIMITATIONS

- The primary data sources used in this evaluation are self-reported (i.e., interviews), which may present some bias. However, this evaluation bases findings only on commonly mentioned responses across multiple informants.
- This evaluation assesses contribution toward outcomes rather than attribution. It is not possible in this evaluation to determine the degree to which results are due solely to the efforts of PDI.
- This evaluation does not assess the impact on teens.

Previous PDI Evaluation Questions

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 the recruitment lessons learned?
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 the Jim Joseph Foundation and BBYO systematically learning from and communicating about PDI to inform the broader Jewish community?