

Desk Fatigue

Several of the leaders we interviewed described experiencing a type of burnout as a result of advancing to a leadership position that shifted them away from the front lines of carrying out an organization's mission and into an administrative role. New CEOs and other leaders who enter administrative roles may benefit from the simple advice we heard about how to combat desk fatigue: make time for yourself to occasionally get out from behind the desk and immerse yourself in the direct engagement work that first inspired your decision to embark upon a career in the Jewish education or nonprofit sector.

Summary: Advancement

A great deal of research has already described the challenges of advancing to executive leadership. In our interviews a few themes stood out:

CHANGE LEADERSHIP: The transition is difficult from the beginning because it includes the need to provide leadership through a change affecting the entire organization

- **COACH:** A new CEO may have often faced impostor syndrome before, but feel new anxieties (sometimes reasonable concerns) about their skills relative to the responsibilities of the position. A professional coach can provide a personalized program of development to address those concerns. Leaders in this phase already know the field, so an “outsider” coach focusing on skill development is often preferable to an “insider” mentor
- **COHORT:** “It’s lonely at the top”; CEOs benefit from discussing the unique challenges of the position within a trusted cohort of other executives going through a similar transition because it may not be prudent to discuss those issues with staff, funders, or partner orgs.
- **DELEGATING:** It is a challenge to accept one’s distance from the work. There is far too much to do everything on your own (as leaders often have to in startup orgs/projects) so it is necessary to delegate. Others will not do what you tell them to do, but you must still accept that the work has to be entrusted to them.
- **DESK FATIGUE:** The executive may experience burnout from administrative duties and separation from the meaningful work that inspired them throughout their career. Inspiration might be restored by taking time to engage directly with beneficiaries

Conclusion and Next Steps

The aim of this report was to synthesize key elements of Jewish leaders of Jewish learning experiences (broadly defined). Through the in-depth stories we heard from 83 leaders, we identified both key phases of the leadership journey and interpreted experiences for Jewish leaders in the framework of the original Lessons of Experience study. This information provides value opportunity for reflection on overall leadership journeys and examination of inflection points where strategic investment could make a measurable difference in the Jewish leadership pipeline and overall Jewish leadership culture.

The next phase of the study is to leverage this data, the previous literature review and dialogue, and feedback from the foundation and research advisory council into a capstone report that aligns with the foundation’s strategic roadmap and brings in leadership development best practices to inform future investment in catalytic leadership development to drive the future of the Jewish social sector.



APPENDIX 1: The 83 Jewish Leaders Interviewed

Aaron Katler	Elan Babchuck	Marty Linsky
Abigail Michelson Porth	Eliav Bock	Maya Bernstein
Adam Eilath	Elie Kaunfer	Megan Harkavy
Adam Simon	Elka Abramson	Melissa Weintraub
Alex Shabtai	Eric Fingerhut	Mimi Kravitz
Alicia Oberman	Erica Brown	Mordy Walfish
Aliza Kline	Faith Leener	Nina Bruder
Amanda Pogany	Felicia Herman	Paul Bernstein
Amichai Lau Lavie	Gali Cooks	Rachel Isaacs
Ana Robbins	Heather Moran	Rachel Monroe
Angelica Berrie	Hindy Poupko	Rafi Rone
Anna Hartman	Idit Klein	Robert Bank
Anne Lanski	Ilana Aisen	Ruth Messinger
Ari Hart	Ilana Kaufman	Ryan Woloshin
Ari Kelman	Irving Greenberg	Sara Luria
Avi Rubel	Jacob Cytryn	Sarah Eisenman
Benay Lappe	Janet Harris	Sarah Waxman
Chip Edelsberg	Jay Moses	Sharon Brous
Dan Horwitz	Jeff Kasowitz	Sheila Katz
Dan Smokler	Jen Zwilling	Shifra Bronznick
Daniel Septimus	Jenny Camhi	Shuki Taylor
Danielle Natelson	John Ruskay	Stefanie Rhodes
David Bryfman	Judith Belasco	Stosh Cotler
David Cygielman	Kathy Manning	Susan Kardos
David Katznelson	Lisa Goldstein	Tamar Remz
Dean Bell	Liz Fisher	Wendy Rosov
Deborah Newbrun	Marc Baker	Yehuda Kurtzer
Doron Krakow	Mark Young	

APPENDIX 2: Interview Protocol

These questions are adapted from the original Lessons of Experience protocol (see McCall, Lombardo & Morriison 1988) and will be used to inform the interview guide. Feedback and revisions from the RAC will be utilized for the final draft.

Section 1: Preparation (send ahead)

When you think about your career thus far as a leader in a Jewish educational organization, certain events or episodes probably stand out in your mind – things that led to a lasting change in your approach as a leader. We will ask you to identify ahead of time three “key events” in your Jewish leadership journey. We will provide a link for you to enter this information. When we meet with you, we’ll ask you about each event:

- What happened?
- What did you learn from it (for better or worse)?
- Interview Preparation Form/Survey
 - Collect the three ‘key events’ (explained above)
 - Self-identify career level (other demographics?)

Interview

Section 1: Clarifying

Any specific questions that come up as a result of their pre-interview form response that aren’t covered by the questions below.

Section 2: Key events

Rites of Passage

- What was your first leadership role within the field of Jewish education? Was there anything special about it?
- (Senior/Mid) What was your first “quantum leap/big break” – movement to a job with significantly more responsibility/challenge/pressure than prior jobs? (Describe experience/implications)
- What is the biggest challenge you have faced in your career?
- What was your most frightening first – something you did for the first time that really had you worried?
- Learning from Challenges
 - What was a significant near miss – a time when you tried something and failed?
 - (Senior/Mid) Describe a time when you pushed things to the brink – that is, a time when you

stretched the system by coming perilously close to violating rules, norms, or authority.

- (Emerging) Thinking ahead into the future, can you see an impending challenge or a time that you might need to stretch the system or push it to the brink (come close to violating rules, norms, or authority) to advance work you see as important?
- Were you ever worn out or fed up, but managed to restart? What enabled you to restart?
- Please describe the person who has taught you the most during your journey. What did that person do that made him or her so special?
- What was your most significant interpersonal conflict – a situation in which dealing with another person (or persons) was very difficult for you?

Section 3: General Questions

- What part have events in your personal life played in your growth as a leader?
- What are your strengths as a leader?
- Where would you like to grow?
- (Senior) What advice would you give to a younger leader in Jewish education about managing his or her career?
- What's next? Are you facing a situation now from which you expect to learn something new?
- (Emerging) What is your biggest hope for the field of Jewish education? How would you like to see it transformed?
- What are the areas where you feel more leadership development could have the most impact on improving the quality of Jewish education?

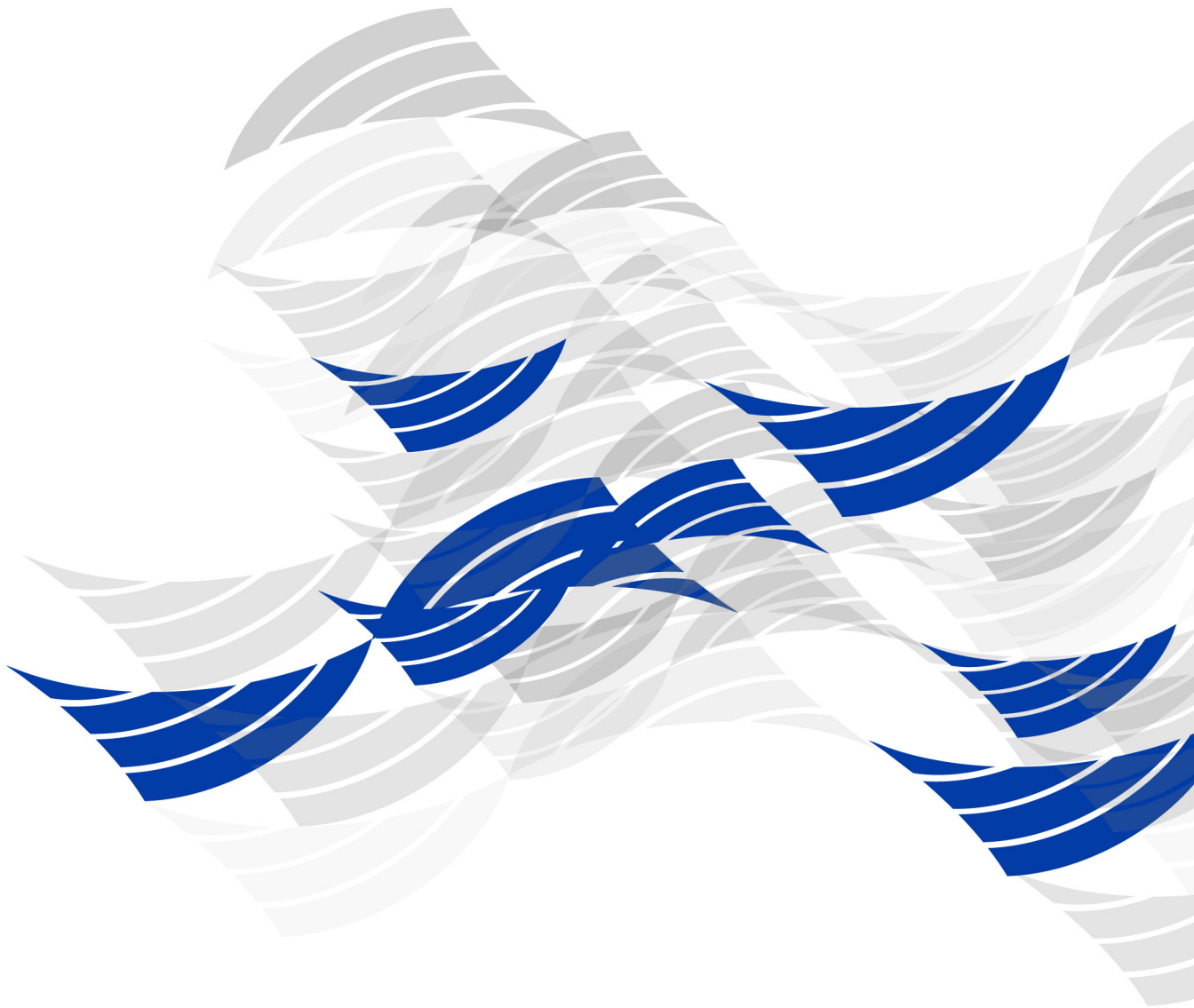
Section 4: Leading in Jewish education

- What do you consider some of the most significant trends, events, and developments shaping the future of this community?
- What do you see as the most pressing challenges for Jewish education organizations? (ask about challenges if they don't bring this up in the context of the first response)
- What type of leadership skills are needed to navigate this challenge (these challenges)?
- What shared values, commitments, or collective practices are needed in order to advance the field of Jewish education?

APPENDIX 3: Qualitative Coding Manual

Examples:

- What people or projects have you seen that you felt were really promising (whether or not they succeeded)?
- Have you participated in a formal leadership program related to your role in the field? What components were most meaningful?
- Who else should we interview?



STORIES: FORMATIVE/DEVELOPMENTAL

Use this for stories of life before entering the work force that relate meaningful experiences, with a focus on capturing three narrative elements: (1) what happened, situation, context, (2) the critical determining factor, why it was significant, and (3) a lesson learned, insights or other significant outcome.

The interviewee had some experience which may have been similar in situation to many other people's experiences, (eg. camping, day school, Israel travel) but for some critical reason, the experience was especially meaningful or formative for THIS person, and produced some outcome, for example, a lesson learned, a realization, or a sense of purpose.

STORIES: PROFESSIONAL/WORK

Use this for stories after entering the work force that relate meaningful experiences, with a focus on capturing three narrative elements: (1) what happened, situation, context, (2) the critical determining factor, why it was significant, and (3) a lesson learned, insights or other significant outcome.

These include professional experiences and challenges, promotions, discussion of career trajectory, job changes, work place challenges including trauma, burnout (and recovery), failures.

This category has to do with work more than the people one works with. For that, tag RELATIONSHIPS.

RELATIONSHIPS

This category is about relationships and especially learning from others. Spouses, kids, mentors (but not professional coaches), work relationships (including hiring/firing, working with a board), personal relationships, positive and negative role models, supportive people, etc.

LEADERSHIP DEVELOPMENT

Mark participation in formal LD programs, experiences, or professional development training, 360s or other assessments, professional coaching, etc. Also mark personal leadership challenges (eg. "I'm not a risk-taker by nature") and opinions about leadership development. For leadership skills needed to face challenges mark ADVICE.

JEWISH SECTOR

This code is for perspectives on the Jewish nonprofit/educational sector(s), especially discussions about pertinent realities of the sector, challenges (if not one of the FIVE CHALLENGES below), interesting developments, issues, and hopes for the future. Examples of sector-level issues are:

- Polarization (ie. divisiveness; not the same as POLARITIES)
- Funding /financial struggles/resources (for coordinating/allocating funding use NETWORKS)
- Thoughts on what funders should do to support the sector.
- "The business side of things" AKA the organized Jewish community.

ADVICE

If a comment strikes you as valuable advice, a clever technique or approach to a common challenge, etc., please apply this code.

- Eg. Journaling as a learning technique, how to develop mentoring relationships, etc.
- Include skills leaders will need to meet challenges in the sector or retrospective lessons-learned because they can be read as indirect advice to future leaders -- and also tag LEADERSHIP DEVELOPMENT

GENDER & EDI

- Equity, diversity, inclusion (within a context or environment, such as a workplace, synagogue, etc. For general diversity of the Jewish community, tag COMMUNITY unless there's indicated potential for exclusion).
- Issues where gender plays a significant role, whether equal pay & promotion, family leave, harassment, etc.

FIVE CHALLENGES

- You don't need to mark FIVE CHALLENGES when you mark any items below. We have the option to automatically "up-code" to include this tag later if needed.

1. Polarity

Tension between opposing forces, approaches, needs.

- Eg. Dynamics of legacy Institutions vs. Startups/innovation
- Eg. Pay-to-play programs vs. Serving as many people as possible with free programs.
- Eg. Focus on higher number of attendees vs. depth/quality of interaction with fewer people.

2. Community/Identity

This code is for perspectives on the overall Jewish Community.

- Jewish identity, sense of being Jewish and/or sense of being part of the Jewish community.
- Talking about demographics and/or diversity within the Jewish community (among the people).
- Inter-generational differences and/or bridges

3. Education

- What is needed to deliver Jewish learning experiences? Anything about the needs of the learner, understanding and meeting them where they are to ensure a great experience. Accommodating learners/participants through diverse programming and range of offerings.
- Approaches to pedagogy. Need, method, or practice to incorporate Jewish learning/values/content into anything (LD, events, programs, etc)

- Amorphous definition of “Jewish education” and/or educator

4. Pipeline

- About the application of (or need for) processes, practices, and strategies that aim to prepare people for jobs and/or leadership within the sector through recruitment, retention, succession planning, and supporting development.
- Moving through the pipeline: How someone got into working in the Jewish sector, got their job or promotion. Pathways to and among Jewish jobs.
- Reasons people may leave the sector, not advance, etc.

5. Network

Use this code for networks, networking, connecting. Opportunities for connection.

- collaboration, coordination, communities, communities of practice, cohorts (formal or informal)
- Feeling of group belonging (in discreet groups; not in Jewish community generally; for that, tag COMMUNITY).
- Need or potential benefit of connecting through networks. Eg. bridge-building, linking silos (if relevant, also tag JEWISH SECTOR), including diverse perspectives (if relevant, also tag GENDER & EDI), coordinating funding or other resources, etc.
- inter-organizational or community relationships (not relationships with particular individuals = RELATIONSHIPS)

APPENDIX 4: Machine Coding Labels and Search Terms

We applied a machine coding technique to recognize the presence of words or phrases in the interviews that relate to a number of topics. The list below gives the code in bold followed by its associated search terms or phrases.

An asterisk is a wildcard character that can match any letter(s). The vertical bar separating search terms instructs our program to record a match if any of the terms is found in a text.

mentor* | adviser | advisor

Coach:

coach | coaches | coaching

Parents:

mother | mom | father | dad | parent | parents | maternit* | paternit*

Families:

mother | mom | father | dad | parent | parents | brother | brothers | sister | sisters | son | sons | daughter | daughters | husband | wife | spouse | our kid* | my kid* | their kid* | his kid* | her kid* | childr* | grandfather | grandmother* | aunt* | uncle* | nephew* | niece* | family | families | baby | babies | infant | infants | toddler* | maternit* | paternit*

Money:

money | salary | pay* | fee | free | dues | cost* | expens* | wage* | fund* | donor* | philanthro* | grant | grants | grantee* | afford* | budget*

Cohort: cohort*

Collaboration:

collab* | partn* | coordi* | allocat*

Work Relationships:

boss | supervisor | employee* | staff | assistant* | director* | intern* | board member* | to hire | hired | to fire | fired | firing | hiring | ceo

Clergy:

rabbi | rabba | clergy* | seminary* | ordinati* | rabbin* | imam | priest | pastor

Fatigue:

out | frustra* | exhaust* | tired | tiring | depress*

Denom. & Pluralism:

conservative | orthodox* | reform | progressive* | reconstruction* | HUC | JTS | Hebrew College | Yeshiva | chabbad | pluralis*

Federation:

federation* | JFNA | UJA

Camping:

ramah | camp*

NextGen & Youth:

teen* | youth* | next gen* | ECE | early child* | young* | childr* | millenia* | gen x | gen y | gen z | continuity | high scho* | BBYO | kid | kids

Gender & Sexuality:

woman | women | female | glass ceil* | gender | men | man | male | girl* | boy* | proper pronou* | correct pronou* | trans pers* | trans peop* | transgen* | trans woma* | trans man | gender* | lgb* | queer | lesbian | gay | bisexual | sex | sexua*

Race:

of color | black | white | joc | race | racial | racis* | sephard* | mizrah* | ashken* | europea*

School:

schoo | universi* | college | elementary | yeshiva | midras* | seminar* | rabbini*

Israel:

israe* | jerusa* | tel aviv* | temple | western wall* | aliyah

APPENDIX 6: Interview Follow-Up Survey

Jim Joseph Foundation & Center for Creative Leadership Cross-Portfolio Research Study of Leadership Development in Jewish Education

Thank you for participating in the interview with Center for Creative Leadership a few months ago!

We would like to ask you a few follow up questions in this short survey about five different types of experiences and their influence on your development as a leader. All of your responses will be kept confidential and will not be reported in a way that can be connected to you or your organization. We will use this research for our cross-portfolio study of leadership development in Jewish education, funded by the Jim Joseph Foundation, that will be released in 2020.

*All of the questions are optional, but your responses are important to our research.
The survey will take 3-10 minutes to complete.*

[Start of Survey]

Formal Leadership Development and Training Programs:

If you have participated in a formal leadership development program or other academic, professional, or technical training program, please indicate how influential it has been for your development as a leader.

Enter the names of up to five programs you have participated in.

eg. The Wexner Field Fellowship

eg. CCL's Leadership at the Peak

Select 1 for "not influential" and 5 for "very influential."

Leave items blank if you have not had the experience.

	Influence on my development as a leader					How did it affect your development as a leader?
	1	2	3	4	5	(optional)
Program or fellowship name: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Program or fellowship name: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Program or fellowship name: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Program or fellowship name: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Advanced learning (immersive study, graduate study, certificate training, etc.) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A professional or technical skill development program <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

In your experience, what contributes most to a leadership development program being beneficial?

Challenging Assignments:

For the following types of challenging assignments or experiences, please indicate how influential each has been for your development as a leader.

Select 1 for "not influential" and 5 for "very influential."

Leave items blank if you have not had the experience.

	Influence on my development as a leader					How did it affect your development as a leader?
	1	2	3	4	5	(optional)
An increase in the scope of your responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Managing employees or a team for the first time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Leading a process of change in your organization or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Leading a new initiative, program launch, or business startup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A work transition between roles, regions, or to another organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Engaging directly with stakeholders (internal or external to your organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Navigating in a different culture (whether a foreign country, or between organizations with different cultures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another experience: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another experience: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Developmental Relationships:

For the following types of developmental relationships, please indicate how influential the relationship has been for your development as a leader.

Select 1 for "not influential" and 5 for "very influential."

Leave items blank if you have not had the experience.

	Influence on my development as a leader					How did it affect your development as a leader?
	1	2	3	4	5	(optional)
Someone I respect expressing confidence in my leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A supportive parent, family member, or friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A constructive or supportive boss or supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Consulting a teacher or mentor about my life, development, or career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Working with a coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Interacting with difficult people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another relationship: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Adverse Situations:

For the following types of adverse situations, please indicate how influential each has been for your development as a leader.

Select 1 for "not influential" and 5 for "very influential."

Leave items blank if you have not had the experience.

	Influence on my development as a leader					How did it affect your development as a leader?
	1	2	3	4	5	(optional)
A career setback (being fired, demoted, going out of business, missed promotions or opportunities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
An organizational or community crisis or scandal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A communal tragedy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
A personal tragedy or trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Witnessing or confronting an ethical dilemma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
An interpersonal conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
An existential crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another situation: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another situation: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Personal Experiences:

If you have had any of the following personal experiences, please indicate how influential it has been for your development as a leader.

Select 1 for "not influential" and 5 for "very influential."

Leave items blank if you have not had the experience.

	Influence on my development as a leader					How did it affect your development as a leader?
	1	2	3	4	5	(optional)
Jewish day school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Jewish camping experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Jewish youth group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Jewish experiences during college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Israel travel program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another experience in youth or young adulthood: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another experience in adult life: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Another experience: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Final thoughts: What types of experiences should be prioritized to develop future Jewish leaders (and why)? *(Optional)*

Use this space to add anything you would like to say, including additional comments about (1) participation in leadership development programs, (2) challenging assignments, (3) developmental relationships, (4) adverse situations, and (5) personal experiences. *(Optional)*

[End of Survey]

We thank you for your time spent taking this survey.
Your response has been recorded.

APPENDIX 7: Notes on Challenging Terminology

Soon after beginning our research, we found that our fundamental terminology was causing confusion: What exactly is the field of Jewish education, and who is a Jewish educator? It was especially striking to hear people who provide thought leadership or serve in senior positions of organizations that support Jewish communities or that facilitate Jewish learning experiences objecting that they had never worked in the field of Jewish education, and were therefore not suitable to be interviewed. Some of the leaders we invited to be interviewed declined outright on those grounds, while others agreed to participate after their objections to the terminology had been explained and noted.

In some cases, objections to the term centered on the speaker being uncertain about where to draw the boundaries of Jewish education as a field: “on some level, I’m a Jewish educator, but I’m not like working in the Jewish education field exactly.” In other cases, there was hesitation to see oneself in the role of an educator, narrowly defined:

“I’m still struggling a little bit with where leadership and Jewish education come together and feeling like they’re—there’s leadership in general, which spans different fields. And then there’s—when I think of Jewish education, I’m typically thinking about educators and wondering contextually if you’re thinking about Jewish educators as leaders, or are we talking about two different things here?”

[Interviewer]: Where would you put yourself in that?

Probably a leader of a Jewish organization that’s involved in Jewish learning.”

Hesitation to be labeled as a Jewish educator was often also characterized by humility regarding one’s level of Jewish learning or practice, or by conceptualizing the role of a Jewish educator as being exclusive of other roles or identities. One interviewee, surprised by the characterization, replied, “I feel like I, by definition, am not a Jewish educator. You know, I have a degree in [a secular field]!” Another offered a more structured rationalization for exemption:

“I don’t have any firsthand knowledge or experience of Jewish education as it’s traditionally understood. There seems to be a field of Jewish education which is about day schools, summer camps, yeshivas, etc., so there’s a field. I’m not part of that field. That would be one response. The second is, I’m almost always the most secular person in the room, so I don’t think of what I do [...] as Jewish. It certainly isn’t Jewish if you would define that by referencing or acknowledging Jewish text, or Jewish law, or Jewish tradition of culture in any particular way. So those are the two ways in which it doesn’t seem to me what I have done is about Jewish education. One, it’s not education in a traditional sense, and two, it’s not Jewish in the traditional sense.”

Conversely, interviewees who accepted being characterized as Jewish educators tended to connect it with personal experiences involving increased Jewish learning or practice. When about to take a position in a Jewish organization, an interviewee initially disputed the label to her supervisor, saying, “‘I haven’t done anything formal in Jewish education; I’m not a Jewish educator, but I would love to come back and work [in a Jewish setting].’ So I immediately got re-immersed in the whole Jewish side of the culture.” Some linked the role with prerequisite knowledge: “[Intensive study in Israel] was very, very foundational, really, for me. And, also, just the fact that I now know Hebrew. It’s just that I can’t imagine how you can call yourself a Jewish educator and not know Hebrew. It’s so foundational. I learned so much. I learned how to study text. I learned about politics and philosophy, and history.” One interviewee prescribed taking on the role as though it is, in itself, a spiritual practice or path leading to holistic self-realization, proposing that “a reason to be a Jewish educator is [that] you integrate all the parts of yourself. You become a better person and you will find Judaism

in all new ways for yourself, in ways that are appropriate for you and who you are more deeply.”

This issue should be understood as much more than a semantic dispute. Leaders grow through the consolidation of their personal, social, and professional identities. We learned from these interviews that going through the experience of pursuing Jewish learning in a structured learning environment helped Jewish leaders think of themselves as Jewish educators. That shift in identity self-perception is part of what opens the door for leaders to feel responsibility for and commitment to an educational endeavor. It is a shift in self-perception that can be transformative for how leaders choose to direct their efforts. Without this opportunity to engage in structured learning, someone may develop into an effective and inspiring Jewish leader, yet may not accept that they are a Jewish education leader. It will be more difficult to coordinate the efforts of Jewish leaders if they do not believe they are contributing to a shared field, whether that field is called Jewish education or something else. This suggests that providing Jewish leaders with a diverse range of accessible options for structured Jewish learning may be critical to the goal of developing leaders for the field of Jewish education.

We also heard many people deliberately challenging the notion that Jewish education or the role of a Jewish educator can be rigidly defined. For example, one person emphasized the essentially educational role of a fundraising professional, because their work is centered on informing people about community values and needs and how organizations are responding to meet them. Others were adamant that leaders of Jewish organizations should understand themselves as educators because they play a vital role in what is ultimately an educational enterprise. “I consider the head of a Federation a Jewish educator.” In a sense, this doesn’t apply only to people in leadership roles. “They’re all Jewish educators. Even if they’re the financial people or they’re running the kitchen or whatever, they’re all Jewish educators.” We also heard people talk about a shift in how the field of Jewish education is being understood, for example, observing that “the blurriness between education and engagement in the last five to ten years is becoming more and more dominant. If you were doing this study 10 years ago, [many of these people] would not even have been classified as Jewish educators. But now, for whatever reason, they are in this Jewish education space.” Some wanted people to allow more flexibility in the categories. “You’re not just someone that actually belongs back in the Jewish professional world, but you’re actually an educator. You’re a Jewish educator and you don’t really know it. I mean, you’ve done Jewish education, but you never called it that.” The Jim Joseph Foundation considers Jewish education to be a flexible category that can be carried out in a variety of ways and settings.

“Successful educators and successful leaders have much in common: they ask good questions, they are good managers, they have vision and they are constantly learning themselves. It is not surprising that a founding principle of the Jim Joseph Foundation is that Jewish education should be loosely defined as that which imbues leadership skills in youth.”

Nevertheless, many of the leaders we interviewed were still grappling with the issue of whether or not Jewish education is a specific, separate species of activity, or whether it includes demonstrating, expressing, and conveying Jewish values through the medium of one’s everyday life and work. “I think we have erred way too often on the extreme of putting Jewish education in a box: ‘I will now have my Jewish learning moments,’ as opposed to it being just part and parcel of what we do.” In the interviews, even when there was confusion around the terms and assumption that Jewish education is a more limited category, people observed benefits of adopting a more expansive view:

"I like the idea of thinking about education more broadly, and education as like learning in lots of different ways, and learning through different kinds of experiences, whether it be entirely intellectually or some of these other ways that I've been talking about. In what ways can we broaden the scope of what learning looks like? And, like I said before, how might we focus on what the—like really get right the end goals of our Jewish learning work: why are we investing in this?"

Clarity and agreement on key terminology is a prerequisite to leadership in the sense of generating shared direction, alignment, and commitment among a group. Given that supporting Jewish education is central to the Jim Joseph Foundation's grantmaking strategy, generating agreement about the nature of the field of Jewish education and who should be called Jewish educators will be a prerequisite to enabling professionals working in Jewish education to recognize that they have an educational role and that their work is integral to supporting an educational ecosystem.

It is also worth noting that not all Jewish education leaders identify as Jewish. For example, if a program director, camp counselor, social worker, nursing home manager, or even a math teacher in a Jewish day school does not have any Jewish heritage or personal connection to Judaism, it may seem awkward to label them a Jewish educator even when their work is unambiguously centered in the field of Jewish education. Language is a critical enabler (or interruptor) of inclusion. To the extent that the language limits who identifies as being involved in the practice of Jewish education, it limits the ability of leaders to feel included and identified as a leader in the Jewish education space. Once a sense of shared direction is established in the Jewish professional community's collective understanding, it will be possible to more strategically align the efforts of individuals and organizations advancing diverse efforts throughout the field.

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EDITORIAL NOTES

Note that some quotations and other information have been drawn from sources other than the interviews, in which case, the source will be identified in the text or in a citation.

We have practiced silent editing, for example removing “like” or “sort of” when they appear to be artifacts of spoken language that a speaker would probably not use to express the same meaning in a written form. However, we don’t remove every occurrence; sometimes these words seemed to contribute to the expressiveness of a statement.

We have allowed a few instances of silent revision where a speaker immediately self-corrected to revise their own phrasing, the wording a speaker chose to abandon might be edited out of quotes to make reading easier and to reflect what the speaker decided to communicate.

We’ve used brackets or ellipses to provide context, facilitate the flow of language, or replace details that might identify a speaker with a generalization that conveys the same meaning, without altering their intended message. Silent ellipses are used where a quote has been condensed without significantly changing its meaning, or where the only change is to de-identify the speaker by removing specific details. Repeated instances of bracketed or standard ellipses may be omitted.

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² Jim Joseph Foundation, "About Us," *Jim Joseph Foundation* (blog), accessed December 28, 2018, <https://jimjosephfoundation.org/about-us/>.

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⁶ This pattern may be partly explained by the fact that although we used our interview protocol as a guide, it quickly became clear that allowing some flexibility in how we phrased our questions produced more productive responses. For example, asking "what was your first leadership role within the field of Jewish education" often led to tangential discussions about the terminology. Simplifying the question to ask more vaguely about a "first leadership role" may have prompted some interviewees to talk about youth leadership experiences.

⁷ Please note that the focus of our study is Jewish leadership development, not an evaluation of the outcomes of day school education. We did not specifically ask interviewees to talk about experiences or views relating to Jewish day schools, so the views here are anecdotal.

⁸ Michael DePass, Valerie Ehrlich, and Micela Leis, "Accelerating School Success: Transforming K-12 Schools by Investing in Leadership Development" (Center for Creative Leadership, 2019), <https://www.ccl.org/wp-content/uploads/2019/03/accelerating-school-success-by-investing-in-leadership-development.pdf>; Micela Leis and Susan Reinecke, *Social Emotional Leadership: A Guide for Youth Development* (Greensboro, NC: Center for Creative Leadership, 2020).

⁹ The beneficial mindset that enables leaders to learn from failures is discussed further in the section on early career development.

¹⁰ Nelson refers to this critical developmental period as the 10/13 window. Dr Alan E. Nelson, *KidLead: Growing Great Leaders* (United States: BookSurge Publishing, 2009), 40–49.

¹¹ The value and functions of cohorts varies by context and career phase.

¹² The experience of "being tapped" for a leadership role is discussed further in the section on career onramps.

¹³ With the emergence of specialty camps that emphasize development of particular skills, camps have even been called "the new internship." Hannah Dreyfus, "Camp, The New Internship | Jewish Week," *The New York Jewish Week*, May 27, 2015, <https://jewishweek.timesofisrael.com/camp-the-new-internship/>; Cf. Informing Change, "The Hard Work Behind the Magic of Camp: Results and Learnings from the FJC Specialty Camps Incubator II" (The Jim Joseph Foundation and AVI CHAI Foundation, July 2017), <https://www.jewishcamp.org/wp-content/uploads/2017/01/Final-FJC-Incubator-II-Evaluation-Report-7.28.17.pdf>.

¹⁴ Eileen Snow Price and Allison Boaz, "It's Time for a New Approach to Jewish Summer Camp," *EJewish Philanthropy* (blog), April 22, 2018, <https://ejewishphilanthropy.com/its-time-for-a-new-approach-to-jewish-summer-camp/>.

¹⁵ Several interviewees expressed concern about the high cost of participating in Jewish life, including camping experiences.

¹⁶ Dotlich et al. identified a similar set of "passages." David L. Dotlich, James L. Noel, and Norman Walker, *Leadership Passages: The Personal and Professional Transitions That Make or Break a Leader*, 1 edition (San Francisco: Jossey-Bass, 2004).

¹⁷ Jeffrey Yip and Meena S. Wilson, “Learning from Experience,” in *The Center for Creative Leadership Handbook of Leadership Development, Third Edition*, ed. Ellen Van Velsor, Cynthia D. McCauley, and Marian N. Ruderman, 3 edition (San Francisco: Jossey-Bass, 2010), 73; Joseph Campbell, *The Hero with a Thousand Faces.*, The Bollingen Series ; 17 (New York: Pantheon Books, 1949).

¹⁸ Our qualitative analysis did not provide this information, but other studies have explored derailment and may provide insight. It is also possible that we will uncover relevant information as our research continues. Further research into this topic would be valuable.

¹⁹ “Are Jewish Organizations Great Places to Work? Results from the Second Annual Employee Engagement Survey” (Leading Edge, Fall 2017); Cf. “Are Jewish Organizations Great Places to Work? Results from the Fourth Annual Employee Engagement Survey” (Leading Edge, Fall 2019); For general research on derailment, see Michael M. Lombardo and Cynthia D. McCauley, “The Dynamics of Management Derailment” (Center for Creative Leadership, 1988); Michael M. Lombardo and Robert W. Eichinger, *Preventing Derailment: What to Do before It’s Too Late* (Greensboro, N.C: Center for Creative Leadership, 1989); Jean Brittain Leslie and Ellen Van Velsor, *A Look at Derailment Today: North America and Europe* (Greensboro, N.C: Center for Creative Leadership, 1996); Tim Casserley and David Megginson, *Learning from Burnout: Developing Sustainable Leaders and Avoiding Career Derailment*, 1 edition (Routledge, 2008); A. Furnham, *The Elephant in the Boardroom: The Causes of Leadership Derailment*, 2010 edition (Basingstoke: Palgrave Macmillan, 2010).

²⁰ We found the theme of serendipity in these interviews to be intriguing; the perception of serendipity regarding programs and other offerings designed to reach certain audiences and its potential effects deserve further attention.

²¹ “Are Jewish Organizations Great Places to Work? Results from the Second Annual Employee Engagement Survey.”

²² Gallup Inc., “What Your Performance Management System Needs Most,” Gallup.com, April 4, 2013, <https://news.gallup.com/businessjournal/161546/performance-management-system-needs.aspx>; Gallup Inc., “The No. 1 Employee Benefit That No One’s Talking About,” Gallup.com, December 21, 2017, <https://www.gallup.com/workplace/232955/no-employee-benefit-no-one-talking.aspx>.

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²⁴ Aaron Dorfman and Justus Baird, “Evaluating the Secondary Impacts of Leadership Development,” 2016, <https://auburnseminary.org/report/secondaryimpact/>; recent research also demonstrates a secondary impact of leadership development on engagement networks. See Laine Bourassa, “The Ripple Effect: Youth Leaders and the Influence on Environmental Engagement in the Community” (Master of Arts, Psychology, Wilfrid Laurier University, 2017), <https://scholars.wlu.ca/cgi/viewcontent.cgi?article=3040&context=etd>.

²⁵ George Hallenbeck, *Learning Agility: Unlock the Lessons of Experience* (Center for Creative Leadership, 2016).

²⁶ “Re:Work - Postmortem Culture: How You Can Learn from Failure,” accessed November 14, 2019, <https://rework.withgoogle.com/blog/postmortem-culture-how-you-can-learn-from-failure/>.

²⁷ Cf. Cynthia D. McCauley et al., *Experience-Driven Leader Development: Models, Tools, Best Practices, and Advice for On-the-Job Development*, 3 edition (San Francisco, CA: Jossey-Bass, 2013).

²⁸ For example, see Jonathan Vehar, *Manage Your Boss* (Center for Creative Leadership, 2016).

²⁹ Jeffrey Yip, *Return on Experience: Learning Leadership at Work* (Center for Creative Leadership, 2009); See also Michael M. Lombardo and Robert W. Eichinger, *Eighty-Eight Assignments for Development in Place* (Greensboro, N.C: Center for Creative Leadership, 1989); Henry Browning and Ellen Van Velsor, *Three Keys to Development: Defining and Meeting Your Leadership Challenges*, 1 edition (Center for Creative Leadership, 2000); Cynthia D. McCauley, *Developmental Assignments: Creating Learning Experiences Without Changing Jobs*, 1 edition (Greensboro, N.C: Center for Creative Leadership, 2006); Center for Creative Leadership, Bill Sternbergh, and Sloan R. Weitzel, *Setting Your Development Goals: Start with Your Values*, 1 edition (Greensboro, N.C.: Pfeiffer, 2007); Kelly Hannum and Emily Hoole, *Tracking Your Development*, 1 edition (Center for Creative Leadership, 2009).

³⁰ Center for Creative Leadership, Karen Kirkland, and Sam Manoogian, *Ongoing Feedback: How to Get It, How to Use It*, 1 edition (Greensboro, N.C: Pfeiffer, 2007).

³¹ Cf. Marian N. Ruderman et al., *Managing Your Whole Life* (Center for Creative Leadership, 2013); Vidula Bal, Michael Campbell, and Sharon McDowell-Larsen, *Managing Leadership Stress*, 1 edition (Center for Creative Leadership, 2008).

³² Clarity about roles and separation of powers is vital in organizational and congregational settings across secular and religious contexts. Lack of role clarity contributes to burnout for leaders, and if conflicts in leadership are not resolved, they can harm employee morale or cause community schisms.

³³ Portia Mount and Susan Tardanico, *Beating the Impostor Syndrome* (Center for Creative Leadership, 2014).

³⁴ For example it can be observed in program evaluations that report alumni receiving promotions after the program. "Schusterman Fellowship Evaluations," October 10, 2018, <https://www.schusterman.org/jewish-community-and-israel/signature-initiatives/schusterman-fellowship/schusterman-fellowship-evaluations>; Receiving promotions is so common that it is listed as a program outcome for participants. "Schusterman Fellowship Report September 2019.Pdf," accessed October 21, 2019, <https://www.schusterman.org/sites/default/files/Schusterman%20Fellowship%20Report%20September%202019.pdf>.

³⁵ Sébastien Galliot, "Ritual Efficacy in the Making," *Journal of Material Culture* 20 (May 19, 2015): 672, <https://doi.org/10.1177/1359183515578248>; Bruce Kapferer, "Virtuality," in *Theorizing Rituals: Issues, Topics, Approaches, Concepts*, ed. Jens Kreinath, Jan Snoek, and Michael Stausberg, vol. 1, 2 vols., Numen Book Series 114 (Leiden: Brill, 2006), 671–84; Bruce Kapferer, "Virtuality," *Studies in the History of Religions* 114 (2006): 671–86.

³⁶ Increased confidence has also been evaluated as a program outcome. "Cohort1SeniorFellowsEvaluation.Pdf," accessed October 21, 2019, <https://schusterman-family-foundation-res.cloudinary.com/image/upload/v1551471748/Cohort1SeniorFellowsEvaluation.pdf>.

³⁷ See Center for Creative Leadership, Corey Criswell, and Talula Cartwright, *Creating a Vision*, 1 edition (Pfeiffer, 2010); Center for Creative Leadership, Talula Cartwright, and David Baldwin, *Communicating Your Vision*, 1 edition (Greensboro, N.C: Pfeiffer, 2007).

³⁸ Cf. Center for Creative Leadership, Curt Grayson, and David Baldwin, *Leadership Networking: Connect, Collaborate, Create*, 1 edition (Pfeiffer, 2011).

³⁹ Dotlich, Noel, and Walker, *Leadership Passages*, 76.

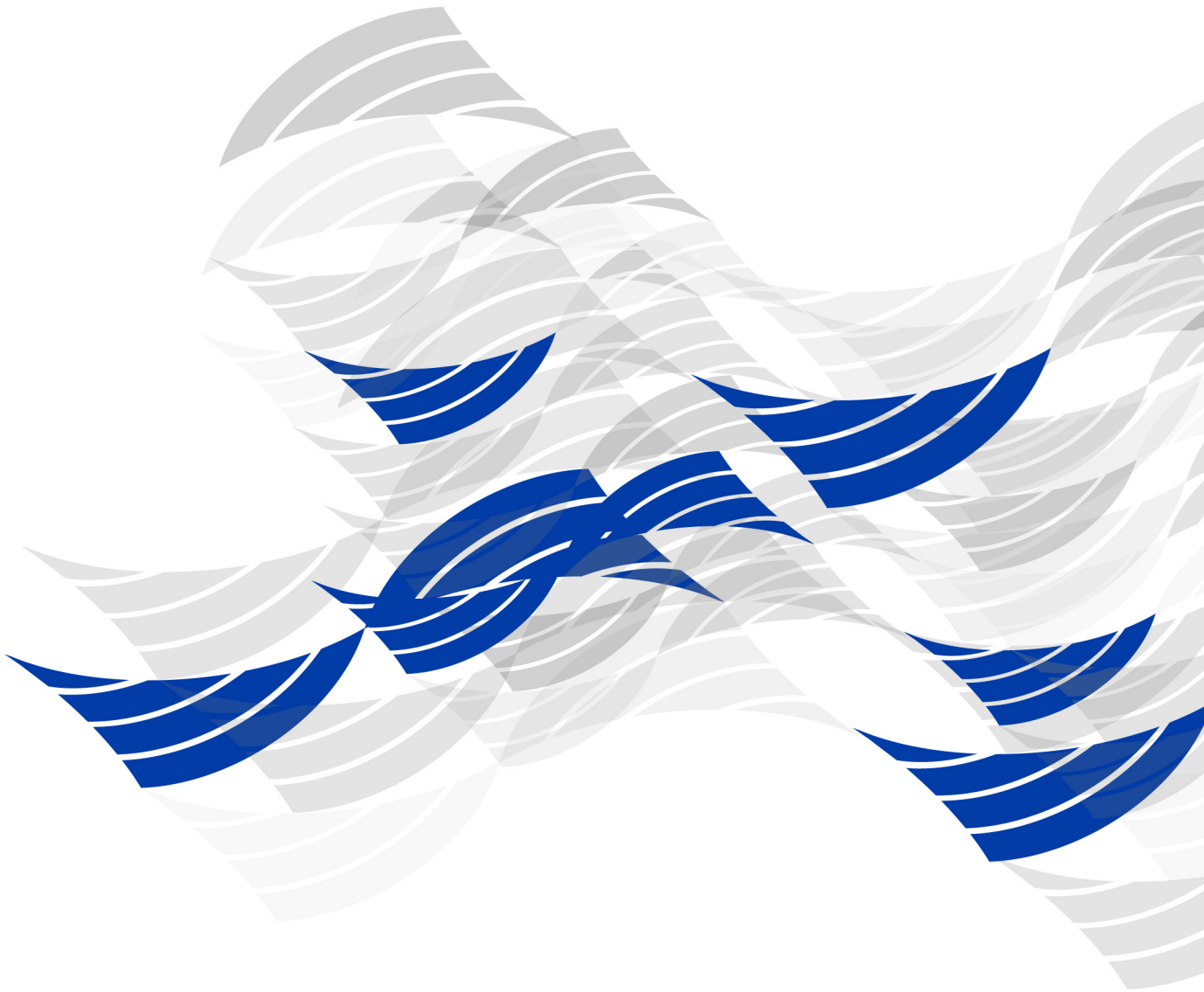
⁴⁰ Dotlich, Noel, and Walker, 79.

⁴¹ See also Clemson Turregano, *Delegating Effectively: A Leader's Guide to Getting Things Done*, 1 edition (Place of publication not identified: Pfeiffer, 2013).

⁴² Cf. Vijayan P. Munusamy, Marian N. Ruderman, and Regina H. Eckert, "Leadership Development and Social Identity," in *The Center for Creative Leadership Handbook of Leadership Development, Third Edition*, ed. Ellen Van Velsor, Cynthia D. McCauley, and Marian N. Ruderman, 3 edition (San Francisco: Jossey-Bass, 2010); Robert G. Lord and Rosalie J. Hall, "Identity, Deep Structure and the Development of Leadership Skill," *The Leadership Quarterly* 16, no. 4 (August 2005): 591–615, <https://doi.org/10.1016/j.leaqua.2005.06.003>.

⁴³ Accessibility of programs emerged as a strong theme that merits further attention.

⁴⁴ "Leadership Development: A Strategy Emerges, Investments Are Made," *Leading Edge* (blog), October 25, 2017, <https://leadingedge.org/leadership-development-strategy-emerges-investments-made/>.





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