

TOWARD EXCELLENCE

Hillel Tools for Professional Growth,
Development and Success



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Hillel thanks the many individuals, foundations and Federations that make our work possible. Hillel expresses its gratitude to the Arie and Ida Crown Memorial and The Picower Foundation for their support for human resources initiatives.

Important note:

Pages 95-106 contain Biblical texts with God's name. Please treat this book with respect and dispose of these pages as you would a prayer book.

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At the end of this process, 14 campuses piloted the tools with their staff teams. In a few cases, Hillel directors used it with their boards. The pilot offered valuable feedback and enabled us to refine the tool to its current form.

We are grateful to the professionals and lay leaders who invested their time and energy:

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INTRODUCTION

Hillel was born in 1923 when a group of visionary lay leaders and academics hired a young rabbi to serve as the first full-time Jewish professional on the campus of the University of Illinois, Urbana-Champaign. Rabbi Benjamin Frankel provided mentorship and organization to a ragtag band of students who had conducted Jewish activities haphazardly on the campus. Since those earliest days, effective, compassionate professionals have been at the core of Hillel's success.

The challenges of Hillel professionals have become increasingly complex as the organization has grown into the world's largest Jewish campus organization, serving over 500 campuses in North America, South America, Israel and the former Soviet Union. In 2006, Hillel's Strategic Planning Committee recognized that Hillel's professional cadre is the lynchpin to ensure that Hillel achieves its ambitious vision: "to inspire every Jewish student to make an enduring commitment to Jewish life." The Strategic Planning Committee therefore targeted human resources as one of its five core goals.

TOWARD EXCELLENCE represents both a historic commitment to Jewish campus professionals and a modern investment in the development of individuals who can engage the millennial generation of Jewish students. This publication is part of a systemwide process to align Hillel's organization, professionals and resources to fulfill our mission and to deliver excellence, innovation, accountability and results.

TOWARD EXCELLENCE is not a stand-alone document but one volume in a suite of publications that includes Hillel's Strategic Plan and our Standards of Excellence: Best Practices of the Hillel Profession. Hillel's Standards of Excellence enables Hillel professionals to understand the goals and expectations for each Hillel. The Standards sets out guidelines for fiscal operations, fundraising, administration, governance, university relations, communications and, above all, student engagement. Hillel professionals should consult The Standards for the day-to-day substance of their profession: the "what" of their job.

TOWARD EXCELLENCE is not about the what, it's about the "how." Toward Excellence will help Hillel professionals acquire and sharpen the skills they need to fulfill their roles on campus, and to grow as individuals.

This publication brings together two powerful tools that have been developed over 18 months with the cooperation of Hillel professionals and The Hay Group, a well-respected human resources consulting firm. The first tool is Hillel's Success Factors, a manual of the qualities that have proven to successful among Hillel professionals. Hillel professionals are encouraged to study the Success Factors and integrate them into their daily work. Putting the Success Factors into practice will not only lead to short-term success, it will help individuals develop professionally. This book suggests ways for Hillels to promote the Success Factors among its staff.

The second tool is Hillel's Performance Feedback and Evaluation (PFE) instrument, a document that enables Hillel professionals to set out annual performance goals and the means to achieve them. The PFE form asks professionals to designate "Results-Focused Goals" such as raising a sum of money. (These goals may be developed using The Standards document.) In addition to the "Results-Focused Goal," the PFE asks for a "Success-Factor Goal," the specific Success Factors/behaviors that are essential to achieving the

“Results-Based” goal. For example, a “Success-Factor Goal” for fundraising might be “building strategic relationships.”

The Success Factors and PFE create a common language for the Hillel movement. At the same time, pilot tests in more than a dozen Hillels have shown that they can and should be adapted for each campus setting. We hope that Hillels will find these tools valuable and that they will customize them for the individual needs of their professionals and campuses.

Toward Excellence is the latest step in our 85-year effort to support the professionals who engage Jewish college students. By investing in the development of our professionals we are creating environments in which to enrich the lives of Jewish undergraduate and graduate students so that they will enrich the Jewish people and the world.

2.

HOW TO USE THIS GUIDE

Successful professionals, and organizations, are clear about their goals and what it will take to achieve them. The Hillel Success Factors and Planning, Feedback and Evaluation (PFE) Tool provide both the language and the format for ensuring that every member of your organization has the opportunity to be clear about what it will take for them to succeed.

This guide is intended to help professionals and lay leaders have the essential resources that will enable them to set goals, offer feedback and evaluate a Hillel's professional staff. The resources contained within integrate the best Human Resources practices with the unique culture of Hillel.

WHO SHOULD READ THIS GUIDE

This resource guide has been written with two primary audiences in mind:

HILLEL PROFESSIONALS - Though it is for everyone, specifically Hillel Directors and supervisors who oversee the work of other members of the Hillel professional team;

The **LOCAL HILLEL BOARD OF DIRECTORS**, and specifically those who oversee personnel matters for the Hillel.

WHAT YOU WILL GAIN FROM THIS GUIDE

Hillel has created these resources to help all Hillel employees get the feedback and evaluation they deserve to improve their performance and grow professionally. While there are many additional aspects to professional development and growth, this booklet focuses specifically on performance feedback through an annual goal-setting and evaluation process.

HOW THIS GUIDE IS DESIGNED:

ELECTRONIC RESOURCES (accompanying this guide): Downloadable versions of this guide and its forms are available at www.hillel.net in the HR Resource Library so that you can adapt each form to meet the unique needs of your Hillel and individual professionals.

EASE OF ACCESS: Each appendix is tabbed for easy access and we have done our best to outline the process in clear language, incorporating checklists and "How To's" to make it easier to use.

FLEXIBILITY: Each Hillel is unique. The Success Factors take this into account. While there are recommended Success Factors for common Hillel positions (see the Appendix for samples) you are free to define which Success Factors are most important for each position at your Hillel.

SAMPLES AND
EXAMPLES:

The Appendix of this guide contains examples of a completed evaluation form, sample goals and suggested Success Factors for common positions. Additionally, you will find suggestions for ways to use the Success Factors throughout the year for individual reflection, in supervision conversations, at staff meetings and more.

ICONS USED IN THIS
GUIDE:



TIP: This icon flags practical advice

3.

HILLEL'S SUCCESS FACTORS

The role of a Hillel professional is unique. Wearing many hats, Hillel professionals on all levels are expected to be student mentors, Jewish role models, friends and fundraisers, relationship builders, problem solvers, leadership developers, operations managers, and the list goes on...

In an attempt to define the truly unique characteristics of a successful Hillel professional, Hillel's HR team has worked in partnership with a diverse team of professionals, students and volunteer leaders from across our organization and with the Hay Group, a top-tier HR consulting firm.

Hillel's Success Factors articulate the specific characteristics and behaviors of Hillel professionals that make them successful. Instead of defining what we do, this model articulates how we do our jobs successfully. It was created after months of interviews, focus groups and research with professionals throughout the organization.

There is richness and many layers to the Hillel Success Factors. At the bottom of this section is a brief overview of each Success Factor. Appendix A has a comprehensive outline of each Success Factor, including a narrative definition and an articulation of relevant specific behaviors, and Appendix B offers a listing of suggested Success Factors for common Hillel roles. As you go deeper into the Success Factor document, we hope you feel that each Success Factor reflects the essence of who Hillel professionals are and what we do in this special organization and in your specific job.

The Success Factors provide language that can be helpful throughout the year for reflecting and offering feedback. They can be used during supervision, board meetings or staff meetings, but at their core the Success Factors (along with the Planning, Feedback and Evaluation (PFE) tool which is explained in the next chapter) form the backbone of Hillel's performance evaluation system.

Successful Hillel professionals find ways in their work to RELATE, INSPIRE, LEAD and EXCEL. These categories have been identified as the areas where all Hillel professionals need to be effective. Below, you will see the areas that correspond to each of these categories.

SUCCESS FACTOR CATEGORIES



A SUCCESSFUL HILLEL PROFESSIONAL:

RELATES	INSPIRES
<p>Relates to Others Has the desire and ability to understand others and interact with them in a significant and meaningful way.</p>	<p>Models Awareness and Growth Understands that by integrating an awareness of one's professional and personal self, he/she can be a more successful Jewish role model.</p>
<p>Seeks to Understand the Environment Collects and assimilates relevant information (about students, donors, the university, Jewish life and other trends) to provide context and insight to decisions/approaches.</p>	<p>Nurtures Jewish Growth Serves as a resource to guide others toward developing a stronger sense of their Jewish selves.</p>
<p>Builds Strategic Relationships Connects with individuals, groups and organizations to garner the people, resources and support to help the organization succeed.</p>	<p>Inspires Others to Act Intentionally uses him/herself and communicates in ways that motivate the involvement of others</p>
LEADS	EXCELS
<p>Leads and Develops Staff Supports colleagues and direct reports to be productive, successful and to help them to grow.</p>	<p>Strives for Excellence Gives his/her best with a concern for always improving and creating new and innovative approaches to the work.</p>
<p>Empowers Others to Lead Helps others to “own” their experience by creating the conditions and providing the support for them to play active and appropriate leadership roles.</p>	<p>Demonstrates Resiliency Is able to overcome challenges in a positive manner, learn from mistakes, and is able to adapt to a variety of circumstances.</p>
	<p>Develops Solutions Stays focused on results, meets established goals and generates solutions to things that get in the way of results.</p>

4.

THE PLANNING, FEEDBACK AND EVALUATION (PFE) TOOL

Hillel's evaluation form, the Planning Feedback and Evaluation (PFE) tool, recognizes that it is impossible to evaluate a job well done without first defining what is to be achieved and how. Evaluation will not be successful if it's only done at the end of the year.

The PFE tool focuses on two primary things:

- Results-Focused Goals - The results-focused goals describe WHAT will happen
- Hillel Success Factors - The Success Factors talk about HOW the work will happen

The PFE tool was designed with the unique cycle of the Hillel year in mind with three key steps:

1. Planning
2. Mid-year review
3. End-of-year evaluation

1

PLANNING:

Professionals must know how their work contributes to the success of the Hillel and what behaviors will be essential to success. It is also an opportunity to discuss growth areas and to set a professional development plan for the year ahead.

Key steps:

- ✓ Define the work to be done;
- ✓ Discuss how the work will be done and the Success Factors that will promote achievement;
- ✓ Document the goals and expectations.

2

MID-YEAR REVIEW:

A mid-year review allows for re-focusing, course correction if goals have shifted, and may also become a jumping-off point for conversations about staffing changes, professional growth needs, etc.

Key steps:

- ✓ Review goals against achievements to date;
- ✓ Note successes, areas for continued growth and achievements, and re-adjust expectations or plans if necessary;
- ✓ Document progress, feedback and any changes in plans.

3

EVALUATION:

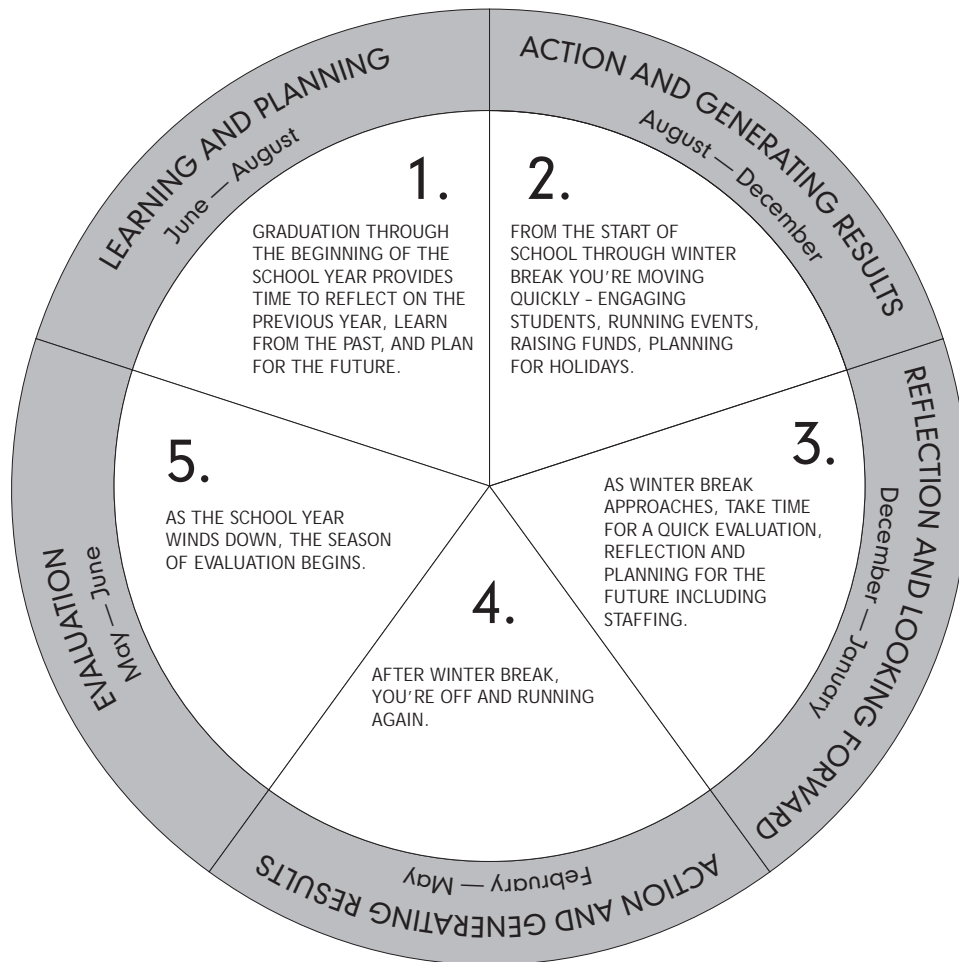
A time for formal reflection on the year that has passed, and evaluation of performance and results. This time period may flow naturally back into the planning cycle for returning staff, or it may be separate.

Key steps:

- ✓ Measure achievement against the goals;
- ✓ Assess the factors that led to success or challenge to identify areas of strength and areas for growth;
- ✓ Discuss and document.

The cycle looks something like this:

HILLEL'S SEASONS OF PLANNING, FEEDBACK AND EVALUATION



1

- Reflect on the past year. What did you learn? What did you do well? What could be improved?
- Set your vision, intention, and goals for the coming year.
- Plan how to achieve those goals considering necessary resources, skills and competencies.
- Think about your professional development goals and discuss opportunities with your supervisor.
- Use the Hillel Planning, Feedback and Evaluation (PFE) Tool to set goals for the year ahead.

2&4

- Keep moving - and monitor your progress against your goals.
- Take opportunities to ask for and give immediate and focused feedback and supervision.

3

- Use the Mid-Year Review Process to measure progress against goals and make adjustments to individual development plans.
- Think about what you can learn from Professional Staff Conference sessions and the colleagues you'll see there.
- Think about your staffing needs and your professional aspirations for the coming year.

5

- Gather feedback and other information about your performance.
- Evaluate your results. What went well? What could have been better? What contributed to your success?
- Use the Hillel Planning, Feedback and Evaluation (PFE) Tool to complete the End-of-Year Evaluation Process.

4.

HOW TO EVALUATE THE HILLEL EXECUTIVE DIRECTOR

The Hillel director and the local board of directors are important partners who should be working toward a common end: the growth and flourishing of Hillel and of Jewish life on campus. When things go right between a director and his/her board there is often a mutual understanding of expectations and clear channels for discussion, feedback and support. When things go wrong, we often learn that there is a significant disconnect between the two parties as to what is expected in terms of both performance and results.

The PFE Tool facilitates essential communication between a Hillel director and the board about goals and expectations of the director and serves as a performance evaluation tool to be used annually by the board.

WHY SHOULD A BOARD EVALUATE THE HILLEL DIRECTOR?

- ✓ To establish a clear understanding of expectations and goals both for the director and for the Hillel.
- ✓ To hold the director accountable for his/her responsibilities to the organization.
- ✓ To provide feedback and learning opportunities for the director.
(Believe it or not, directors want the feedback and support of board members!)

BEST PRACTICES:

- ✓ Determine who is in charge of the process. (Options might include: an executive committee, the current chair and incoming chair, the personnel committee or a separately appointed committee.) Be sure that more than one person from the board participates.
- ✓ Work with the director to put dates on the calendar for the meetings that will take place in the planning phase, for the mid-year review and the end-of-year evaluation. Generally speaking, planning should occur in late spring/summer, mid-year between November and January and end-of-year between March and June.
- ✓ Become familiar with the Hillel Success Factors for an Executive Director.

DURING EACH OF THE THREE PHASES:

- ✓ Prepare Individually: All stages, planning, mid-year review and evaluation should be a collaborative process. Each party, the director and the members of the board, should take care to prepare on their own in advance and to fill out the PFE form.
- ✓ Meet and Discuss: Set up a time for the members of the board and the director to meet to discuss.
- ✓ Document and File: The results of your planning conversation should be documented on the PFE Tool.

USING THE PFE TOOL IN EACH PHASE:

1

PLANNING

STEP 1: SET RESULTS-FOCUSED GOALS

- ✓ Discuss and agree on results-based goals or objectives to be accomplished this year.
- ✓ Discuss ways to measure progress and success against these goals, including due dates, quality measures, quantities, desired impact and other qualifiers, as appropriate.
- ✓ Discuss specific actions or initiatives that can be taken to achieve these goals, including actions that the director will be responsible for taking, and those that the board members will take, if appropriate.



For specific examples of good goal setting, see Appendix E



BEFORE YOU MEET CONSIDER:

- The job description of the Hillel director - what sorts of activities are the responsibilities of the Hillel director?
- Hillel's Standards of Excellence. They outline practices in key areas such as financial resource development, fiscal management, board development, university and community relations, human resources, Jewish student life, operations that are essential to a Hillel's success.
- The director's current needs or areas for growth.

STEP 2: SET SUCCESS FACTOR GOALS

- ✓ Identify 2-3 specific Success Factors or behaviors that will be most important to successfully achieving the result-focused goals.
- ✓ Identify specific actions that if taken, would help most to achieve the goals.



See Appendix A for detailed explanations that go with each Success Factor. They provide helpful language for defining specific desired behaviors or actions.

"Who Am I to Tell the Director How to Do His/Her Work?!"

Setting Success Factors goals may feel difficult or perhaps uncomfortable for board members but can be really helpful to both parties. It is an opportunity to talk about the specific ways in which the goals ought to be approached to maximize success, to define areas where the director might improve his/her skills to be more successful in the coming year. It is also an opportunity for the director to suggest areas where additional support, coaching or the expertise from lay leaders is needed.

2

MID-YEAR REVIEW

A brief mid-year review enables all parties to check in and assess progress, change course and provide essential feedback.

- ✓ Use the one-page Mid-Year Review form for this purpose (See Appendix D).
- ✓ Note achievements to date and identify areas to focus on in the months ahead.
- ✓ Note any unexpected events that have altered goals or expectations for what will be achieved.

3

EVALUATION

STEP 1: ASSESS THE RESULTS-FOCUSED GOALS

- ✓ Look back to the planning documents and the results-focused goals that were set in the planning stage
- ✓ Use the grey-shaded boxes to assess progress against the goals. Were the goals met? If not, indicate why.
- ✓ Note examples of achievements and any comments.

STEP 2: ASSESS PERFORMANCE FACTORS

- ✓ Review all the Hillel Success Factors and behaviors expected specifically for this position (Use the two-page Success Factor sheet (see Appendix B) for Executive Directors unless you have created a unique Success Factor sheet for your own Hillel);
- ✓ Assess the director's performance for each relevant Success Factor by checking the box that best describes the performance.
- ✓ Discuss whether the Success Factor goals set at the outset of the year were achieved.



Consider whether you can cite specific examples of ways that the Success Factors were demonstrated or not. These specific examples help you to concretize your evaluation and can be the source for valuable feedback.



Given that the Hillel director works with many stakeholders beyond the board, it might be helpful to understand how others would rate him/her on the performance factors.

STEP 3: IDENTIFY STRENGTHS AND AREAS FOR GROWTH

At the bottom portion of the evaluation, space is set aside for comments.

- ✓ Note accomplishments and strengths, as well as areas for growth. It is helpful to consider all that the director does in a year, beyond just the specific goals and to note achievements in these areas as well.
- ✓ Refer to specific Success Factors that make the director particularly successful, or Success Factors that if improved would enable him/her to perform at a higher level. Again, specific examples are most helpful.



Positive feedback is important! Be sure to note accomplishments as well as areas for growth.

5. A SUPERVISOR'S GUIDE TO EVALUATING HILLEL PROFESSIONALS

The PFE Tool facilitates essential communication between a supervisor and his/her supervisee about goals and expectations and is also the performance evaluation tool to be used annually. While it may be too challenging given the busy nature of our work to revisit the planning document and the Success Factors at each supervision meeting, they are intended as a foundational document that will inform the work that happens during the year ahead in supervision. Additionally, both supervisor and supervisee may find the language of the Success Factors particularly helpful when offering feedback, reflecting on successes and challenges and identifying areas for growth.

BEST PRACTICES:

Set expectations early:

All staff should know about the Hillel Success Factors and the PFE tool and understand the three key phases: Planning, Mid-Year Review and Evaluation.

- Share the Hillel Success Factors as part of the hiring process.
- Make goal setting and conversations about the Success Factors part of your annual staff retreat.
- Set dates for the planning, mid-year review and end-of-year evaluation on the calendar all at the beginning of the year.

Use the Success Factors to promote staff learning and reflection:

- Choose one Factor to discuss in depth at a staff meeting.
- Use the Questions for Reflection in Appendix F to facilitate discussions in supervision or at staff team meetings.
- Use the specific language in the Success Factor document to provide feedback during supervision.

DURING EACH OF THE THREE PHASES:

- Prepare Individually: All stages, planning, mid-year review and evaluation should be a collaborative process. Each party, the supervisor and the supervisee, should take care to prepare on their own in advance.
- Meet and Discuss: Set up a time for the supervisor and the professional to discuss the PFE tool together. At least one hour of uninterrupted time is recommended.
- Document and File: The results of your planning conversation should be documented on the PFE tool. (Electronic copies of the document are available for ease of use at www.hillel.net.)

USING THE PFE TOOL IN EACH PHASE:

1

PLANNING

STEP 1: SET RESULTS-FOCUSED GOALS

- ✓ Discuss and agree on results-based goals or objectives to be accomplished this year.
- ✓ Discuss ways to measure progress and success against these goals, including due dates, quality measures, quantities, desired impact and other qualifiers, as appropriate.
- ✓ Discuss specific actions or initiatives that can be taken to achieve these goals, including actions that the director will be responsible for taking, and those that the board members will take, if appropriate.



For specific examples of good goal setting, see Appendix E



BEFORE YOU MEET CONSIDER:

- The job description for this professional.
- What are the current needs of the Hillel that this professional should be paying particular attention to in the year ahead?
- Are there specific behaviors/activities that you would like to see the professional do less of, more of, or change for the year ahead?

STEP 2: SET SUCCESS FACTOR GOALS

- ✓ Consider the results-focused goals, and identify two or three specific Success Factors or behaviors that will be most important to successfully achieving the goals.
- ✓ Identify specific actions that if taken, would help most to achieve the goals.
- ✓ Optional: If the professional is not new, use the Performance Factors Assessment on pp. 3 of the PFE tool to assess a professional's past performance to help you determine which Success Factors are areas for growth.



The detailed explanations that go with each Success Factor (see Appendix A) provide helpful language for defining the specific behaviors or actions.

2

MID-YEAR REVIEW

A brief mid-year review enables all parties to check in and assess progress, change course and provide essential feedback.

- ✓ Use the 1-page Mid-Year Review form for this purpose (see Appendix D).
- ✓ Note achievements to date and identify areas to focus on in the months ahead.
- ✓ Note any unexpected events that have altered goals or expectations for what will be achieved.

3

EVALUATION

STEP 1: ASSESS THE RESULTS-FOCUSED GOALS

- ✓ Look back to the planning documents and the results-focused goals that were set in the planning stage.
- ✓ Use the grey shaded boxes to assess progress against the goals. Were the goals met? If not, indicate why.
- ✓ Note examples of achievements and any comments.

STEP 2: ASSESS PERFORMANCE FACTORS

- ✓ Review all the Hillel Success Factors and behaviors expected specifically for this position (Use the list of Success Factors outlined for the specific position (see Appendix B) or your own agreed upon list).
- ✓ Assess the professional's performance for each relevant Success Factor by checking the box that best describes the performance.



Consider whether you can cite specific examples of ways that the Success Factors were demonstrated or not. These specific examples help you to concretize your evaluation and can be the source for valuable feedback.



Given that Hillel professionals work with many stakeholders, it might be helpful to understand how others he/she works with would rate him/her on the performance factors.

STEP 3: IDENTIFY STRENGTHS AND AREAS FOR GROWTH

At the bottom portion of the evaluation, space is set aside for comments.

- ✓ Note accomplishments and strengths, as well as areas for growth. It is helpful to consider all that the professional does in a year, beyond just the specific goals and to note achievements in these areas as well.
- ✓ You might choose to refer to specific Success Factors that make the professional particularly successful, or Success Factors that if improved would enable him/her to perform at a higher level. Again, specific examples are most helpful.



Positive feedback is important! Be sure to note accomplishments as well as areas for growth.

6. USING THE SUCCESS FACTORS TO PROMOTE PROFESSIONAL LEARNING

OVERVIEW:

Hillel colleagues who have helped to develop and pilot these tools have found the Success Factors to be an incredibly valuable tool for learning and reflection, made even more unique to Hillel by examining them in dialogue with Jewish tradition.

Below, an essay by San Diego Hillel Executive Director Lisa Goldstein likens the Success Factors to middot - characteristics that bring one in closer connection with the Divine.

THE CULTIVATION OF MIDDOT (or “Success Factors” as a Jewish Spiritual Practice)

By Rabbi Lisa L. Goldstein,
Executive Director, Hillel of San Diego

Even as many Jews are curious about or even hungry for a sense of greater meaning or connection in their life, we often shy away from anything with “spirituality” in the title. Typical images of spirituality often include a guru clothed in a loin-cloth meditating on a mountaintop or a bunch of hippies holding hands and singing kumbaya. Even if that is the kind of thing you might be into, it is difficult to see what it has to do with ordinary life - getting into the office in the morning, how we interact with colleagues, students and community members, running through our daily tasks, trying to honor all our multiple commitments. Who has time for mountain climbing or camp fires?

I often define “spirituality” as working to increase our awareness of and connection to whatever it is that is bigger than us in the universe and that unites us all. Traditionally we call that bigger “thing” by the name of “God.” But our ancestors already knew that this connection to God is not simple.

Almost 2000 years ago, Rabbi Chama bar Rabbi Chanina wondered rhetorically, “How is it possible to walk close to God? Aren’t we taught that God is a devouring fire?” And then he answered his own question: “Walking close to God means to imitate God’s ways.” (Babylonian Talmud Sotah 14a)

Following from this idea, the practice of cultivating *middot* (singular, *middah*) emerged. Rabbi Arthur Green defines a *middah* as a discernable, measurable characteristic that makes the internal Divine accessible. What actions might we take to feel more connected to the unifying force in the universe?

Traditional lists have included specific character traits such as compassion, zeal, patience, humility, inner strength and honor. The *middah* practice is to choose one area of focus for a specific period of time. For example, for one week I am going to pay attention to generosity in my life. I am going to notice when I give readily of my time, my money, my attention, my knowledge. I am also going to notice when I feel resentful, harried, or closed-

hearted. In the morning I will set an intention to be more generous and before I go to bed, I will reflect on how I did. I will do this for a week and then I will choose another area to focus on.

The amazing result of this kind of practice is that by paying attention to this *middah*, to this personal characteristic, I notice how I actually become a more generous, a more patient, a more focused person. And that applies to all parts of my life - at work, with my family and friends and even with myself. And for those of us who are drawn to the “spiritual” world, the fact that we are imitating the Divine and in doing so, drawing closer, makes the experience sweeter still. (For a guide on how to do this practice, see *Everyday Holiness: The Jewish Spiritual Path of Mussar*, by Alan Morinis.)

Hillel’s Success Factors are a compelling contemporary application of this ancient model. It uses current HR language, but the methodology is the same. If our goal is to inspire every Jewish student to make an enduring commitment to Jewish life, we are talking about awareness and connection, just as we are when we are talking about spirituality. And how do we achieve this dizzying ambition? Through small actions, personality traits that we can practice and pay attention to. By setting concrete goals in three or four areas, we can notice:

how does this factor manifest itself in my work? Where does it come easily to me and where do I see there is resistance? How can I take specific steps to strengthen my professional *middot* and thereby become someone who is better at relating, more inspiring, a more effective leader, more committed to excellence? And by paying attention to these areas at work, I am bound to notice how those improvements show up in other parts of my life as well.

The Talmud tells us that the great mystic, Rabbi Shimon Bar Yochai, and his son spent 12 years hiding from the Romans in a cave. During these years, they committed themselves to an elevated spiritual state. When they emerged from hiding, they were appalled to see that people were engaged in daily work, plowing the fields, instead of clinging to God. With their mystical powers, they began destroying the fields, but God stopped them and commanded them to return to their cave. (Babylonian Talmud, Shabbat 33b)

Real life happens in the field, not in the cave, not on the mountaintop; deep connections happen in the everyday actions of our lives. By practicing the cultivation of *middot*, of Success Factors, we have the opportunity to become better professionals, better people and maybe even, draw closer to God.

SUGGESTED LEARNING ACTIVITIES FOR THE HILLEL SUCCESS FACTORS

Here are some specific ways you and your staff team can use the Success Factors to learn and grow individually and as a team.

Use Them at a Staff Retreat:

- Introduce the Success Factors to the team and invite each professional to consider which Success Factors are most important to his/her role on the team.
- Begin the process of setting results focused goals at a retreat by first defining together the goals for the Hillel that year. Next, assign every team member to begin writing individual goals that will contribute to the collective results desired.
- Discuss as a team which Success Factors are present among the team (who is particularly strong at Inspiring Others or Nurturing Jewish Identity and who needs help to grow). Director Jay Lewis at Kansas Hillel asked his staff to share specific examples of times they observed another team member demonstrate a specific Success Factor, helping everyone to identify their best Success Factors and which they needed to develop. (Note: it takes a safe space and strong team to do this together!)

- As the team identifies individual strengths and growth areas, consider the staff team as a whole. How do you function as a unit? Which Success Factors are missing among your team? How will you develop them together or compensate for them during the year?

Use Them at a Staff Meeting:

- Choose one Success Factor at a time for learning and reflection. Use the Reflection Questions (Appendix F) discuss in pairs or small groups.
- Utilize one of the text studies (Appendix G) for Jewish learning at a staff team meeting.
- Choose one Success Factor each month and examine it bit by bit over the month, using the available tools for study. Encouraging each staff member to set some specific goals or commit to specific practices/actions as a way of focusing on that Success Factor in their work. Check in each week in your staff meeting to see how it's going.

Use Them in Supervision:

- Use the Reflection Questions together to discuss a specific Success Factor relevant to the staff member's role.
- Supervisors can assign activities or projects that can help staff members try new actions and behaviors.
- Supervisees can bring up specific Success Factors, ideas, questions or challenges for discussion. They can ask for feedback or let their supervisor know what they need and how they can help.

Use Them On Your Own:

- Consider your own performance using the Success Factor Reflective Questions.
- Keep a journal to reflect on your professional growth, focusing on specific Success Factors.
- Choose one new behavior or action you would like to cultivate and focus on it - making a point to do something each day to bring this new behavior into your regular professional practice.
- Seek out new experiences on the job or elsewhere that can help you develop a particular Success Factor.
- Find a mentor or someone who excels in an area you would like to develop and ask him or her for guidance.

In the Appendices to this guide you will find a set of Reflection Questions for each Success Factor and several text studies, exploring a Success Factor through the lens of Jewish tradition. As more text studies are created they will be made available for use.

APPENDIX A

HILLEL'S SUCCESS FACTORS

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RELATES

RELATES TO OTHERS

As a Hillel professional, you are curious about people; you seek to understand others and learn from them. You can sense others' feelings and perspectives, are attuned to and considerate of their needs. You are able to develop a rapport with a wide variety of people and understand that these relationships form the foundation for all the work you do. As you develop this success factor, you are increasingly able to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, and are aware of their cues in words, body language, emotional expression and behaviors. You are able to connect their backgrounds, culture, history, and desires with their behaviors.

BEHAVIORAL CATEGORIES

1. Is Curious About Others
 - Demonstrates active listening, and other signs of interest (i.e., asking open-ended questions) to learn about others and to build rapport.
 - Tries to understand the diverse perspectives, backgrounds and cultures of others.
2. Develops Understanding of Others
 - Is able to develop a rapport with a wide variety of individuals.
 - Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work.
3. Understands Deeper Meanings
 - Understands others' unexpressed, or unclearly expressed thoughts.
 - Displays sensitivity to unexpressed or ambiguously expressed concerns and is able to respond appropriately.
 - Is conscious of the impact of the image they project and how that may impact interpersonal situations (e.g., being a rabbi, or a different age, etc.).
 - Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion.
4. Understands Underlying Issues
 - Sees others' perspectives by finding out more about them to know what underlying factors may have influenced their present thinking or motivations.
 - Brings in one's education, experience, and understanding of the person to anticipate the longer-term or underlying reasons for a person or group's behavior or responses.

RELATES

SEEKS TO UNDERSTAND THE ENVIRONMENT

As a Hillel professional, you are driven by an underlying curiosity and desire to know more about the collective needs and concerns of students, the campus, the community and the world at large. This includes constantly scanning your environment for potential opportunities or information that may be relevant to your work. You are able to anticipate future opportunities and challenges for Hillel's constituents (e.g., students, Boards, campus/community leaders, volunteer leaders, staff colleagues, etc.). As you develop this success factor, you are better able to understand and navigate within your environment, use this knowledge to serve Hillel's mission, and to work effectively with others.

BEHAVIORAL CATEGORIES

1. Keeps Up to Date

- Stays current with news and information about one's local working environment by reading appropriate news sources, talking with relevant individuals (e.g., an RA, the director of student affairs, a Federation professional or community leader) or by attending relevant meetings.
- Applies information to make one's work more relevant.
- Learns or studies broader trends in topics related to Hillel (such as campus life, student development, generational trends, charitable giving), and integrates that knowledge into one's work.
- Understands how colleagues' work impacts one's own and vice versa.

2. Digs Deeper into the Community

- Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success.
- Understands Hillel's role on campus and where the organization's programs and activities are the same and unique in comparison to other campus or community organizations.

3. Seeks Beyond the Obvious

- Recognizes underlying problems, opportunities or external political forces affecting the work we do and the opportunities at hand.
- Seeks to more deeply understand the motives and goals of the University, the Jewish community, and other stakeholders, to better align Hillel's activities and priorities.

4. Looks for Longer-Term Benefits

- Systematically studies the formal and informal aspects of how a trend or issue beyond the local community impacts Hillel's mission (e.g., makes the connection between a newspaper article about increased interest of college students in issues of spirituality, the rise in participation on campus, and how Hillel can position itself to fulfill this rising interest).
- Creates systems that facilitate the collection and exchange of information needed to make fully informed decisions.
- Uses that knowledge to plan and lead the organization in a particular strategic direction.

RELATES

BUILDS STRATEGIC RELATIONSHIPS

As a Hillel professional, you build and maintain relationships with your colleagues, networks of individuals within the campus community and beyond. These relationships are focused on the people and groups who are instrumental in supporting the success of Hillel's mission, and the people whom Hillel serves. Your networks are as expansive as you can reach, and you use your relationships to support Hillel's goals, and to provide service and value to those in your networks (i.e., finding win-win arrangements). As you continue to develop this success factor, you are able to develop stronger, wider, and deeper relationships that connect individuals or other organizations to Hillel.

BEHAVIORAL CATEGORIES

1. Creates Personal Relationships
 - Initiates contact with others, and avoids lapses in contact.
 - Positions oneself strategically so that individuals or groups who may be seeking to build a relationship can do so with ease.
 - Able to represent the organization and provide a personal connection or introduction to Jewish campus life and the goals of Hillel.
 - Builds relationships with Hillel colleagues in a way that fosters mutual support to each others work and unique roles.
2. Builds Personal Networks
 - Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals.
 - Understands who is in one's networks and draws on them when needed to support one's own work.
 - Reaches beyond current networks to find or develop new networks and invests time strategically in doing so.
 - Develops joint activities and partnerships that support Hillel's mission and benefit others.
3. Builds Alliances
 - Develops deeper long-term relationships to understand the interests and motivation of the other person or group.
 - Brings together external groups/individuals with similar goals or missions to form lasting alliances.
4. Mobilizes Networks/Alliances to Support Hillel's Mission
 - Is a connector between individuals or organizations in one's network, finding opportunities to drive Hillel's mission and accomplish results through building new relationships.
 - Is able to develop and leverage high-level relationships (i.e., university president) to benefit the organization.
 - Uses long-term alliances to enhance Hillel's position/standing with external constituents and stakeholders who can assist in the accomplishment of Hillel's goals.

INSPIRES

MODELS AWARENESS AND GROWTH

As a Hillel professional, you create the time and opportunities for reflection, learning, and growth. Through the understanding and integration of your professional and personal self, you will be a more successful Jewish role model. In order to do this, you integrate your work experiences with your understanding of your job and responsibilities for Hillel to create new insights about your professional life. And you also integrate your life experience with your understanding of Jewish teachings and values to create new insights about your Jewish life. You use these insights as a basis for your own personal and professional growth, evidenced by adopting new attitudes and perspectives, learning and using new behaviors, and making your own Jewish experience relevant for others. Through this conscious, reflective self-development, you are able to behave in a confident, yet humble manner. As you develop this Success Factor, you increase your ability to reflect and change; you facilitate this process for others; and become a compelling and authentic professional and Jewish role model for others.

BEHAVIORAL CATEGORIES

1. Spends Time Reflecting
 - Reflects and recognizes one's own strengths, limits, biases, or faults, thus providing the potential for improvement in these areas.
 - Demonstrates humility, by asking questions, soliciting and accepting feedback, or admitting mistakes.
 - Explores and discusses own Jewish life and experiences.
 - Is conscious of self as a role model and pays attention to the ways in which one conducts oneself.
2. Integrates Personal Insights
 - Applies insights gained from reflection and feedback to work situations, including adopting new attitudes or perspectives, demonstrating new behaviors or taking new action.
 - Participates in learning and development activities (for example, taking classes, active self-study, a challenging job assignment, participating in a focused development plan) in order to expand knowledge, skills and capabilities.
 - Takes opportunities to learn about and expand own Jewish experiences.
3. Integrates Professional and Jewish Selves
 - Shares openly with others about one's insights, learning and growth.
 - Lives consistently with professional standards, as well as ones personal and Jewish values.
 - Uses knowledge and understanding of Jewish tradition to make personal commitments to Jewish life.
4. Models Reflectiveness
 - Creates an environment that nurtures the maturation and development of others.
 - Acts as a compelling and authentic role model that blends both a sense of professionalism and Jewish life for others to emulate.

INSPIRES

NURTURES JEWISH GROWTH

As a Hillel professional, you connect with individuals and groups to guide them towards a stronger understanding of their own Jewish selves. You educate in formal and informal settings, you coach and counsel; and you provide others with the opportunities to explore and understand the relationship between Jewish life and their own life experiences.

As you develop this success factor, you take the initiative to bring these questions into your conversations, you develop a deeper understanding of the range of individual Jewish expressions, and you are able to engage with and have a greater impact on individuals and groups, as you address with them more complex and challenging Jewish questions.

BEHAVIORAL CATEGORIES

1. Serves as an Information Resource to Others
 - Makes oneself available for discussion about Jewish life and Judaism.
 - Is able to answer basic questions about Jewish rituals and traditions.
 - Uses resources such as books, friends, and personal mentors to continue to learn about Judaism.
2. Interprets Jewish Issues with Others
 - Brings a Jewish perspective to one's work and conversations and interactions with others (e.g., promoting a pluralistic perspective).
 - Initiates conversations or opportunities to discuss questions of Jewish life.
 - Able to lead others in planning for and/or leading prayer, holiday celebrations and other religious observances.
 - Demonstrates confidence using own knowledge of Judaism in interacting with others (in discussions, planning, etc.).
3. Transforms the Environment for Others
 - Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to grow Jewishly (considering, for example, developmental stage, learning styles, current affairs, setting, learning goals).
 - Teaches groups formally and informally about Judaism.
 - Uses own knowledge of Judaism to make Jewish life resonant and relevant in a variety of contexts and settings.
4. Challenges the Thinking of Others
 - Counsels others about complex issues of faith and spirituality using a uniquely Jewish lens.
 - Offers new perspectives or ideas that challenge the thinking of others, provides meaning to another's experience, or impacts their approach to Jewish life.
 - Makes Jewish history, texts, rituals, and traditions accessible so others can understand them in the context of their own experience.

INSPIRES

INSPIRES OTHERS TO ACT

As a Hillel professional, you inspire others to establish a connection to Jewish life. You engage with others, individually or in groups, with a sense of purpose or to have a specific impact. You use your understanding of others and the situation to appeal to their interests and concerns. You use a variety of methods to communicate and influence, and are able to inspire individuals and groups. You speak in a language that connects with your target audience, whether that audience is students, board members, donors, campus leaders, or university partners. As you develop this Success Factor, you use increasingly sophisticated approaches, you look for or create appropriate Jewish outlets and opportunities for others, and are able to inspire people or groups in increasingly challenging situations.

BEHAVIORAL CATEGORIES

1. Takes a Single Action
 - Takes actions to influence others to act, such as inviting someone to an event or engaging in a discussion.
 - Uses self as an instrument to connect others to Jewish life, for example, by sharing experiences.
2. Conducts Focused Actions
 - Uses an understanding of individuals and groups to tailor one's communication or messages in order to appeal to the interests and experiences of others.
 - Engages in higher visibility communication and activities to reach larger audiences.
3. Anticipates and Adapts
 - Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a considered approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time).
 - Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly.
4. Creates Opportunities for Others
 - Creates new opportunities or offers relevant opportunities to create Jewish experiences based on one's knowledge of the others expressed and unexpressed needs.
 - Is able to infuse Jewish values into everything that one does in order to inspire new action or awareness in others.
 - Uses complex strategies to move toward specific results or to create opportunities, such as using relationships or outside influences, working "behind the scenes" to build support, or negotiating "win/win" solutions to complex problems.

LEADS

LEADS AND DEVELOPS STAFF

As a Hillel professional who supervises other staff, you express positive expectations for your direct reports and colleagues and treat them with respect and a generosity of spirit. You provide help and support when appropriate. You give positive feedback and appreciation when someone does something well or makes an important contribution. You motivate and inspire your direct reports to give of themselves, providing support and encouragement, while holding them accountable for their responsibilities. You give honest and compassionate feedback, focused on Hillel's success and their professional growth. As you develop this Success Factor, you improve your ability to help others grow and develop as professionals through feedback, coaching and guidance.

BEHAVIORAL CATEGORIES

1. Supports Individual Needs
 - Provides appropriate feedback on job performance (both positive and negative).
 - Gives practical support or assistance to help staff succeed.
 - Follows through on inquiries or requests from staff members in order to provide necessary resources or share information.
 - Models the behaviors desired in others.
2. Connects Individual Performance to Organizational Goals
 - Helps staff understand how their work connects to the larger mission of Hillel.
 - Manages the work of others to move projects forward to a timely conclusion.
 - Advocates appropriately for staff needs to others.
 - Secures or provides needed developmental opportunities for staff.
3. Encourages Higher Performance
 - Recognizes the strengths and limitations of direct reports.
 - Provides developmental feedback or career coaching in a clear, compassionate, and constructive manner.
 - Adapts personal leadership approach based on the different jobs and needs of each direct report.
 - Assesses the needs of the staff and provides relevant opportunities to grow and develop based on these needs.
4. Leads an Energized Team
 - Generates tangible excitement, enthusiasm, and commitment to the leader's vision or a group mission.
 - Addresses performance problem in a direct and immediate manner in the most challenging supervisory situations.
 - Promotes retention through creating a positive work environment.
 - Nurtures talent and creates room for growth.

LEADS

EMPOWERS OTHERS TO LEAD

As a Hillel professional, you make others successful and support them so that they may lead, learn, and grow. You recognize that the opportunity to “own” one’s experience by leading, helps people to grow and has the potential to increase their commitment. You look for opportunities to involve others in your efforts, delegating responsibility and accountability for key activities, including leadership. You maintain an active interest in those activities, providing guidance, support, information and resources as well as allowing for “on-the-job” learning and development. As you continue to develop this Success Factor, you focus less on “getting things done” and creating buy-in with the group and focus more on using this Success Factor to consciously help others “learn by doing.” You empower others to take the initiative, be creative, resolve problems on their own, and learn the skills of leading and managing others.

BEHAVIORAL CATEGORIES

1. Solicits Input to Form Decisions and Plans
 - Involves others in existing projects or activities.
 - Forms groups or committees to provide input and support for new projects.
 - Displays a willingness to learn from others by soliciting their input.
 - Is able to moderate the diversity of opinions and interests of student and/or volunteer groups.
2. Acts as a Facilitator
 - Helps others initiate groups or projects based on their own interests.
 - Identifies strengths, weaknesses, and leadership potential in others in order to connect them with the right opportunity to develop.
 - Makes oneself fully available in order to provide support as needed (e.g., helps to solve problems, provide resources, or facilitate resolutions to conflict).
3. Delegates Leadership
 - Delegates leadership and responsibilities for activities to others (e.g., programs, relationships with stakeholders, etc.).
 - Stays engaged at a level that helps to identify opportunities for the group and to monitor progress and performance.
4. Teaches Leaders to Empower Others
 - Builds a sense of ownership and responsibility among leaders to create meaningful opportunities for others to lead.
 - Takes action to encourage and empower others, making them feel strong, self-confident, and important.

EXCELS

STRIVES FOR EXCELLENCE

As a Hillel professional, you are concerned with setting and attaining a standard of excellence in order to do your best. This standard may be your own past performance (e.g., striving for improvement); an objective measure (e.g., increase developmental dollars or double the number of students); working at your best; or meeting challenging goals you have set. As you continue to develop this Success Factor, you have a greater ability to achieve unique accomplishments based on calculated risk taking and by driving others toward excellence.

BEHAVIORAL CATEGORIES

1. Improves Professionalism and Performance
 - Reliably performs tasks according to job description.
 - Makes specific changes or tries a new approach in order to improve the system or to improve one's own performance.
 - Suggests new or more effective ways of approaching challenges.
2. Sets and Works to Meet Challenging Goals
 - Actively sets goals that are challenging but realistic for self and others.
 - Can articulate the measures of success against the goal, and evaluates success accordingly.
 - Sets priorities so that results are accomplished.
3. Takes Calculated Risks
 - Weighs various approaches by analyzing their potential benefits and risks before deciding how to act or what to prioritize.
 - Takes entrepreneurial risks based on calculated decision-making.
 - Commits significant resources and/or time to increase success, even if there is risk or uncertainty in the outcome.
4. Makes Difficult Choices for the Organization
 - Makes decisions about resource allocation, priorities and longer-term focus of self and others across the organization to guide them toward fulfilling Hillel's mission.
 - Willing to make decisions that may be unpopular, for the betterment of the entire organization.

EXCELS

DEMONSTRATES RESILIENCY

As a Hillel professional, you approach challenges with an attitude that anything is possible, and can see the positive aspects of all situations. You find a path forward even in difficult or unexpected situations, and view failures as learning opportunities. You are also able to adapt to and work effectively within a variety of situations and with various individuals or groups. You demonstrate confidence in your own abilities, confidence in others, and a belief that one can eventually succeed. As you develop this Success Factor, you are able to maintain your optimism in increasingly difficult situations, share that optimism with others, and lead others through difficulties.

BEHAVIORAL CATEGORIES

1. Takes a Positive Attitude
 - Approaches a difficult situation with a positive attitude.
 - Maintains a positive attitude when issues arise out of one's own control.
 - Is willing to change ideas or viewpoints based on new information or contrary evidence.
2. Is Resilient in the Face of Challenge
 - Deals positively with a difficult situation that arises in one's work by creating a new path toward the goal, and applying any learning that can be gained from the experience.
 - Refrains from blaming or complaining.
 - Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others.
3. Seeks Out Challenges
 - Seeks out challenging or risky projects or tasks.
 - Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved.
 - Encourages others to view things optimistically, lending support when it is needed.
4. Leads Others through Challenges
 - Takes on a leadership role in challenging situations.
 - Includes others in the plans for moving beyond difficulties, and helps others learn and grow from the experience.
 - Motivates and challenges others to find ways to overcome obstacles.

EXCELS

DEVELOPS SOLUTIONS

As a Hillel professional, you recognize what gets in the way of success and you analyze how Hillel can operate more effectively, providing solutions to both individual and organizational problems. You pay attention to detail. You accomplish results by considering the ramifications of the solutions you have identified. As you develop this Success Factor, you are able to better anticipate future problems and put into place systems and processes to prevent these future problems.

BEHAVIORAL CATEGORIES

1. Responds to Issues

- Takes ownership of routine problems and solves them in a prompt and respectful manner.
- Understands the cause and effect relationships within a situation and uses this information to solve routine problems and issues.
- Identifies and manages the details that lead to success.
- Manages Hillel's daily operations and supports the work of colleagues by addressing day-to-day problems as they arise.

2. Solves Complex Problems

- Analyzes relationships among several parts of a problem or situation, and implements solutions that generate results.
- Communicates effectively with others involved in a problem or solution.
- Sets processes or routines in place to free up resources and increase productivity.

3. Anticipates Challenges

- Anticipates and prevents problems that are creating inefficiencies or hurdles for others.
- Identifies potential organizational challenges and builds in contingency approaches where appropriate.

4. Redesigns Systems

- Redesigns systems and processes to prevent problems that are creating inefficiencies
- Identifies root causes of problems and redesigns systems and processes to prevent future problems.
- Finds appropriate ways to communicate best practices to appropriate constituencies (e.g., staff, students, board members, others).

APPENDIX B

SUGGESTED HILLEL SUCCESS FACTORS BY POSITION

EXECUTIVE DIRECTOR43

ASSISTANT DIRECTOR45

CAMPUS RABBI47

SENIOR JEWISH EDUCATOR49

SENIOR PROGRAM PROFESSIONALS51

PROGRAM PROFESSIONALS EARLY CAREER53

ENGAGEMENT ASSOCIATE55

ADMINISTRATOR56

ISRAEL FELLOW57

DEVELOPMENT DIRECTOR59

Executive Director

RELATES	INSPIRES
<p>RELATES TO OTHERS Understands Deeper Meanings</p> <ul style="list-style-type: none"> ■ Is conscious of the impact of the image he/she projects and how that may impact interpersonal situations. ■ Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. ■ Is able to develop a rapport with a wide variety of individuals. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Looks for Long-Term Benefits</p> <ul style="list-style-type: none"> ■ Recognizes underlying problems, opportunities or external political forces affecting the work we do and the opportunities at hand. ■ Seeks to more deeply understand the motives and goals of the university, the Jewish community, and other stakeholders, to better align Hillel's activities and priorities. ■ Systematically studies the formal and informal aspects of how a trend or issue beyond the local community impacts Hillel's mission. ■ Creates systems that facilitate the collection and exchange of information needed to make fully informed decisions and uses that knowledge to plan and lead the organization in a particular strategic direction. <p>BUILDS STRATEGIC RELATIONSHIPS Mobilizes Networks/Alliances to Support Hillel's Mission</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Is a connector between individuals or organizations in one's network, finding opportunities to drive Hillel's mission and accomplish results through building new relationships. ■ Is able to develop and leverage high-level relationships to benefit the organization. ■ Uses long-term alliances to enhance Hillel's position/standing with external constituents and stakeholders who can assist in the accomplishment of Hillel's goals. 	<p>MODELS AWARENESS AND GROWTH Integrates Personal Insights</p> <ul style="list-style-type: none"> ■ Reflects and recognizes one's own strengths, limits, biases, or faults, and applies insights gained from reflection and feedback to work situations, including adopting new attitudes or perspectives, demonstrating new behaviors or taking new action. ■ Demonstrates humility by asking questions, soliciting and accepting feedback, or admitting mistakes. ■ Explores and discusses one's own Jewish experiences. ■ Is conscious of self as a role model and pays attention to the ways in which one conducts oneself. ■ Participates in learning and development activities in order to expand knowledge, skills and capabilities. <p>NURTURES JEWISH GROWTH Interprets Jewish Issues with Others</p> <ul style="list-style-type: none"> ■ Demonstrates confidence using own knowledge of Judaism in interacting with others (e.g., in discussions, planning, etc.). ■ Initiates conversations or opportunities to discuss questions of Jewish values and experience. ■ Able to lead others in planning for and/or leading prayer, holiday celebrations and other religious observances. <p>INSPIRES OTHERS TO ACT Creates Opportunities for Others</p> <ul style="list-style-type: none"> ■ Creates new opportunities or offers relevant opportunities to create Jewish experiences based on one's knowledge of the others expressed and unexpressed needs. ■ Uses complex strategies to move toward specific results or create opportunities, such as using relationships or outside influences, working "behind the scenes" to build support, or negotiating "win/win" solutions to complex problems. ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a well thought out approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time).

LEADS	EXCELS
<p>LEADS AND DEVELOPS STAFF Leads an Energized Team</p> <ul style="list-style-type: none"> ■ Generates tangible excitement, enthusiasm, and commitment to the leader’s vision or a group mission. ■ Addresses performance problem in a direct and immediate manner in the most challenging supervisory situations. ■ Promotes retention through creating a positive work environment. ■ Nurtures talent and creates room for growth. ■ Recognizes the strengths and limitations of direct reports. ■ Provides developmental feedback or career coaching in a clear, compassionate, and constructive manner. ■ Adapts personal leadership approach based on the different jobs and needs of each direct report. ■ Assesses the needs of the staff and provides relevant opportunities to grow and develop based on these needs. <p>EMPOWERS OTHERS TO LEAD Teaches Leaders to Empower Others</p> <ul style="list-style-type: none"> ■ Builds a sense of ownership and responsibility among leaders to create meaningful opportunities for others to lead. ■ Takes action to encourage and empower others, making them feel strong, self-confident, and important. ■ Delegates leadership and responsibilities for activities to others ■ Stays engaged at a level that helps to identify opportunities for the group and to monitor progress and performance. 	<p>STRIVES FOR EXCELLENCE Makes Difficult Choices for the Organization</p> <ul style="list-style-type: none"> ■ Makes decisions about resource allocation, priorities and longer-term focus of self and others across the organization to guide them toward fulfilling Hillel’s mission. ■ Willing to make decisions that may be unpopular, for the betterment of the entire organization. ■ Actively sets goals that are challenging but realistic for self and others. ■ Can articulate the measures of success against the goal, and evaluates success accordingly. ■ Sets priorities so that results are accomplished. <p>DEMONSTRATES RESILIENCY Leads Others through Challenges</p> <ul style="list-style-type: none"> ■ Takes on a leadership role in challenging situations. ■ Includes others in the plans for moving beyond difficulties, and helps others learn and grow from the experience. ■ Motivates and challenges others to find ways to overcome obstacles. ■ Outwardly displays one’s own optimism, and shares this viewpoint with others who may be directly or indirectly involved. <p>DEVELOPS SOLUTIONS Redesigns Systems</p> <ul style="list-style-type: none"> ■ Redesigns systems and processes to prevent problems that are creating inefficiencies. ■ Identifies root causes of problems and redesigns systems and processes to prevent future problems. ■ Finds appropriate ways to communicate best practices to appropriate constituencies (e.g., staff, students, board members, others).

When considering the performance goals and priorities for the executive director, be sure to consider the following job responsibilities typical for a director:

- Fundraising;
- Facilitating Jewish life on campus;
- Engaging students and building meaningful relationships with them;
- Effectively engaging, utilizing and building the board of directors;
- Effectively supervising and facilitating the growth of professional staff;
- Communicating effectively with the student bodies and community entities;
- Managing the finances, office, and facility effectively; and
- Developing strong partnerships with community resources (e.g., university officials, federation, other campus and community organizations).

Assistant Director

RELATES	INSPIRES
<p>RELATES TO OTHERS</p> <p>Understands Deeper Meanings</p> <ul style="list-style-type: none"> ■ Is conscious of the impact of the image he/she projects and how that may impact interpersonal situations. ■ Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. ■ Is able to develop a rapport with a wide variety of individuals. 	<p>MODELS AWARENESS AND GROWTH</p> <p>Integrates Personal Insights</p> <ul style="list-style-type: none"> ■ Applies insights gained from reflection and feedback to work situations, including adopting new attitudes or perspectives, demonstrating new behaviors or taking new action. ■ Participates in learning and development activities (e.g., taking classes, active self-study, a challenging job assignment, participating in a focused development plan) in order to expand knowledge, skills and capabilities. ■ Takes opportunities to learn about and expand own Jewish experiences
<p>SEEKS TO UNDERSTAND THE ENVIRONMENT</p> <p>Seeks Beyond the Obvious</p> <ul style="list-style-type: none"> ■ Recognizes underlying problems, opportunities or external political forces affecting the work we do and the opportunities at hand. ■ Seeks to more deeply understand the motives and goals of the university, the Jewish community, and other stakeholders, to better align Hillel's activities and priorities. ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. ■ Understands Hillel's role on campus and where the organization's programs and activities are the same and unique in comparison to other campus or community organizations. 	<p>NURTURES JEWISH GROWTH</p> <p>Transforms the Environment for Others</p> <ul style="list-style-type: none"> ■ Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to reach a greater understanding of their own Jewish identity (considering, for example, developmental stage, learning styles, current affairs, setting, learning goals). ■ Teaches groups formally and informally about Judaism. ■ Uses own knowledge of Judaism to make Jewish life resonant and relevant in a variety of contexts and settings. ■ Demonstrates confidence using own knowledge of Judaism in interacting with others (in discussions, planning, etc.).
<p>BUILDS STRATEGIC RELATIONSHIPS</p> <p>Builds Alliances</p> <ul style="list-style-type: none"> ■ Develops deeper long-term relationships to understand the interests and motivation of the other person or group. ■ Brings together external groups/individuals with similar goals or missions to form lasting alliances. ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Understands who is in one's networks and draws on them when needed to support one's own work. ■ Reaches beyond current networks to find or develop new networks and invests time strategically in doing so. ■ Develops joint activities and partnerships that support Hillel's mission and benefit others. 	<p>INSPIRES OTHERS TO ACT</p> <p>Anticipates and Adapts</p> <ul style="list-style-type: none"> ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a considered approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time). ■ Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly. ■ Engages in higher visibility communication and activities to reach larger audiences.

LEADS	EXCELS
<p>LEADS AND DEVELOPS STAFF Connects Individual Performance to Organizational Goals</p> <ul style="list-style-type: none"> ■ Helps staff understand how their work connects to the larger mission of Hillel. ■ Manages the work of others to move projects forward to a timely conclusion. ■ Advocates appropriately for staff needs to others. ■ Secures or provides needed developmental opportunities for staff. <p>EMPOWERS OTHERS TO LEAD Teaches Leaders to Empower Others</p> <ul style="list-style-type: none"> ■ Helps others initiate groups or projects based on their own interests. ■ Identifies strengths, weaknesses, and leadership potential in others in order to connect them with the right opportunity to develop. ■ Makes oneself fully available in order to provide support as needed. ■ Delegates leadership and responsibilities for activities to others ■ Stays engaged at a level that helps to identify opportunities for the group and to monitor progress and performance. ■ Builds a sense of ownership and responsibility among leaders to create meaningful opportunities for others to lead. ■ Takes action to encourage and empower others, making them feel strong, self-confident, and important. 	<p>STRIVES FOR EXCELLENCE Takes Calculated Risks</p> <ul style="list-style-type: none"> ■ Actively sets goals that are challenging but realistic for self and others. ■ Can articulate the measures of success against the goal, and evaluates success accordingly. ■ Sets priorities so that results are accomplished. ■ Weighs various approaches by analyzing their potential benefits and risks before deciding how to act or what to prioritize. ■ Takes entrepreneurial risks based on calculated decision-making. ■ Commits significant resources and/or time to increase success, even if there is risk or uncertainty in the outcome. <p>DEMONSTRATES RESILIENCY Leads Others through Challenges</p> <ul style="list-style-type: none"> ■ Takes on a leadership role in challenging situations. ■ Includes others in the plans for moving beyond difficulties, and helps others learn and grow from the experience. ■ Motivates and challenges others to find ways to overcome obstacles. ■ Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved. <p>DEVELOPS SOLUTIONS Anticipates Challenges</p> <ul style="list-style-type: none"> ■ Analyzes relationships among several parts of a problem or situation, and implements solutions that generate results. ■ Communicates effectively with others involved in a problem or solution. ■ Sets processes or routines in place to free up resources and increase productivity. ■ Anticipates and prevents problems that are creating inefficiencies or hurdles for others. ■ Identifies potential organizational challenges and builds in contingency approaches where appropriate.

Campus Rabbi

RELATES	INSPIRES
<p>RELATES TO OTHERS</p> <p>Understands Deeper Meanings</p> <ul style="list-style-type: none"> ■ Displays sensitivity to unexpressed or ambiguously expressed concerns and is able to respond appropriately. ■ Is conscious of the impact of the image he/she projects and how that may impact interpersonal situations. ■ Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. ■ Is able to develop a rapport with a wide variety of individuals. 	<p>MODELS AWARENESS AND GROWTH</p> <p>Models Reflectiveness</p> <ul style="list-style-type: none"> ■ Creates an environment that nurtures the maturation and development of others. ■ Acts as a compelling and authentic role model that blends both a sense of professionalism and Jewish life for others to emulate. ■ Shares openly with others about one's insights, learning and growth. ■ Lives consistently with professional standards, personal and Jewish values. ■ Uses knowledge and understanding of Jewish tradition to make personal commitments to Jewish life.
<p>SEEKS TO UNDERSTAND THE ENVIRONMENT</p> <p>Understands the Community</p> <ul style="list-style-type: none"> ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. ■ Understands Hillel's role on campus and where the organization's programs and activities are the same and unique in comparison to other campus or community organizations. ■ Learns or studies broader trends in topics related to Hillel and integrates that knowledge into one's work. ■ Understands how colleagues' work impacts one's own and vice versa. 	<p>NURTURES JEWISH GROWTH</p> <p>Challenges the Thinking of Others</p> <ul style="list-style-type: none"> ■ Counsels others about complex issues of faith and spirituality using a uniquely Jewish lens. ■ Offers new perspectives or ideas that challenge the thinking of others, provides meaning to another's experience, or impacts their approach to Jewish life. ■ Makes Jewish history, texts, rituals, and traditions accessible so others can understand them in the context of their own experience. ■ Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to reach a greater understanding of their own Jewishness (considering, for example, developmental stage, learning styles, current affairs, setting, learning goals). ■ Teaches groups formally and informally about Judaism.
<p>BUILDS STRATEGIC RELATIONSHIPS</p> <p>Establishes Personal Networks</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Develops joint activities and partnerships that support Hillel's mission and benefit others. ■ Positions oneself strategically so that individuals or groups who may be seeking to build a relationship can do so with ease. ■ Able to represent the organization and provide a personal connection or introduction to Jewish campus life and the goals of Hillel. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each others' work and unique roles. 	<p>INSPIRES OTHERS TO ACT</p> <p>Creates Opportunities for Others</p> <ul style="list-style-type: none"> ■ Creates new opportunities or offers relevant opportunities to create Jewish experiences based on one's knowledge of the others expressed and unexpressed needs. ■ Is able to infuse Jewish values into everything that one does in order to inspire new action or awareness in others. ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a well thought out approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time).

EXCELS

STRIVES FOR EXCELLENCE

Sets and Works toward Challenging Goals

- Actively sets goals that are challenging but realistic for self and others.
- Can articulate the measures of success against the goal, and evaluates success accordingly.
- Sets priorities so that results are accomplished.

DEMONSTRATES RESILIENCY

Leads Others through Challenges

- Takes on a leadership role in challenging situations.
- Includes others in the plans for moving beyond difficulties, and helps others learn and grow from the experience.
- Motivates and challenges others to find ways to overcome obstacles.
- Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved.

DEVELOPS SOLUTIONS

Seeks Out Challenges

- Seeks out challenging or risky projects or tasks.
- Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved.
- Encourages others to view things optimistically, lending support when it is needed.

Senior Jewish Educator

RELATES	INSPIRES
<p>RELATES TO OTHERS Understands Deeper Meanings</p> <ul style="list-style-type: none"> ■ Displays sensitivity to unexpressed or ambiguously expressed concerns and is able to respond appropriately. ■ Is conscious of the impact of the image he/she projects and how that may impact interpersonal situations. ■ Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. ■ Is able to develop a rapport with a wide variety of individuals. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Understands the Community</p> <ul style="list-style-type: none"> ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. ■ Understands Hillel's role on campus and where the organization's programs and activities are the same and unique in comparison to other campus or community organizations. ■ Learns or studies broader trends in topics related to the work and integrates that knowledge into one's work. ■ Understands how colleagues' work impacts one's own and vice versa. <p>BUILDS STRATEGIC RELATIONSHIPS Establishes Personal Networks</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Positions oneself strategically so that individuals or groups who may be seeking to build a relationship can do so with ease. ■ Able to represent the organization and provide a personal connection or introduction to Jewish campus life. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each others' work and unique roles. 	<p>MODELS AWARENESS AND GROWTH Models Reflectiveness</p> <ul style="list-style-type: none"> ■ Creates an environment that nurtures the maturation and development of others. ■ Acts as a compelling and authentic role model who blends both a sense of professionalism and Jewish life for others to emulate. ■ Shares openly with others about one's insights, learning and growth. ■ Lives consistently with professional standards, personal and Jewish values. ■ Uses knowledge and understanding of Jewish tradition to make personal commitments to Jewish life. <p>NURTURES JEWISH GROWTH Challenges the Thinking of Others</p> <ul style="list-style-type: none"> ■ Counsels others about complex issues of faith and spirituality using a uniquely Jewish lens. ■ Offers new perspectives or ideas that challenge the thinking of others, provides meaning to another's experience, or impacts their approach to Jewish life. ■ Makes Jewish history, texts, rituals, and traditions accessible so others can understand them in the context of their own experience. ■ Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to reach a greater understanding of their own Jewishness (considering, for example, developmental stage, learning styles, current affairs, setting, learning goals). ■ Teaches groups formally and informally about Judaism. <p>INSPIRES OTHERS TO ACT Creates Opportunities for Others</p> <ul style="list-style-type: none"> ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a considered approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time). ■ Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly. ■ Creates new opportunities or offers relevant opportunities to create Jewish experiences based on one's knowledge of the others expressed and unexpressed needs. ■ Is able to infuse Jewish values into everything that one does in order to inspire new action or awareness in others.

EXCELS

STRIVES FOR EXCELLENCE

Sets and Works toward Challenging Goals

- Actively sets goals that are challenging but realistic for self and others.
- Can articulate the measures of success against the goal, and evaluates success accordingly.
- Sets priorities so that results are accomplished.

DEMONSTRATES RESILIENCY

Seeks Out Challenges

- Seeks out challenging or risky projects or tasks.
- Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved.
- Encourages others to view things optimistically, lending support when it is needed.

Senior Program Professionals

RELATES	INSPIRES
<p>RELATES TO OTHERS Understands Deeper Meanings</p> <ul style="list-style-type: none"> ■ Tries to understand the diverse perspectives, backgrounds and cultures of others. ■ Displays sensitivity to unexpressed or ambiguously expressed concerns and is able to respond appropriately. ■ Is conscious of the impact of the image they project and how that may impact interpersonal situations (i.e., being a rabbi, or a different age, etc.). ■ Able to make conclusions about others' thoughts, feelings or behaviors that consider more than explicit content and emotion. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Digs Deeper Into the Community</p> <ul style="list-style-type: none"> ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. ■ Learns or studies broader trends in topics related to Hillel (such as campus life, student development, generational trends, charitable giving), and integrates that knowledge into one's work. ■ Understands how the work of one's colleagues impacts their own and how their own work impacts their colleagues. <p>BUILDS STRATEGIC RELATIONSHIPS Builds Alliances</p> <ul style="list-style-type: none"> ■ Develops deeper long-term relationships to understand the interests and motivation of the other person or group. ■ Brings together external groups/individuals with similar goals or missions to form lasting alliances. ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. 	<p>MODELS AWARENESS AND GROWTH Integrates Personal Insights</p> <ul style="list-style-type: none"> ■ Is conscious of self as a role model and pays attention to the ways in which one conducts oneself. ■ Applies insights gained from reflection and feedback to work situations, including adopting new attitudes or perspectives, demonstrating new behaviors or taking new action. ■ Participates in learning and development activities (e.g., taking classes, active self-study, a challenging job assignment, participating in a focused development plan) in order to expand knowledge, skills and capabilities. ■ Takes opportunities to learn about and expand own Jewish experiences. <p>NURTURES JEWISH GROWTH Transforms the Environment</p> <ul style="list-style-type: none"> ■ Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to grow Jewishly (considering, for example, developmental stage, learning styles, current affairs, setting, learning goals). ■ Teaches groups formally and informally about Judaism. ■ Uses own knowledge of Judaism to make Jewish life resonant and relevant in a variety of contexts and settings. ■ Brings a Jewish perspective to one's work and conversations and interactions with others (e.g., promoting a pluralistic perspective). <p>INSPIRES OTHERS TO ACT Anticipates and Adapts</p> <ul style="list-style-type: none"> ■ Uses self as an instrument to connect others to Jewish life, for example, by sharing experiences. ■ Engages in higher visibility communication and activities to reach larger audiences. ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a considered approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time). ■ Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly.

LEADS	EXCELS
<p data-bbox="191 268 513 296">EMPOWERS OTHERS TO LEAD</p> <p data-bbox="191 300 428 327">Delegates Leadership</p> <ul data-bbox="191 331 764 590" style="list-style-type: none"> <li data-bbox="191 331 764 415">■ Identifies strengths, weaknesses, and leadership potential in others in order to connect them with the right opportunity to develop. <li data-bbox="191 417 764 501">■ Delegates leadership and responsibilities for activities to others (e.g., programs, relationships with stakeholders, etc). <li data-bbox="191 504 764 590">■ Stays engaged at a level that helps to identify opportunities for the group and to monitor progress and performance. <p data-bbox="191 646 708 674">LEADS AND DEVELOPS STAFF (IF SUPERVISING)</p> <p data-bbox="191 678 483 705">Supports Individual Needs</p> <ul data-bbox="191 709 781 936" style="list-style-type: none"> <li data-bbox="191 709 781 764">■ Provides appropriate feedback on job performance (both positive and negative). <li data-bbox="191 766 781 821">■ Gives practical support or assistance to help staff succeed. <li data-bbox="191 823 781 907">■ Follows through on inquiries or requests from staff members in order to provide necessary resources or share information. <li data-bbox="191 909 781 936">■ Models the behaviors desired in others. 	<p data-bbox="834 268 1127 296">STRIVES FOR EXCELLENCE</p> <p data-bbox="834 300 1305 327">Sets and Works to Meet Challenging Goals</p> <ul data-bbox="834 331 1425 617" style="list-style-type: none"> <li data-bbox="834 331 1425 415">■ Makes specific changes or tries a new approach in order to improve the system or to improve one's own performance. <li data-bbox="834 417 1425 472">■ Suggests new or more effective ways of approaching challenges. <li data-bbox="834 474 1425 529">■ Actively sets goals that are challenging but realistic for self and others. <li data-bbox="834 531 1425 585">■ Can articulate the measures of success against the goal, and evaluates success accordingly. <li data-bbox="834 588 1425 617">■ Sets priorities so that results are accomplished. <p data-bbox="834 678 1143 705">DEMONSTRATES RESILIENCY</p> <p data-bbox="834 709 1240 737">Is Resilient in the Face of Challenge</p> <ul data-bbox="834 741 1406 1115" style="list-style-type: none"> <li data-bbox="834 741 1406 795">■ Approaches a difficult situation with a positive attitude. <li data-bbox="834 798 1406 852">■ Is willing to change ideas or viewpoints based on new information or contrary evidence. <li data-bbox="834 854 1406 968">■ Deals positively with a difficult situation that arises in one's work by creating a new path towards the goal, and applying any learning that can be gained from the experience. <li data-bbox="834 970 1406 997">■ Refrains from blaming or complaining. <li data-bbox="834 999 1406 1083">■ Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others. <li data-bbox="834 1085 1406 1115">■ Seeks out challenging or risky projects or tasks.

Program Professionals' Early Career

RELATES	INSPIRES
<p>RELATES TO OTHERS Develops Understanding of Others</p> <ul style="list-style-type: none"> ■ Demonstrates active listening, and other signs of interest (i.e., asking open-ended questions) to learn about others and to build rapport. ■ Tries to understand the diverse perspectives, backgrounds and cultures of others. ■ Is able to develop a rapport with a wide variety of individuals. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Keeps Up to Date</p> <ul style="list-style-type: none"> ■ Stays current with news and information about one's local working environment by reading appropriate news sources, talking with relevant individuals (e.g., an RA, the Director of Student Affairs, a Federation professional or community leader) or by attending relevant meetings. ■ Applies information to make one's work more relevant. ■ Learns or studies broader trends in topics related to Hillel (such as campus life, student development, generational trends, charitable giving), and integrates that knowledge into one's work. ■ Understands how colleagues's work impacts one's own and vice versa. <p>BUILDS STRATEGIC RELATIONSHIPS Builds Personal Networks</p> <ul style="list-style-type: none"> ■ Initiates contact with others, and avoids lapses in contact. ■ Positions oneself strategically so that individuals or groups who may be seeking to build a relationship can do so with ease. ■ Able to represent the organization and provide a personal connection or introduction to Jewish campus life and the goals of Hillel. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each other's work and unique roles. ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. 	<p>MODELS AWARENESS AND GROWTH Spends Time Reflecting</p> <ul style="list-style-type: none"> ■ Reflects and recognizes one's own strengths, limits, biases, or faults, thus providing the potential for improvement in these areas. ■ Demonstrates humility, by asking questions, soliciting and accepting feedback, or admitting mistakes. ■ Explores and discusses one's Jewish ideas and experiences. ■ Is conscious of self as a role model and pays attention to the ways in which one conducts oneself. <p>NURTURES JEWISH GROWTH Interprets Jewish Issues with Others</p> <ul style="list-style-type: none"> ■ Makes oneself available for discussion about Jewish life and values. ■ Is able to answer basic questions about Jewish rituals and traditions. ■ Uses resources such as books, friends, and personal mentors to continue to learn about Judaism. ■ Brings a Jewish perspective to one's work and conversations and interactions with others (e.g., promoting a pluralistic perspective). ■ Initiates conversations or opportunities to discuss questions of Jewish life. ■ Able to lead others in planning for and/or leading prayer, holiday celebrations and other religious observances. ■ Demonstrates confidence using own knowledge of Judaism in interacting with others (in discussions, planning, etc.). <p>INSPIRES OTHERS TO ACT Conducts Focused Actions</p> <ul style="list-style-type: none"> ■ Takes single actions to influence others to act, such as inviting someone to an event or engaging in a discussion. ■ Uses self as an instrument to connect others to Jewish life, for example, by sharing experiences. ■ Uses an understanding of individuals and groups to tailor one's communication or messages in order to appeal to the interests and experiences of others. ■ Engages in higher visibility communication and activities to reach larger audiences.

LEADS	EXCELS
<p>EMPOWERS OTHERS TO LEAD</p> <p>Acts As a Facilitator</p> <ul style="list-style-type: none"> ■ Involves others in existing projects or activities. ■ Forms groups or committees to provide input and support for new projects. ■ Displays a willingness to learn from others by soliciting their input. ■ Is able to moderate the diversity of opinions and interests of student and/or volunteer groups. Helps others initiate groups or projects based on their own interests. ■ Identifies strengths, weaknesses, and leadership potential in others in order to connect them with the right opportunity to develop. ■ Makes oneself fully available in order to provide support as needed (e.g., helps to solve problems, provide resources, or facilitate resolutions to conflict). 	<p>STRIVES FOR EXCELLENCE</p> <p>Sets and Works to Meet Challenging Goals</p> <ul style="list-style-type: none"> ■ Reliably performs tasks according to job description. ■ Makes specific changes or tries a new approach in order to improve the system or to improve one's own performance. ■ Suggests new or more effective ways of approaching challenges. ■ Actively sets goals that are challenging but realistic for self and others. ■ Can articulate the measures of success against the goal, and evaluates success accordingly. ■ Sets priorities so that results are accomplished. <p>DEMONSTRATES RESILIENCY</p> <p>Is Resilient in the Face of Challenge</p> <ul style="list-style-type: none"> ■ Approaches a difficult situation with a positive attitude. ■ Maintains a positive attitude when things arise out of one's own control. ■ Is willing to change ideas or viewpoints based on new information or contrary evidence. ■ Deals positively with a difficult situation that arises in one's work by creating a new path towards the goal, and applying any learning that can be gained from the experience. ■ Refrains from blaming or complaining. ■ Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others.

Engagement Associate

RELATES	INSPIRES
<p>RELATES TO OTHERS Develops Understanding of Others</p> <ul style="list-style-type: none"> ■ Demonstrates active listening, and other signs of interest (i.e., asking open-ended questions) to learn about others and to build rapport. ■ Is able to develop a rapport with a wide variety of individuals. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Digs Deeper Into the Community</p> <ul style="list-style-type: none"> ■ Learns or studies broader trends and integrates that knowledge into one's work. ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. ■ Understands Hillel's role on campus and where the organization's programs and activities are the same and unique in comparison to other campus or community organizations. <p>BUILDS STRATEGIC RELATIONSHIPS Builds Personal Networks</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Understands who is in one's networks and draws on them when needed to support one's own work. ■ Reaches beyond current networks to find or develop new networks and invests time strategically in doing so. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each others work and unique roles. 	<p>MODELS AWARENESS AND GROWTH Spends Time Reflecting</p> <ul style="list-style-type: none"> ■ Reflects and recognizes one's own strengths, limits, biases, or faults, thus providing the potential for improvement in these areas. ■ Demonstrates humility, by asking questions, soliciting and accepting feedback, or admitting mistakes. ■ Explores and discusses own Jewish ideas and experiences. ■ Is conscious of self as a role model and pays attention to the ways in which one conducts oneself. <p>NURTURES JEWISH GROWTH Serves as an Information Resource for Others</p> <ul style="list-style-type: none"> ■ Makes oneself available for discussion about Jewish life and Judaism. ■ Is able to answer basic questions about Jewish rituals and traditions. ■ Uses resources such as books, friends, and personal mentors to continue to learn about Judaism. <p>INSPIRES OTHERS TO ACT Anticipates and Adapts</p> <ul style="list-style-type: none"> ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a considered approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time). ■ Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly.
<p>EXCELS</p>	

- STRIVES FOR EXCELLENCE**
 Sets and Works to Meet Challenging Goals
- Suggests new or more effective ways of approaching challenges.
 - Actively sets goals that are challenging but realistic for self and others.
 - Can articulate the measures of success against the goal, and evaluates success accordingly.
 - Sets priorities so that results are accomplished.

- DEMONSTRATES RESILIENCY**
 Is Resilient in the Face of Challenge
- Deals positively with a difficult situation that arises in one's work by creating a new path towards the goal, and applying any learning that can be gained from the experience.
 - Refrains from blaming or complaining.
 - Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others.

Administrator

RELATES	EXCELS
<p>RELATES TO OTHERS Develops Understanding of Others</p> <ul style="list-style-type: none"> ■ Demonstrates active listening, and other signs of interest (i.e., asking open-ended questions) to learn about others and to build rapport. ■ Tries to understand the diverse perspectives, backgrounds and cultures of others. ■ Is able to develop a rapport with a wide variety of individuals. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Keeps Up to Date</p> <ul style="list-style-type: none"> ■ Stays current with news and information about one's local working environment by reading appropriate news sources, talking with relevant individuals (e.g., an RA, the Director of Student Affairs, a Federation professional or community leader) or by attending relevant meetings. ■ Applies information to make one's work more relevant. ■ Learns or studies broader trends in topics related to Hillel (such as campus life, student development, generational trends, charitable giving), and integrates that knowledge into one's work. ■ Understands how colleagues' work impacts one's own and vice versa. ■ Makes observations about how the organization or the greater community operates so that one can plan and navigate with greater success. <p>BUILDS STRATEGIC RELATIONSHIPS Builds Personal Networks</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Understands who is in one's networks and draws on them when needed to support one's own work. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each other's work and unique roles. 	<p>STRIVES FOR EXCELLENCE Sets and Works to Meet Challenging Goals</p> <ul style="list-style-type: none"> ■ Reliably performs tasks according to job description. ■ Makes specific changes or tries a new approach in order to improve the system or suggests new or more effective ways of approaching challenges. ■ Actively sets goals that are challenging but realistic for oneself and others. ■ Can articulate the measures of success against the goal, and evaluates success accordingly. ■ Sets priorities so that results are accomplished. <p>DEMONSTRATES RESILIENCY Seeks Out Challenges</p> <ul style="list-style-type: none"> ■ Deals positively with a difficult situation that arises in one's work by creating a new path toward the goal, and applying any learning that can be gained from the experience. ■ Refrains from blaming or complaining. ■ Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others. ■ Seeks out challenging or risky projects or tasks. ■ Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved. ■ Encourages others to view things optimistically, lending support when it is needed. <p>DEVELOPS SOLUTIONS Redesigns Systems</p> <ul style="list-style-type: none"> ■ Identifies and manages the details that lead to success. ■ Manages Hillel's daily operations and supports the work of colleagues by addressing day-to-day problems as they arise. ■ Sets processes or routines in place to free up resources and increase productivity. ■ Anticipates and prevents problems that are creating inefficiencies or hurdles for others. ■ Identifies potential organizational challenges and builds in contingency approaches where appropriate. ■ Redesigns systems and processes to prevent problems that are creating inefficiency for others. ■ Identifies root causes of problems and redesigns systems and processes to prevent future problems. ■ Finds appropriate ways to communicate best practices to appropriate constituencies (such as staff, students, board members, others).

Israel Fellow

RELATES	INSPIRES
<p>RELATES TO OTHERS Develops Understanding of Others</p> <ul style="list-style-type: none"> ■ Demonstrates active listening, and other signs of interest (i.e., asking open-ended questions) to learn about others and to build rapport. ■ Tries to understand the diverse perspectives, backgrounds and cultures of others. ■ Is able to develop a rapport with a wide variety of individuals. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Keeps Up to Date</p> <ul style="list-style-type: none"> ■ Stays current with news and information about one's local working environment by reading appropriate news sources, talking with relevant individuals or by attending relevant meetings. ■ Applies information to make one's work more relevant. ■ Learns or studies broader trends in topics related to Hillel (such as campus life, student development, generational trends, charitable giving), and integrates that knowledge into one's work. ■ Understands how the work of one's colleagues impacts their own and how their own work impacts their colleagues. <p>BUILDS STRATEGIC RELATIONSHIPS Builds Personal Networks</p> <ul style="list-style-type: none"> ■ Initiates contact with others, and avoids lapses in contact. ■ Positions oneself strategically so that individuals or groups who may be seeking to build a relationship can do so with ease. ■ Able to represent the organization and provide a personal connection or introduction to Jewish campus life and the goals of Hillel. ■ Builds relationships with Hillel colleagues in a way that fosters mutual support to each others work and unique roles. ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. 	<p>MODELS AWARENESS AND GROWTH Spends Time Reflecting</p> <ul style="list-style-type: none"> ■ Reflects and recognizes one's own strengths, limits, biases, or faults, thus providing the potential for improvement in these areas. ■ Demonstrates humility, by asking questions, soliciting and accepting feedback, or admitting mistakes. ■ Explores and discusses own Jewish experiences ■ Is conscious of self as a role model and pays attention to the ways in which one conducts oneself. <p>NURTURES JEWISH GROWTH Interprets Jewish Issues with Others</p> <ul style="list-style-type: none"> ■ Makes oneself available for discussion about Jewish life, Judaism and Israel. ■ Is able to answer questions about Israel and Jewish life. ■ Uses resources such as books, friends, and personal mentors to continue to learn about Judaism. ■ Brings a Jewish perspective to one's work and conversations and interactions with others (e.g., promoting a pluralistic perspective). ■ Initiates conversations or opportunities to discuss Israel, Jewish values and experience. ■ Demonstrates confidence using own knowledge of Israel and Jewish life in interacting with others (in discussions, planning, etc.). <p>INSPIRES OTHERS TO ACT Conducts Focused Actions</p> <ul style="list-style-type: none"> ■ Takes single actions to influence others to act, such as inviting someone to an event or engaging in a discussion. ■ Uses self as an instrument to connect others to Jewish life, for example, by sharing experiences. ■ Uses an understanding of individuals and groups to tailor one's communication or messages in order to appeal to the interests and experiences of others. ■ Engages in higher visibility communication and activities to reach larger audiences.

EXCELS

STRIVES FOR EXCELLENCE

Sets and Works to Meet Challenging Goals

- Reliably performs tasks according to job description.
- Makes specific changes or tries a new approach in order to improve the system or to improve one's own performance.
- Suggests new or more effective ways of approaching challenges.
- Actively sets goals that are challenging but realistic for self and others.
- Can articulate the measures of success against the goal, and evaluates success accordingly.
- Sets priorities so that results are accomplished.

DEMONSTRATES RESILIENCY

Is Resilient in the Face of a Challenge

- Approaches a difficult situation with a positive attitude.
- Maintains a positive attitude when things arise out of one's own control.
- Is willing to change ideas or viewpoints based on new information or contrary evidence.
- Deals positively with a difficult situation that arises in ones' work by creating a new path towards the goal, and applying any learning that can be gained from the experience.
- Refrains from blaming or complaining.
- Takes thoughtful or constructive action in uncertain situations without waiting for the direction/approval of others.

Development Director

(Focused on annual campaign, donor management, etc.)

RELATES	INSPIRES
<p>RELATES TO OTHERS Develops Understanding of Others</p> <ul style="list-style-type: none"> ■ Is able to develop a rapport with a wide variety of individuals. ■ Demonstrates knowledge of emotional intelligence and/or student development theory and applies it to the work. <p>SEEKS TO UNDERSTAND THE ENVIRONMENT Seeks Beyond the Obvious</p> <ul style="list-style-type: none"> ■ Stays current with news and information about one's local working environment by reading appropriate news sources, talking with relevant individuals or by attending relevant meetings. ■ Learns or studies broader trends in topics related to one's work and integrates that knowledge into one's work. ■ Understands how colleagues' work impacts one's own and vice versa. ■ Recognizes underlying problems, opportunities or external political forces affecting the work we do and the opportunities at hand. ■ Seeks to more deeply understand the motives and goals of the university, the Jewish community, and other stakeholders, to better align Hillel's activities and priorities. 	<p>INSPIRES OTHERS TO ACT Anticipates and Adapts</p> <ul style="list-style-type: none"> ■ Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a well thought out approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time). ■ Uses knowledge of the individual or group to anticipate opportunities to infuse Jewish values and appeal to the person's interests accordingly.
<p>BUILDS STRATEGIC RELATIONSHIPS Builds Personal Networks</p> <ul style="list-style-type: none"> ■ Strategically initiates, develops and maintains networks of people on campus and among Jewish students and Hillel stakeholders who can help to advance the Hillel's goals. ■ Understands who is in one's networks and draws on them when needed to support one's own work. ■ Reaches beyond current networks to find or develop new networks and invests time strategically in doing so. ■ Develops joint activities and partnerships that support Hillel's mission and benefit others. 	<p>EXCELS</p> <p>STRIVES FOR EXCELLENCE Sets and Works to Meet Challenging Goals</p> <ul style="list-style-type: none"> ■ Actively sets goals that are challenging but realistic for self and others. ■ Can articulate the measures of success against the goal, and evaluates success accordingly. ■ Sets priorities so that results are accomplished. <p>DEMONSTRATES RESILIENCY Seeks Out Challenges</p> <ul style="list-style-type: none"> ■ Seeks out challenging or risky projects or tasks. ■ Outwardly displays one's own optimism, and shares this viewpoint with others who may be directly or indirectly involved. ■ Encourages others to view things optimistically, lending support when it is needed. <p>DEVELOPS SOLUTIONS Solves Complex Problems</p> <ul style="list-style-type: none"> ■ Analyzes relationships among several parts of a problem or situation, and implements solutions that generate results. ■ Communicates effectively when others may be involved in part of a problem or solution. ■ Sets processes or routines in place to free up resources and increase productivity.

APPENDIX C

HILLEL'S PLANNING, FEEDBACK AND EVALUATION (PFE) TOOL

Hillel's Planning, Feedback and Evaluation (PFE) Tool

HILLEL NAME: _____
EMPLOYEE: _____ POSITION/TITLE: _____
SUPERVISOR: _____ DATE: _____

GOAL SETTING

1

Set Results-Focused Goals:
Use the space below to clearly define 3-5 results-focused, measurable goals for the year ahead. The gray boxes will be used at the conclusion of the year during the performance evaluation.

Goal #1:
What actions can be taken to achieve this goal?
How will success be measured?
Was the goal achieved? <input type="checkbox"/> Did not achieve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations Examples of achievement or comments:

Goal #2:
What actions can be taken to achieve this goal?
How will success be measured?
Was the goal achieved? <input type="checkbox"/> Did not achieve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations Examples of achievement or comments:

Goal #3:
What actions can be taken to achieve this goal?
How will success be measured?
Was the goal achieved? <input type="checkbox"/> Did not achieve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations Examples of achievement or comments:

Goal #4:
What actions can be taken to achieve this goal?
How will success be measured?
Was the goal achieved? <input type="checkbox"/> Did not achieve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations Examples of achievement or comments:

Goal #5:
What actions can be taken to achieve this goal?
How will success be measured?
Was the goal achieved? <input type="checkbox"/> Did not achieve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations Examples of achievement or comments:

2

Success Factor Goals:

Review Hillel's Success Factors and those Success Factors and behaviors specifically recommended for the position. Choose 2-3 Success Factors and/or behaviors that will be essential to achieving the goals outlined above and note them below. This is an opportunity to discuss areas for growth and professional development in the year ahead.

What specific behaviors outlined in the Success Factors are essential to your results-based goals?
Success Factor/Behavior:

Success Factor/Behavior:

Success Factor/Behavior:

What actions relating to these Success Factors will help you achieve your results-based goals?

YEAR-END EVALUATION

1

Assess Results:

Look back to the Results-Focused Goals for the year. Were the goals achieved? If not, indicate why. Use the shaded boxes on the Goal-Setting Section to assess and comment.

2

Assess Performance Factors:

Reviewing the Success Factors, and specifically the behaviors expected for this position as well as the individual's developmental growth plan, assess how the job was performed, using the following scale:

Exceeds Expectations: Demonstrates this Success Factor consistently above and beyond expectations.

Meets Expectations: Effectively demonstrates this Success Factor, all of the time, in all situations, consistently in line with expectations.

Typically Meets Expectations: Effectively demonstrates the Success Factor in some, but not all situations. Some improvement is required.

Does Not Meet Expectations: Has difficulty demonstrating this Success Factor. Significant improvement is required.

Success Factors

<p>Relates to Others</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Seeks to Understand the Environment</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Builds Strategic Relationships</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Models Awareness and Growth</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Nurtures Jewish Growth</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Inspires Others to Act</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Leads and Develops Staff</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Empowers Others to Lead</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Strives for Excellence</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Develops Solutions</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>
<p>Demonstrates Resiliency</p> <p><input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Typically Meets Expectations <input type="checkbox"/> Does Not Meet Expectations <input type="checkbox"/> N/A</p>

Use the spaces below to comment further on the ratings above, focusing on strengths and areas for development:

Strengths and Areas for Development

Describe the individual's strengths and areas for development.

APPENDIX D

MID-YEAR REVIEW

Mid-Year Feedback

While using supervision throughout the year to discuss one's work and note progress against the goals, a Mid-Year Review is a formal opportunity to reflect, note achievements and challenges, and discuss how to focus future efforts to stay on track. It also allows you to change the original goals if they are no longer appropriate.

Here are some steps we recommend for these informal discussions.

1

Prepare for the discussion.

Preparation for a mid-year feedback session is just as important as for the planning session. Collect the information you need to review the status of the goals, and think about what's working well, what needs to change, and what's needed in the next three to six months to achieve these goals.

2

Meet and Discuss the Goal Status

- During the discussion, review the status of each goal. What has already been achieved? What remains to be done?
- Be sure to ask whether this goal is still appropriate or if it should be changed. If you decide to change a goal, go back to the Planning, Feedback and Evaluation (PFE) Form and document any changes.
- Discuss what's needed in the future to achieve the goal.
- Share any insights into what's working well and what could be changed in how you're approaching this goal.

Keep your notes from any mid-year discussions with your copy of the Planning, Feedback and Evaluation Form. You'll find them useful for future discussions and for the end-of-year review.

MID-YEAR REVIEW FORM

What are the key achievements to date?

What goals have not yet been achieved?

What are the areas of excellence?

In what areas should there be more focused and continued growth during the year? How can we focus on these areas together in the months ahead?

Is there a need to change course on any previously set goals?

APPENDIX E

SETTING GOALS

EXAMPLES AND BEST

PRACTICES

Best Practices for Goal Setting

With constant demands, it can be challenging to be clear about goals. However, it's a good idea to select three to five overall goals that will guide your actions and help you measure success for the year ahead. Below are some best practices to consider.

- Goals should be specific and quantitative, as they are easiest to evaluate.
- Goals should be achievable but also challenging, (a stretch but not completely out of reach) as they are the most energizing.
- Discuss how each goal ties into the larger mission of Hillel and your campus.
- People who are new to a job or responsibility may need more direction on how to accomplish a goal than someone with more experience. If these are new responsibilities, spend time discussing what to do and how to do it, and where to get help if needed.
- For people who require less guidance around how to accomplish their goals, focus on why their goals are important and so that actions and decisions can be aligned with the Hillel's overall goals.

Each example below offers a results-focused goal and a complementary Success Factor goal.

Example #1

RESULTS-FOCUSED GOAL

Goal:

Increase the number of major givers to Hillel in the year ahead with the aim of increasing the budget by \$50,000 this year and by \$150,000 in two years.

What actions can be taken to achieve the goal?

- Create a packaged program with designated giving opportunities (sponsorships of engagement program, holiday initiative, alternative breaks).
- Work with board, university and community leaders to create a list of 10-20 major gift (\$10,000-50,000) prospects.
- Have a contact and communication plan for each lead.
- Work to close 5-7 gifts by year-end.

How will success be measured?

- 5-7 major gifts closed this year.
- Increase fundraising by \$50,000 in the year ahead.
- Established designated giving opportunities.
- A broad prospect list has been generated and relationships built beyond the 5-7 gifts closed.

SUCCESS-FACTOR GOAL

What specific Success Factors/behaviors are essential to achieving your results-based goals?

- Builds Strategic Relationships
Mobilizing networks to support Hillel's mission; leveraging high-level relationships.
- Inspires Others to Act
Uses knowledge of an individual to create a well-thought approach to appeal to his/her interests.
- Empowers Others to Lead
Takes action to encourage and empower others to feel confident and able.
- Strives for Excellence
Commits significant resources and time to increase success.

What are some specific actions relevant to these Success Factors that can help you to achieve your goals?

- Establish a stronger working relationship with university development office, key alumni, community members, and parents to identify major gift prospects and to determine who can help us establish these key relationships.
- Donor research to create appeals tailored to the interests of specific prospects.
- Be clear with the board about where help is needed and the roles they need to play. As we discussed our meeting, board member x will take a,b,c actions, director will take d,e,f actions to move things forward. Director will take the lead in updating the board, and helping to move major gifts campaign forward.
- Director will shift some of his time away from student interactions to focus more on this campaign and key university and community relationships needed for success.

What are some ways to develop these Success Factors in the year ahead?

- Director will seek out mentorship from another Hillel director who has undertaken a major gifts campaign.
- Director will work collaboratively with board member x to ensure ongoing feedback and to leverage board member x's existing relationships with donor prospects and to learn from prior major gift experience.

Example #2

RESULTS-FOCUSED GOAL

Goal:

Engage 100 new graduate students in Jewish life during the '08 -'09 school year.

What actions can be taken to achieve the goal?

- Develop new relationships with Jewish MBA and law students and create a partnership with the MBA and law programs to co-sponsor relevant speakers and mentoring opportunities.
- Engage a connected graduate student in each major grad program to co-host with Hillel an event of their choosing for their peers.
- Recruit 10 graduate students for the Hillel: Taglit-Birthright Israel bus and arrange to staff it.

How will success be measured?

- Success will be measured by tracking the relationships to determine if we have met 100 new students, and by measuring the number of students who participate in repeated events.
- Grow core of participating graduate students from current 15 to 50 students.
- Satisfaction survey of all graduate students in database to be conducted in April to evaluate the year and plan for the coming one.
- Informal feedback from graduate student leaders throughout the year.

SUCCESS-FACTOR GOALS

What specific Success Factors/behaviors are essential to achieving your results-based goals?

- **Builds Strategic Relationships**
Build personal networks with graduate students and key figures within the graduate schools to identify connected students with interest in building Jewish experiences for themselves and their peers.
- **Empower Others to Lead**
Helps others initiate projects/groups based on their own interests. Delegates leadership and stays engaged to monitor progress.
- **Inspire Others to Act**
Uses understanding of individuals to tailor communication to maximize appeal to others to get involved in Jewish life.

What are some specific actions relevant to these Success Factors that can help you to achieve your goals?

- Cultivate a network of faculty in the MBA program and law school and seek to understand their interests and needs and to communicate the same for Hillel.
- Find two alumni of Taglit-Birthright Israel who can help appeal to their peers.
- Meet regularly with student leaders helping to initiate projects and position self as a resource, provide positive and constructive feedback.

What are some ways to develop these Success Factors in the year ahead?

- Clarify goals for graduate school programs and be ready to articulately share them with others as you build relationships.

Example #3

RESULTS-FOCUSED GOAL

Goal:

Design and facilitate one local immersive Jewish experience (IE camping trip) during the school year.

What actions can be taken to achieve the goal?

- Identify five interested students to recruit others and aid in planning (goal 30 students).
- Determine the goals for Jewish experience that will occur, and who will facilitate (self or someone else) (if self, create relevant content and conversations that will enrich the overall experience).
- Make sound logistical arrangements to ensure for a safe and successful experience.
- Build relationships during the immersive experience and follow up afterwards to facilitate ongoing avenues for exploring Jewish life for each student attendee.

How will success be measured?

- Student satisfaction.
- The creation of content-rich immersive experience for 30 students.
- A follow-through with 80% of attendees to continue connecting them to Jewish opportunities.

SUCCESS-FACTOR GOALS

What specific Success Factors/behaviors are essential to achieving your results-based goals?

- **Nurtures Jewish Growth**
Creates a vision for programmatic opportunities and shapes an educational environment that will allow others to grow Jewishly. Uses own knowledge of Judaism to make Jewish life resonant and relevant and in a variety of contexts and settings.
- **Inspires Others to Act**
Uses knowledge of the individual or group to anticipate and prepare for their reaction and takes a well-thought-out approach to connect others to Jewish life (e.g., building long-term relationships or multiple interactions over time).

What are some specific actions relevant to these Success Factors that can help you to achieve your goals?

- Build relationships with students and understand their interests and motivations.
- Use this information to determine what texts, stories or Jewish experiences will resonate with students and construct the experience around the experience.
- Determine student “connectors” who will engage others in participating in the immersive experience.
- Focus efforts during the program on relationship-building with attendees and being my own authentic Jewish self.

What are some ways to develop these Success Factors in the year ahead?

- Personal Jewish learning and opportunities to discuss personal issues of Jewish meaning with a mentor of choice.

Example #4

RESULTS-FOCUSED GOAL

Goal:

Manage fiscal operations of the Hillel with excellence.

What actions can be taken to achieve the goal?

- Regular review of Hillel's accounts and assessment against budget projections.
- On-time payment of bills.
- Regular reporting to and fiscal oversight by board/finance committee/treasurer.
- Improve procedure for check requests in order to streamline and build in more oversight.
- Audit of current general expenses to eliminate unnecessary spending.

How will success be measured?

- Balanced budget.
- Cut in spending for general supplies because of improved spending procedures.
- Clear reporting and board awareness of Hillel's fiscal health.

SUCCESS-FACTOR GOALS

What specific Success Factors/behaviors are essential to achieving your results-based goals?

- Develops Solutions
Redesigns systems, identifies root causes of problems that create inefficiency for others.

What are some specific actions relevant to these Success Factors that can help you to achieve your goals?

- Assess the best ways to communicate budget information to stakeholders.
- Understand staff's check-request needs and designs a system that will better meet their needs while providing appropriate fiscal oversight.

What are some ways to develop these Success Factors in the year ahead?

- Learn new accounting software.
- Discuss with other Hillels their best practices in accounting to improve our own system.

APPENDIX F

HILLEL SUCCESS FACTORS REFLECTION QUESTIONS

USE THE QUESTIONS HERE TO HELP YOU ASSESS YOUR PERFORMANCE.

There are three types of questions:

- 1 **Evaluative:**
Objectively evaluate your current performance.
- 2 **Reflective:**
Reflect on your patterns in behavior, thoughts, feelings, attitudes and motivations, as well as how your current performance matches what is needed for the job.
- 3 **Creative:**
To help you create goals, commitments and plans for the future.

Times when these questions might be helpful:

- As you set goals for the year.
- Daily, evaluate your progress with the evaluative questions.
- Use the self-reflection questions in supervision or discuss them with a peer colleague or mentor.
- When preparing for a performance evaluation.
- To help you figure out your professional development needs.

RELATES TO OTHERS

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I learn about others in my conversations with them? Who does most of the talking — me or the other person — and what do we talk about? ■ Do I listen to more than their words? Can I sense their emotions or their feelings about the topic we’re speaking about? Can I sense their energy level? For example, can I tell if they are committed, passionate, frustrated, apathetic, or resistant? Do I notice their body language and consider how it’s related to what they are saying or thinking? ■ Do I gather information about people and what’s going on in their lives, and remember to draw on that information in my thoughts about them or my conversations with them? 	<ul style="list-style-type: none"> ■ What patterns or trends do I see in the quality of my relationships with different people? Am I good at relating to some people, and not as good at relating to others? Do I listen more intently or openly in some situations and not in others? 	<ul style="list-style-type: none"> ■ What will I do more of or do differently to improve the quality of my relationships with others, for the purpose of Hillel’s mission and the quality of the lives of people I work with?

SEEKS TO UNDERSTAND THE ENVIRONMENT

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I spend time each week gathering information about historical events, current events and trends in areas related to my campus and my job? Is my information-gathering method systematic and regular, haphazard or somewhere in between? ■ Do I have reliable sources of information that I use frequently? Do I have a variety of sources - including colleagues, professionals, media (print, online, and broadcast)? ■ Over time, am I developing deeper knowledge and understanding about the environment in which Hillel and my role operate? Am I developing a broader perspective of what impacts Hillel, our students, the community and the world? ■ Am I a source of information for others? Am I able to use the knowledge I have to perform my role better? ■ When I have an important decision to make, do I include information-gathering and analysis as one of the first steps I take in the process? Do I continue to gather information even after I've made the decision? Am I open to new information, even if it may cause me to reconsider a plan or rethink my position? 	<ul style="list-style-type: none"> ■ In what areas do I need more depth of knowledge or understanding in order to perform my job better? ■ What prohibits me from taking the time and opportunity to seek out new information, to listen to other's perspectives, and to approach all subjects (even those I know well) with an openness to learn something new? 	<ul style="list-style-type: none"> ■ How will I make information-gathering part of my regular routine and a key component of my planning and decision process? ■ What new information sources will I consult?

BUILDS STRATEGIC RELATIONSHIPS

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Who is in my professional network? Do I know how they are related to Hillel's mission and my role? ■ How familiar am I with the people in my network, including their mission, objectives, and needs? ■ How visible am I to those in my network? How visible am I outside of my personal network? ■ How many new people or organizations have I added to my network recently? ■ How frequently do I interact with people in my network and for what reasons? Do I keep in touch? Do I provide them with something of value? Am I creating partnerships and joint activities? ■ Am I a resource for others who are looking for new connections or contacts? 	<ul style="list-style-type: none"> ■ What patterns do I see in the people and organizations that I build strong relationships with? ■ Is my network supporting my success at Hillel? Is there enough diversity, depth of mutual understanding, and strength in the relationships I have to support strong partnerships that benefit Hillel? ■ What contributes to the strong relationships I have? ■ What gets in the way of using my network to the fullest extent or expanding my network? 	<ul style="list-style-type: none"> ■ What will I do to strengthen and broaden my networks? What will I do to create new relationships? ■ How will I use my network more effectively?

MODEL AWARENESS AND GROWTH

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I take time to reflect on my own job performance, ask for feedback from others, and consider how I am contributing to the situation I find myself in? Do I acknowledge the mistakes I've made? Do I acknowledge my own accomplishments? ■ Do I have conversations with others about my own Jewish identity, my professional strengths and weaknesses, and what I've learned about myself? ■ When was the last time I learned something new by taking a class, by listening to someone else's perspective, or approaching a new challenge with a "beginner's mind?" 	<ul style="list-style-type: none"> ■ What patterns or themes have there been in feedback I've received from others? ■ What gets in the way of objectively assessing myself or asking for feedback from others? ■ What gets in the way of my learning something new? 	<ul style="list-style-type: none"> ■ What will I do to find time every day for reflection and self-assessment? ■ In what areas of my life will I start doing what I know is right, even if it seems difficult or risky? ■ How will I improve or increase sharing my insights, learning and growth with others, to be a role model for their continued learning and growth?

MODEL AWARENESS AND GROWTH (CONT.)

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ When I have a new insight about myself, do I apply it to my job, by taking a new approach or asking for help from others? ■ Do my actions reflect my intentions, my values, my personal standards, and my Jewish identity? ■ Do I support and encourage others to explore and understand themselves? 		

NURTURES JEWISH GROWTH

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ What aspects of Jewish tradition, history, literature and philosophy do I feel most connected to and knowledgeable about? ■ Do others come to me for help and advice on Jewish rituals, traditions, and questions of Jewish identity? Do I know where to go/ what to do when I don't have the answer? ■ Am I truly pluralistic in my interactions with Jews of various backgrounds? Do I focus my energies and time on specific types of Jewish students because I am more comfortable with them (e.g., Reform, Orthodox, Israeli, etc)? ■ Do I bring a Jewish perspective in my conversations with others? ■ When was the last time I initiated a Jewish conversation with someone? ■ Do I take opportunities to teach others or get involved in planning or designing educational events? ■ Do I challenge myself and others to look beyond the simple and obvious, to understand more deeply and question more rigorously? 	<ul style="list-style-type: none"> ■ What aspects of Jewish tradition and peoplehood am I most uncomfortable with? Why do I think this is? ■ What helps me feel confident to raise Jewish questions in the conversations I have with others? What gets in the way? ■ What new areas am I interested in learning about or would be helpful for me to know? ■ What opportunities are available to me to teach and learn about Judaism and Jewish identity? What would it take for me to participate in those opportunities? 	<ul style="list-style-type: none"> ■ What are some ways I can build my comfort having Jewish conversations? ■ What new aspect of Jewish tradition and life can I learn about? How will I share that learning with others? ■ In which situations or conversations will I bring up new and expanded questions of Jewish identity?

INSPIRES OTHERS TO ACT

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ How persuasive and inspiring am I? Do people respond positively to my invitations, presentations, or opportunities? ■ How much time and thought do I put into planning for my interactions with others? Am I focused on what they want to hear and do I understand what's important to them and do I use that knowledge in my communication with them? Or am I focused on what I have to say and what's important to me? Do I tailor my approach to the audience and the situation? ■ With difficult or complex situations, do I take the long view and anticipate multiple interactions and look for new opportunities to connect and inspire over time? ■ How frequently do I think about opportunities that others might be interested in, and then actively work to have them take that opportunity? 	<ul style="list-style-type: none"> ■ What patterns do I notice in my ability to inspire others? Are there some people who respond well and others who don't? Are there some situations where I'm more comfortable and effective than others? ■ When am I the most inspiring and effective? What is happening in my head, emotions, and heart at those times? When am I the least inspiring? What is happening in my head, emotions, and heart at those times? 	<ul style="list-style-type: none"> ■ What opportunities will I offer people now? How will I offer those opportunities so that they are inspired to act based on their own interests, their expressed and unexpressed needs? ■ What new strategies and approaches will I use to be more effective in the future?

LEADS AND DEVELOPS STAFF

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ How successful are my staff at achieving their goals, completing their projects, working together, learning new things? ■ What are my retention and attrition rates? Are other Hillel's interested in hiring my staff? Are staff from other Hillel's interested in coming to work for me? ■ Is the quality of my staff improving over time? ■ Am I energized and enthusiastic about my work and the interactions I have with my staff? 	<ul style="list-style-type: none"> ■ Are there problems with staff that I'm not addressing? What is the real issue and what keeps me from addressing it? What is the impact on me, the individual, the others who work here of not addressing it? ■ Are there people here that I enjoy working with more than others? What is my role in creating this situation? ■ Do my staff have the skills, knowledge, competencies, attitudes and resources they need to be successful? What is my role in helping them get what they need? 	<ul style="list-style-type: none"> ■ What will I do to address any lingering performance problems, misunderstandings, or conflicts with my staff? ■ What will I do to improve my relationship with each staff member and the work they are doing? ■ What will I start doing or stop doing to remove obstacles to their success? ■ What will I change so that I am as enthusiastic and energetic as I want my staff to be?

LEADS AND DEVELOPS STAFF (CONT.)

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> Do I regularly give both positive and developmental feedback to my staff members? Do I thank them for a job done well? Do I give them advice and guidance on how to improve? 	<ul style="list-style-type: none"> Do my staff know what I expect of them and how their work is connected to the larger mission of Hillel? Am I aware of the status of their projects and know what's needed to achieve positive results? Is there anything that I'm doing that is an obstacle to my staff's success? 	

EMPOWERS OTHERS TO LEAD

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> How many other people are involved in my projects and activities? What role do they play? What role do I play? Do I delegate tasks, projects, leadership, or total responsibility? Am I thoughtful about the opportunities I offer and assignments I make, considering both the needs of the job or activity, and the needs of the person assigned to do it? How do I check-in on progress? Do I know the status of the things that I've delegated to others? Am I often surprised by problems? Do people come to me for help and guidance? Do I help others solve their own problems or do I rush in to take charge? Am I supportive of learning from mistakes, or critical and judgmental when things don't go as planned? Do I encourage others to delegate and get more people involved in their activities? 	<ul style="list-style-type: none"> What am I comfortable delegating to others? Who am I comfortable delegating to? What has contributed to my decisions about delegating? What else could I do with my time if more people were involved in my projects and others took on my leadership roles? What could be possible if more people were involved in achieving my goals? Of the people I work with, who are the next leaders? Who will be able to do my job in the future? What do they need now (experience, support, guidance, opportunity) to help them become a better leader? What's the worst that can happen if others get involved or takes on a leadership role, and how am I going to handle that situation? 	<ul style="list-style-type: none"> What current tasks, projects, activities or responsibilities will I delegate or give away to someone else, someone who needs an opportunity to learn by leading? What process will I put in place to check on progress, and be available for support and guidance? What will I give up, so that others can be empowered?

STRIVES FOR EXCELLENCE

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I know what “success” means in my job? What standard or level of performance am I working to achieve? Do I look for or set challenging goals for myself? ■ Does the quality of my work measure up to those standards? Do I put in extra work to exceed expectations? Do I try to deliver “good enough” work? Do I know when “better than good” and “good enough” are appropriate? ■ Does my work meet all of the standards of quality, including content, timeliness, responsiveness, format, etc.? ■ Do I set priorities for my time, effort, and use of resources according to my understanding of Hillel’s missions and our goals? ■ Do I look for opportunities to improve the system, or make investments of time or resources, that will support Hillel in the longer-term, even if those decisions are unpopular or difficult? 	<ul style="list-style-type: none"> ■ What drives me to achieve results? Is it my own internal standards, goals set by others, or something else? ■ How do I set my priorities for my own efforts and the efforts of others? What drives my decisions about how to spend my time or use the resources that are available to me? ■ Can I say “no” to a request that isn’t in line with my priorities or objectives? Can I say “yes” to the time, effort, and resources it takes to do an exceptional job what that’s needed? ■ How do I respond when something isn’t working well? Do I work around it, blame it, or try to change it? ■ How do I react when someone asks me to do things differently or better? 	<ul style="list-style-type: none"> ■ What will I do differently or more of to improve the quality of my work? ■ What changes will I initiate to make work easier, more effective, or better for myself and others? ■ What goals will I stretch myself to achieve this week, this month, this year?

DEMONSTRATES RESILIENCY

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I react positively in difficult situations or when things arise out of my control? ■ When something changes, do I adjust my course of action to stay focused on the goal? Can I do this without needing to ask for approval from others? Do I encourage others to overcome challenges? ■ Do I find a lesson to be learned in every challenge? Do I encourage others to do the same? ■ Do others ask me to take on challenging or risky situations because they are confident in my ability to handle them? 	<ul style="list-style-type: none"> ■ How do I react to changes and challenges? What do I think about myself or others when things don’t work out as planned? What actions do I take to get back on track towards my goal? ■ What do others see me do or hear my say when I am challenged? What example am I setting and how am I teaching others to be resilient and flexible in their work? ■ What am I working on now that is (or could become) difficult, challenging or risky? How can I be prepared to deal with this? 	<ul style="list-style-type: none"> ■ What will I do to be open to changes and to be ready to face the next challenge that will occur in my work? ■ How will I communicate to others (through my words and actions) about how to be flexible and positive in difficult situations?

DEVELOPS SOLUTIONS

Evaluative	Reflective	Creative
<ul style="list-style-type: none"> ■ Do I pay attention to the results of my work and the work of others, and the process used to get it done? ■ Do I notice details that others miss, and see connections between tasks, systems, and processes? ■ Do I enjoy solving problems and feel satisfied when things are working smoothly for myself and others? ■ Am I able to see beyond the symptoms to figure out the root cause of problems? ■ Do I anticipate problems in the future and act in advance to resolve issues before they occur? ■ Can I explain the problem and my recommended solutions to others so that they can understand and support my recommendation? 	<ul style="list-style-type: none"> ■ How do I feel when I recognize and then solve a complex problem? ■ How do I react when someone comes to me and complains about something that isn't working well? Do I ignore then, commiserate, or set out to find the problem? ■ Do I understand enough about how things work here – people, machines, processes – to help the work flow smoothly and to recommend improvements? 	<ul style="list-style-type: none"> ■ What will I do to fix the problems that I know about now? ■ Who will I enlist to help me make the needed changes? ■ What are my best practices and who will I share them with? Who has better ideas than mine, and how will I implement those ideas here? ■ What new knowledge or information will I learn to help me understand how things work here?

APPENDIX G

COMPANION TEXT STUDIES FOR INDIVIDUAL SUCCESS FACTORS

Please Note:
The following pages contain God's name and should be treated with respect of a prayer book.

Develops Solutions

As a Hillel professional, you recognize what gets in the way and analyze how Hillel can operate more effectively, providing solutions to both individual and organizational problems. You have an eye for and attention to detail. You accomplish results by considering the cause-and-effect relationships of solutions you have identified. As you develop this competency, you are able to better anticipate future problems and put into place systems and processes to prevent these future problems.

so·lu·tion: Pronunciation [suh-loo-shuhn] - noun

1. The act of solving a problem, question, etc.: The situation is approaching solution.
2. The state of being solved: a problem capable of solution.
3. A particular instance or method of solving; an explanation or answer: The solution is as good as any other.

— Definition taken from Dicitonary.com

ספר מלכים א' פרק ג'

טו אז תבאנה שתיים נשים זנות אל-המלך
 ותעמדנה לפניו: יז ותאמר האשה האחת בי אדני אני והאשה הזאת
 ישבת בבית אחד ואלד עמה בבית: יח ויהי ביום השלישי ללדתי ותלד
 גם-האשה הזאת ואנחנו יחדיו אין-זר אתנו בבית זולתי שתיים-אנחנו
 בבית: יט וימת בור-האשה הזאת לילה אשר שכבה עליו: כ ותקם בתוך
 הלילה ותקח את-בני מאצלי ואמותו ישנה ותשפיהו בחיקה ואת-בנה
 המת השפיה בחיקי: כא ואקם בבקר להניק את-בני והנה-מת
 ואתבונן אלו בבקר והנה לא-היה בני אשר ולדתי: כב ותאמר האשה
 האחרת לא כי בני החי ובנד המת וזאת אמרת לא כי בנד המת ובני החי
 ותדברנה לפני המלך: כג ויאמר המלך זאת אמרת זה-בני החי ובנד
 המת וזאת אמרת לא כי בנד המת ובני החי: כד ויאמר המלך קחו
 לי-חרב ויבאו החרב לפני המלך: כה ויאמר המלך גזרו את-הילד החי
 לשנים ותנו את-החצי לאחת ואת-החצי לאחת: כו ותאמר האשה
 אשר-בנה החי אל-המלך כי-נכמרו רחמיה על-בנה ותאמר | בי אדני
 תנו-לה את-הילוד החי והמת אל-תמיתהו וזאת אמרת גם-לי גם-לך לא
 יהיה גזרי: כז ויען המלך ויאמר תנו-לה את-הילוד החי והמת לא
 תמיתהו היא אמו: כח וישמעו כל-ישראל את-המשפט אשר שפט
 המלך ויראו מפני המלך כי ראו כי-חכמת אלהים בקרבו לעשות
 משפט:

Kings I Chapter 3

16 Then came two women, harlots, to the king, and stood before him. 17 And the one woman said, "Oh, my lord, I and this woman dwell in one house; and I gave birth to a child with her in the house. 18 And it came to pass the third day after I had given birth, that this woman gave birth also; and we (were) together, (there was) no stranger with us in the house, besides us two in the house. 19 And this woman's son died at night; because she had lain on him. 20 And she arose in the middle of the night and took my son from beside me, while your handmaid slept, and laid him in her bosom, and laid her dead son in my bosom. 21 And I rose in the morning to nurse my son, and behold he was dead, but I looked closely at him in the morning, and behold, it was not my son whom I had borne." 22 And the other woman said, "Not so, the living (is) my son, and the dead (is) your son," and this one said, "Not so, the dead (is) your son, and the living (is) my son." Thus they spoke before the king. 23 And the king said, "This one says, 'This (is) my son that lives, and your son (is) the dead, and the other says, 'Not so, your son (is) the dead, and my son (is) the living.'" 24 And the king said, "Fetch me a sword." And they brought a sword before the king. 25 And the king said, "Divide the living child in two, and give half to the one, and half to the other. 26 And the woman whose son (was) the live one, said to the king, for her compassion was aroused for her son, and she said, "O my lord, give her the living child, and by no means slay him." But the other said, "Let it be neither mine nor yours, divide (it)." 27 And the king answered and said, "Give her the living child, and by no means slay him: she (is) his mother." 28 And all Israel heard of the judgment which the king had judged; and they feared the king; for they saw that the wisdom of God (was) in him to do judgment.

QUESTIONS

1. What is the problem that needs to be solved in this story? Whose problem is it?
2. How was the situation solved? What were the different strategies that were used to solve the problem?

ספר שמות פרק י"ח

יג ויהי ממחרת וישב

מֹשֶׁה לִשְׁפֹט אֶת־הָעָם וַיַּעֲמֵד הָעָם עַל־מֹשֶׁה מִן־הַבֹּקֶר עַד־הָעֶרֶב׃
יד וַיֵּרָא חֹתֵן מֹשֶׁה אֶת כָּל־אֲשֶׁר־הוּא עֹשֶׂה לָעָם וַיֹּאמֶר מָה־הַדָּבָר הַזֶּה
אֲשֶׁר אַתָּה עֹשֶׂה לָעָם מִדּוּעַ אַתָּה יוֹשֵׁב לְבַדְּךָ וְכָל־הָעָם נֹכָב עֲלֶיךָ
מִן־בֹּקֶר עַד־עֶרֶב׃ טו וַיֹּאמֶר מֹשֶׁה לְחֹתֵנו כִּי־בָא אֵלַי הָעָם לְדַרֵּשׁ
אֱלֹהִים׃ טז כִּי־יִהְיֶה לָהֶם דָּבָר בָּא אֵלַי וְשִׁפְטֵתִי בֵּין אִישׁ וּבֵין רֵעֵהוּ
וְהוֹדַעְתִּי אֶת־חֲקֵי הָאֱלֹהִים וְאֶת־תּוֹרֹתַי׃ יז וַיֹּאמֶר חֹתֵן מֹשֶׁה אֵלָיו
לֹא־טוֹב הַדָּבָר אֲשֶׁר אַתָּה עֹשֶׂה׃ יח נָבֵל תִּבְלַל גַּם־אַתָּה גַּם־הָעָם הַזֶּה
אֲשֶׁר עִמָּךְ כִּי־כָבֵד מִמֶּךָ הַדָּבָר לֹא־תִכַּל עֲשֹׂהוּ לְבַדְּךָ׃ יט עֲתֵה שְׁמַע
בְּקִלִי אִיעֲצֶךָ וַיְהִי אֱלֹהִים עִמָּךְ הִיָּה אַתָּה לָעָם מוֹל הָאֱלֹהִים וְהִבֵּאתָ
אֶתָּה אֶת־הַדְּבָרִים אֶל־הָאֱלֹהִים׃ כ וְהוֹדַרְתָּ אֶתָּה אֶת־הַחֲקִים
וְאֶת־הַתּוֹרֹת וְהוֹדַעְתָּ לָהֶם אֶת־הַדָּרֹךְ יִלְכוּ בָהּ וְאֶת־הַמַּעֲשֶׂה אֲשֶׁר יַעֲשׂוּ׃
כא וְאַתָּה תִּחְזֶה מִכָּל־הָעָם אֲנָשִׁי־חַיִל יֵרָאִי אֱלֹהִים אֲנֹשִׁי אֲמַת שְׂנֵאִי בַּצַּע
וְשִׁמַּת עֲלֵהֶם שְׂרֵי אֲלָפִים שְׂרֵי מֵאוֹת שְׂרֵי חֲמִשִּׁים וְשְׂרֵי עֶשְׂרֹת׃
כב וְשִׁפְטוּ אֶת־הָעָם בְּכֹל־עֵת וְהָיָה כָל־הַדָּבָר הַגָּדוֹל וְיִבְיֹאוּ אֵלֶיךָ
וְכָל־הַדָּבָר הַקָּטָן וְשִׁפְטוּ־הֶם וְהִקְלֵם מֵעֲלֶיךָ וְנִשְׂאוּ אִתָּךְ׃ כג אִם
אֶת־הַדָּבָר הַזֶּה תַּעֲשֶׂה וְצוּף אֱלֹהִים וַיְכַלֵּת עֲמָד וְגַם כָּל־הָעָם הַזֶּה
עַל־מְקוֹמוֹ יָבֹא בְשָׁלוֹם׃ [שְׁלִישִׁי] כד וַיִּשְׁמַע מֹשֶׁה לְקוֹל חֹתֵנו וַיַּעַשׂ כָּל
אֲשֶׁר אָמַר׃ כה וַיִּבְחָר מֹשֶׁה אֲנָשִׁי־חַיִל מִכָּל־יִשְׂרָאֵל וַיִּתֵּן אֹתָם רְאִשִׁים
עַל־הָעָם שְׂרֵי אֲלָפִים שְׂרֵי מֵאוֹת שְׂרֵי חֲמִשִּׁים וְשְׂרֵי עֶשְׂרֹת׃ כו וְשִׁפְטוּ
אֶת־הָעָם בְּכֹל־עֵת אֶת־הַדָּבָר הַקָּשֶׁה וְיִבְיֹאוּ אֶל־מֹשֶׁה וְכָל־הַדָּבָר הַקָּטָן
יִשְׁפְּטוּ הֵם׃ כז וַיִּשְׁלַח מֹשֶׁה אֶת־חֹתֵנו וַיֵּלֶךְ לוֹ אֶל־אֶרֶצוֹ׃

Exodus Chapter 18

13 It came about on the next day that Moses sat down to judge the people, and the people stood before Moses from the morning until the evening. 14 When Moses' father-in-law saw what he was doing to the people, he said, "What is this thing that you are doing to the people? Why do you sit by yourself, while all the people stand before you from morning till evening?" 15 Moses said to his father-in-law, "For the people come to me to seek God. 16 If any of them has a case, he comes to me, and I judge between a man and his neighbor, and I make known the statutes of God and His teachings." 17 Moses' father-in-law said to him, "The thing you are doing is not good. 18 You will surely wear yourself out both you and these people who are with you for the matter is too heavy for you; you cannot do it alone. 19 Now listen to me. I will advise you, and may the Lord be with you. [You] represent the people before God, and you shall bring the matters to God. 20 And you shall admonish them concerning the statutes and the teachings, and you shall make known to them the way they shall go and the deed[s] they shall do. 21 But you shall choose out of the entire nation men of substance, God fearers, men of truth, who hate monetary gain, and you shall appoint over them [Israel] leaders over thousands, leaders over hundreds, leaders over fifties, and leaders over tens. 22 And they shall judge the people at all times, and it shall be that any major matter they shall bring to you, and they themselves shall judge every minor matter, thereby making it easier for you, and they shall bear [the burden] with you. 23 If you do this thing, and the Lord commands you, you will be able to survive, and also, all this people will come upon their place in peace." 24 Moses obeyed his father-in-law, and he did all that he said. 25 Moses chose men of substance out of all Israel and appointed them as heads of the people, leaders of thousands, leaders of hundreds, leaders of fifties, and leaders of tens. 26 And they would judge the people at all times; the difficult case they would bring to Moses, but any minor case they themselves would judge. 27 Moses saw his father-in-law off, and he went away to his land.

QUESTIONS

1. What is the problem that needs to be solved in this story? Whose problem is it?
2. Is Moses aware that he has a problem? What blinds him to the problem?

PART 2: IN PAIRS OR SMALL GROUPS, DISCUSS THESE QUESTIONS.

1. Compare the two Biblical stories. Which of the characters do you relate to the most? Why do you relate to that person?
2. How would you have approached solving the problem that faced King Solomon? Moses? What would you have done similarly?
3. What would you have done differently?

PART 3: IN PAIRS, DISCUSS THE FOLLOWING QUESTIONS THAT APPLY THE SUCCESS FACTORS TO THE TEXTS AND YOUR WORK.

SOLVES COMPLEX PROBLEMS:

In the story of the mothers and the baby, King Solomon is presented with a complex problem. When a complex problem is presented to you, how do you respond? How do you wish you would respond? Share these thoughts with your partner.

Think of someone you know who has a knack for solving complex problems. List his/her five dominant behaviors as to approaching a complex problem:

- 1.
- 2.
- 3.
- 4.
- 5.

Reflect back on a time when you saw this person solve a complex problem. What did you see him/her do in order to solve the problem?

RESPONDING TO ISSUES:

Below write the five things you try to do when responding to an issue:

- 1.
- 2.
- 3.
- 4.
- 5.

Compare lists with your partner and discuss the challenges you each face when responding to problems.

ANTICIPATES CHALLENGES AND REDESIGNS SYSTEMS:

Moses's father-in-law saw the challenges that Moses faced and anticipated that those challenges would only persist. He then helped Moses redesign the system. What in your work environment do you see that may cause problems in the future? What can you do to help prevent these organizational challenges?

Do you need to have a problem in order to develop a solution? Think of a time when you developed the solution before the problem ever existed. What did you do? Why did you do it?

What complex problems are you currently facing? How have you thought about addressing it?

Demonstrates Resiliency

As a Hillel professional, you approach challenges with an attitude that anything is surmountable, and see the positive aspects of all situations. You find a path forward even in difficult or unexpected situations, and view failures as opportunities that can be learned from. You are also able to adapt to and work effectively within a variety of situations and with various individuals or groups. You have a level of confidence in your own abilities, confidence in others, and a belief that one can eventually succeed. As you develop this competency, you are able to maintain your optimism in increasingly difficult situations, share that optimism with others and lead others through difficulties.

re-sil-i-ence Function: noun

1: the capability of a strained body to recover its size and shape after deformation caused especially by compressive stress.

2: an ability to recover from or adjust easily to misfortune or change 1626, from L. *resiliens*, prp. of *resilire* "to rebound, recoil," from re- "back" + *salire* "to jump, leap" (see *salient*). Cf. *result*.

— Definition taken from Merriam Webster online dictionary.
Etymology taken from Online Etymology Dictionary

PART 1: ON YOUR OWN ANSWER THE FOLLOWING QUESTIONS, THEN TAKE A FEW MINUTES TO DISCUSS.

Think of a person who you believe displays resiliency. What are the actions you have seen this person take that displays resolve? List five of them:

- 1.
- 2.
- 3.
- 4.
- 5.

What do you do when you are compressed by stress? What could you do differently when confronted by stress?

How do you recover from adversity? List five strategies you employ:

- 1.
- 2.
- 3.
- 4.
- 5.

PART 2: IN PAIRS OR SMALL GROUPS, READ THE FOLLOWING TEXT ALOUD AND DISCUSS THE ACCOMPANYING QUESTIONS.

מסכת אבות פרק ב'
ח הוא היה אומר, אין בור ירא חמא, ולא עם הארץ חסיד, ולא תבישן למד, ולא תקפדן
מלמד, ולא כל המרבה בסחורה מחכים. ובמקום שאין אנשים, השתדל להיות איש:

Tractate Avot Chapter Two

“5. He (Hillel the Elder) used to say: An ignoramus cannot fear sin, nor can an unlearned man be pious. A bashful man cannot learn, nor can an impatient man teach. And not every one who engages overmuch in business grows wise. And in a place where there are no men, endeavor to be a man.”

1. How do you understand what the last line of the Mishna means? How do you understand it in the context of the rest of the Mishna? How do you understand it on its own?

DO NOT TURN TO THE NEXT PAGE UNTIL YOU HAVE FULLY DISCUSSED THE TEXT ABOVE.

COMMENTARIES:

“And in a place where there are no men – if there are none in your city from whom you can learn Torah, endeavor to be a man – and study by yourself according to your ability to become a man of wisdom and upright character. Others comment: Where there are no people to care for the needs of the community, endeavor to be that man.”

(Pinchas Kehati)

“Where none are real persons – Or, “individuals.” A reference to character, integrity, courage, authenticity. Literally, ‘Where there are no men, strive to be a man.’ In other words be a ‘mensch.’”

(Chaim Stern)

“When no one is ready to assume responsibility, you are required to do it.” (Vitry)
“On the other hand, do not interfere when someone is already doing the needed work.” (Hertz)

“When no one is available to help and correct you, try to do it yourself.
Another interpretation: Where no one is wiser than you or better at what you do, do not (on that account) give up trying to improve yourself. Even if you are the best of your generation, think of the giants of the past. That will help you learn and improve” (after Rabbi Jonah ben Abraham).

(Chaim Stern in Pirke Avot: Wisdom of the Jewish Sages)

2. How do these commentaries change or affect your original understanding of the last part of the Mishna? Do any of the commentaries speak more to you than another? Why or why not?
3. What if the Mishna read as follows: “And in a place where there are no men, endeavor to be a man with a positive attitude?” How would you understand the Mishna differently? Is it harder to be the man or the man with a positive attitude?
4. How do you feel when the opportunity arises to take on a challenge that no one else wants to take on? What can you do to encourage others to follow your lead in such a situation? What fears or obstacles do you have to overcome in order to take on that challenge? What would your life be like if those challenges did not exist?
5. Think about a time at work when you have had to be the man or the woman. What did it feel like to take on that responsibility? What did you do once you took on that responsibility?
6. To take on a challenge is not an easy thing to do. In the space below, take some time to explore the times when you get most stuck in a challenge. What makes you stuck and why? What can you do to get unstuck and move forward?

Empowers Others to Lead

As a Hillel professional, you make others successful and support them so that they may lead, learn, and grow. You recognize that the opportunity to “own” one’s experience by leading, helps people to grow and has the potential to increase their commitment. You look for opportunities to involve others in your efforts, delegating responsibility and accountability for key activities, including leadership. You maintain an active interest in those activities, providing guidance, support, information and resources as well as allowing for “on-the-job” learning and development. As you continue to develop this success factor, you focus less on “getting things done” and creating buy-in with the group and focus more on using this success factor to consciously help others “learn by doing.” You empower others to take the initiative, be creative, resolve problems on their own, and learn the skills of leading and managing others.

em·pow·er Function: noun

- 1: to give official authority or legal power to (empowered her attorney to act on her behalf).
- 2: enable (def: provide with the means or opportunity).
- 3: to promote the self-actualization or influence of.

— Definition taken from Merriam Webster online dictionary.
<http://www.merriam-webster.com/dictionary/enable>

PART 1: ON YOUR OWN, ANSWER THE FOLLOWING QUESTIONS, THEN TAKE A FEW MINUTES TO DISCUSS.

Think of a person who empowers others to lead. What actions/behaviors have you observed this person do to empower others to lead? List a few of those actions/behaviors:

- 1.
- 2.
- 3.
- 4.

What do you do when you want to get other people involved? Give an example.

Is there a difference between getting people involved and empowering them? Explain.

PART 2: IN PAIRS OR SMALL GROUPS, READ THE FOLLOWING TEXTS ALOUD AND DISCUSS THE ACCOMPANYING QUESTIONS.

18:17 וַיֹּאמֶר חִתֵּן מֹשֶׁה אֵלָיו לֹא-טוֹב הַדָּבָר אֲשֶׁר אַתָּה עֹשֶׂה: 18:18 נָבֵל תִּבְלֶנּוּ גַם-אַתָּה גַם-הָעָם הַזֶּה אֲשֶׁר עִמָּךְ כִּי-כִבֵּד מִמֶּךָ הַדָּבָר לֹא-תוּכַל עֲשׂוֹהוּ לְבַדָּךְ: 18:19 עַתָּה שְׁמַע בְּקוֹלִי אִיעֲצֶךָ וַיְהִי אֱלֹהִים עִמָּךְ הֲיִה אֲתָה לְעַם מֹל הָאֱלֹהִים וְהִבֵּאתָ אֶתְּךָ אֶת-הַדְּבָרִים אֶל-הָאֱלֹהִים: 18:20 וְהִזְהַרְתָּ אֶתְּךָ אֶת-הַחֻקִּים וְאֶת-הַתּוֹרָה וְהוֹדַעְתָּ לָהֶם אֶת-הַדְּרֹךְ יֵלְכוּ בָּהּ וְאֶת-הַמַּעֲשֵׂה אֲשֶׁר יַעֲשׂוּ: 18:21 וְאַתָּה תִּחְזֶה מִכָּל-הָעָם אֲנָשִׁי-חַיִל יִרְאִי אֱלֹהִים אֲנָשִׁי אִמְתֵּ שְׂנֵאִי בְּצַע וְשִׁמְתָּ עֲלֵהֶם שְׂרֵי אֲלָפִים שְׂרֵי מֵאוֹת שְׂרֵי חֲמִשִּׁים וְשְׂרֵי עֶשְׂרֵת: 18:22 וְשִׁפְטוּ אֶת-הָעָם בְּכָל-עֵת וְהָיָה כָּל-הַדָּבָר הַגָּדוֹל יָבִיאוּ אֵלֶיךָ וְכָל-הַדָּבָר הַקָּטָן יִשְׁפְטוּ-הֵם וְהִקַּל מֵעֲלֶיךָ וְנִשְׂאוּ אֶתְּךָ: 18:23 אִם אֶת-הַדָּבָר הַזֶּה תַּעֲשֶׂה וְצִוָּךְ אֱלֹהִים וַיִּכְלַת עִמְדָּ וְגַם כָּל-הָעָם הַזֶּה עַל-מְקוֹמוֹ יָבֹא בְּשָׁלוֹם:

18:17 But Moses' father-in-law [Yitro] said to him, "The thing you are doing is not right; 18:18 you will surely wear yourself out, and these people as well. For the task is too heavy for you; you cannot do it alone. 18:19 Now listen to me I will give you counsel, and God be with you! You represent the people before God: you bring the disputes before God, 18:20 and enjoin upon them the laws and the teachings, and make known to them the way they are to go and the practices they are to follow. 18:21 You shall also seek out from among all the people capable men who fear God, trustworthy men who spurn ill-gotten gain. Set these over them as chiefs of thousands, hundreds, fifties, and tens, and 18:22 let them judge the people at all times. Have them bring every major dispute to you, but let them decide every minor dispute themselves. Make it easier for yourself by letting them share the burden with you. 18:23 If you do this — and God so commands you-you will be able to bear up; and all these people too will go home unwearied.

(Exodus 18:17-23, Translation from Etz Hayim Chumash)

ABOUT THE TEXT:

In your own words, describe what is happening in the text above.

Why did Yitro (Moses' father-in-law) suggest to Moses to appoint these people?

CONNECTIONS:

Is Yitro suggesting that Moses empower others or is he suggesting that Moses delegate?
Is there a difference?

How would you have responded to Yitro's suggestion?

What allows you to feel comfortable allowing others to lead?

What things stand in the way?

PART 3: IN PAIRS OR SMALL GROUPS, READ THE FOLLOWING TEXTS ALOUD AND DISCUSS THE ACCOMPANYING QUESTIONS.

3:16 לֵךְ וְאָסַפְתָּ אֶת-זִקְנֵי יִשְׂרָאֵל וְאָמַרְתָּ אֲלֵהֶם יְהוָה אֱלֹהֵי אֲבוֹתֵיכֶם נִרְאָה אֵלַי אֱלֹהֵי אַבְרָהָם
יִצְחָק וְיַעֲקֹב לֵאמֹר פְּקֹד פְּקֹדוֹתַי אֶתְכֶם וְאֶת-הָעֲשׂוּי לָכֶם בְּמִצְרַיִם. 3:17 וְאָמַר אֲעֵלֶה אֶתְכֶם מֵעֵנִי
מִצְרַיִם אֶל-אֶרֶץ הַכְּנַעֲנִי וְהַחִתִּי וְהָאֱמֹרִי וְהַפְּרִזִּי וְהַחִוִּי וְהַיְבוּסִי אֶל-אֶרֶץ זָבַת חֶלֶב וְדָבָשׁ:

3:16 Go and assemble the elders of Israel and say to them: the Lord, the God of your fathers, the God of Abraham, Isaac, and Jacob, has appeared to me and said, 'I have taken note of you and of what is being done to you in Egypt, 3:17 and I have declared: I will take you out of the misery of Egypt to the land of the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites, to a land flowing with milk and honey.'

(Exodus 3:16-17, Translation from Etz Hayim Chumash)

4:10 וַיֹּאמֶר מֹשֶׁה אֶל-יְהוָה בִּי אֲדֹנָי לֹא אִישׁ דְּבָרִים אָנֹכִי גַם מִתְמוּל גַּם מִשְׁלֶשֶׁם גַּם מֵאִזְ דְּבַרְךָ אֶל-עַבְדְּךָ כִּי כְבֹד-פֶּה וְכְבֹד לְשׁוֹן אָנֹכִי: 4:11 וַיֹּאמֶר יְהוָה אֵלָיו מִי שָׁם פֶּה לְאָדָם אוֹ מִי-יְשׁוּם אֱלֹם אוֹ חֵרֶשׁ אוֹ פֶקַח אוֹ עֹר הֲלֹא אָנֹכִי יְהוָה: 4:12 וְעַתָּה לֵךְ וְאָנֹכִי אֶהְיֶה עִם-פִּיךָ וְהוֹרִיתִיךָ אֲשֶׁר תֵּדַבֵּר:

4:10 But Moses said to the Lord, "Please, O Lord, I have never been a man of words, either in times past or now that You have spoken to Your servant; I am slow of speech and slow of tongue." 4:11 And the Lord said to him, "Who gives man speech? Who makes him dumb or deaf, seeing or blind? Is it not I, the Lord? 4:12 Now go, and I will be with you as you speak and will instruct you what to say."

(Exodus 4:10-12, Translation from Etz Hayim Chumash)

ABOUT THE TEXT:

What is the major conflict presented here?

How is that conflict resolved? Is it resolved?

What does the phrase, "I will be with you as you speak" mean?

CONNECTIONS:

Do you feel that God is empowering Moses to lead? Explain.

What would you do differently as someone trying to empower another?

4:13 וַיֹּאמֶר בִּי אֲדֹנָי שְׁלַח-נָא בְיַד-תְּשַׁלַּח: 4:14 וַיִּחַר-אַף יְהוָה בְּמֹשֶׁה וַיֹּאמֶר הֲלֹא אֶהְרֵן אֶחִיד הַלֵּוִי יִדְעֵתִי כִּי-דַבֵּר יְדַבֵּר הוּא וְגַם הִנֵּה-הוּא יֵצֵא לְקַרְאֲתָךְ וְרֵאֵךְ וּשְׂמִיחַ בְּלִבּוֹ: 4:15 וְדַבַּרְתָּ אֵלָיו וּשְׂמַתָּ אֶת-הַדְּבָרִים בְּפִיו וְאָנֹכִי אֶהְיֶה עִם-פִּיךָ וְעִם-פִּיהוּ וְהוֹרִיתִי אֶתְכֶם אֵת אֲשֶׁר תַּעֲשׂוּן: 4:16 וְדַבַּר-הוּא לָךְ אֶל-הָעָם וְהָיָה הוּא יְהִי־לָךְ לִפְנֵי וְאַתָּה תְּהִי־לוֹ לְאֱלֹהִים: 4:17 וְאֶת-הַמַּטֵּה הַזֶּה תִּקַּח בְּיָדְךָ אֲשֶׁר תַּעֲשֶׂה-בּוֹ אֶת-הָאֲתֹת:

4:13 But he said, "Please, O Lord, make someone else Your agent." 4:14 The Lord became angry with Moses, and He said, "There is your brother Aaron the Levite. He, I know, speaks readily. Even now he is setting out to meet you, and he will be happy to see you. 4:15 You shall speak to him and put the words in his mouth — I will be with you and with him as you speak, and tell both of you what to do — 4:16 and he shall speak for you to the people. Thus he shall serve as your spokesman, with you playing the role of God to him, 4:17 and take with you this rod, with which you shall perform the signs.

(Exodus 4:13-17, Translation from Etz Hayim Chumash)

ABOUT THE TEXT:

What is the major conflict presented here?

How is that conflict resolved? Is it resolved?

CONNECTIONS:

In your role as a professional, who do you identify with as part of this narrative, God, Moses, or Aaron? Why?

What lessons do these texts offer us about empowering others to lead?