

## **Hillel's Success Factors**



**Hillel**

## **HILLEL'S SUCCESS FACTORS AN INTRODUCTION**

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, friend 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 to create this tool.

This document aims to 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 our organization. We hope that as you read it, you will feel that it reflects the essence of who we are and what we do in this special organization and in your specific job.

### **A few things to note as you read this tool:**

1. There are eleven success factors in four key areas. Below the definition of each success factor, there are four behavioral categories associated with the success factor. The categories generally progress from 1-4; four articulates the most advanced behaviors associated with the success factor.
2. Not all success factors are relevant to every position at every Hillel.
3. Not all positions require the most advanced behavioral categories. Simply put, an entry level professional may only be expected to perform at category 1 or 2, while a more senior professional may be expected to demonstrate behaviors in the level 3 or 4 categories. Alternatively, specific roles, even entry level ones, may require a very high level of proficiency, while a more senior professional needs only the basics because of the specialization of the other members of the professional team.
4. Each Hillel is unique and while we may offer suggestions of which success factors and which behavioral categories may be most important to each specific role, ultimately each Hillel will need to decide what is true for their own Hillel.

### **How To Use This Tool:**

Hillel's HR department will use this model as the foundation for all that we do to support the growth and development of Hillel professionals. It will be the basis for evaluation tools, interview protocols to assist Hillels in hiring new talent, curriculum for training and much more.

We also believe that this tool can be useful to the individual Hillel professional and each local Hillel. In the months ahead, we look forward to working with you to develop a variety of tools including related Jewish study materials so that this model can become a unique and integral part of discussions at staff meetings, in supervision, in orienting new professionals, goal setting and planning your own career.

We hope that you will find this tool useful and inspiring and that you will share with us your feedback, reactions and the ways you are using this tool as you think about your work and your career.

Sincerely,  
The HR Task Force,  
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**Success Factor Clusters:** 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 CLUSTERS**

<b>Relates</b>	<b>Inspires</b>
<p><b>Relates to Others</b>  <b>Seeks to Understand the Environment</b>  <b>Builds Strategic Relationships</b></p>	<p><b>Models Awareness and Growth</b>  <b>Nurtures Jewish Growth</b>  <b>Inspires Others to Act</b></p>
<b>Leads</b>	<b>Excels</b>
<p><b>Leads and Develops Staff</b>  <b>Empowers Others to Lead</b></p>	<p><b>Strives for Excellence</b>  <b>Demonstrates Resiliency</b>  <b>Develops Solutions</b></p>

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## ***Condensed Resource Guide***

### **A Successful Hillel Professional:**

#### **Relates**

- **RELATES TO OTHERS**

Has the desire and ability to understand others and interact with them in a significant and meaningful way

- **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

- **BUILDS STRATEGIC RELATIONSHIPS**

Connects with individuals, groups and organizations to garner the people, resources and support to help the organization succeed

#### **Inspires**

- **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

- **NURTURES JEWISH GROWTH**

Serves as a resource to guide others toward developing a stronger sense of their Jewish selves

- **INSPIRES OTHERS TO ACT**

Intentionally uses him/herself and communicates in ways that motivate the involvement of others

#### **Leads**

- **LEADS AND DEVELOPS STAFF**

Supports colleagues and direct reports to be productive, successful and to help them to grow

- **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

#### **Excels**

- **STRIVES FOR EXCELLENCE**

Gives his/her best with a concern for always improving and creating new and innovative approaches to the work

- **DEMONSTRATES RESILIENCY**

Is able to overcome challenges in a positive manner, learn from mistakes, and is able to adapt to a variety of circumstances

- **DEVELOPS SOLUTIONS**

Stays focused on results, meets established goals and generates solutions to things that get in the way of results

# 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 (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.

### **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 (i.e., 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 (i.e: an RA, the Director of Student Affairs, a Federation professionals 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 the work of one's colleagues impacts their own and how their own work impacts their colleagues

#### **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 → rise in participation on campus → how does Hillel 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 and 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 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.

### **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. Anticipate and Adapts**

- 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.

### **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 towards 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.

# 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's 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 problem solve, provide resources, or facilitate resolutions to conflict).

### **3. Delegates Leadership**

- Delegates leadership and responsibilities for activities to others (i.e., 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 Empowers 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 (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 ones' 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 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 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 things 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 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.

### **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 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 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 for, and solves routine problems 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 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.

### **3. Anticipates Challenges**

- Anticipates and prevents problems that are creating inefficiency 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 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).