

# YEAR 2:

Refining the Pedagogy of the Group Leadership Training Institute  
for Immersive Jewish Service Program Leaders

**REPAIR**  
THE WORLD

Cohen Center  
*for Modern Jewish Studies*

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**Year 2: Refining the Pedagogy of the Group Leadership Training  
Institute for Immersive Jewish Service Program Leaders**

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## Introduction

Momentum is building in the American Jewish community to elevate service as a Jewish communal value and to encourage Jewish young adult volunteering both within and beyond communal borders. However, although the majority of Jewish young adults volunteer, relatively few see this service as a Jewish act or make connections between service and Jewish values (Chertok et al., 2011). Immersive Jewish service-learning can be a vehicle for increasing the salience of Jewish identity in framing service. Evaluations of this type of programming demonstrate that participants gain an enhanced interest in “repairing the world” and an increased understanding of how Jewish values relate to service (Beck, 2007; Chertok & Samuel, 2008; Chertok, Samuel, & Tobias, 2009; Rehnborg, Lee, Veron, & Zeligson, 2008).

Successful immersive Jewish service-learning programs depend heavily on highly skilled and competent program leaders.<sup>1</sup> In 2009, American Jewish World Service (AJWS), The Progressive Jewish Alliance & Jewish Funds for Justice (PJA & JFSJ) and the PANIM Institute of BBYO, launched the Group Leadership Training Institute (GLTI1) with support from the Nathan Cummings Foundation and Repair the World. The goal of this initiative was to develop and implement high-quality program leader training that would foster professionalization of the role of service-learning program leader and contribute to the availability of well qualified staff.

Researchers from the Cohen Center for Modern Jewish Studies (CMJS) conducted a formative study of the pilot session of GLTI1 with the primary purpose of developing feedback for further revision of the program. This study indicated that GLTI1 represented an important contribution to the development of the “signature pedagogy” for the professional training of service-learning program leaders. Participants thoroughly enjoyed meeting peers who shared their values and interests, developed skills related to co-leading and curriculum implementation, and gained a better understanding of their organizations. On the other hand, many left training with only modest gains in their shared language or understanding of Jewish perspectives on service. Participants complained of the daunting schedule, limited opportunities to develop connections across organizations, and lost opportunities to model the development of positive, pluralistic Jewish life. Novice learning at GLTI1 far outpaced that of veteran leaders who were dissatisfied with the amount of repetition from previous trainings and expressed a desire to be better utilized as resources for training.

This report summarizes the findings of research conducted by CMJS on the second year of the GLTI initiative. The purpose of the current research was to build on findings from the study of the program’s inaugural year related to the experience of and satisfaction with training and to conduct a summative evaluation of the impact of GLTI2 program participation. More specifically, this research was designed to answer questions in the following areas:

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<sup>1</sup> This report uses the term “program leader” to refer to the role of leading an immersive service-learning program. However, it should be noted that AJWS refers to this staff role as “group leader.”

- *Experience of and Satisfaction with Training*—The GLTI training strategy underwent extensive revision in its second year. The research continued to examine attendees’ experiences of and satisfaction with the process and content of this training initiative, especially in those areas that were the focus of substantial change. For example, attention was paid to how satisfied participants were with the pace and configuration of shared and organization-specific sessions as well as how well GLTI2 met the needs of participants with different levels of prior experience. In addition, the study examined the contribution of GLTI2 to program leaders’ connections to their peers and to the larger field of Jewish service-learning.
- *Impact of Training*-- The research explored the initial impact of GLTI2 on participants’ confidence and competence in a variety of skill areas critical to the role of program leader. For example, the study examined the extent to which GLTI2 enhanced participants’ self-assessed repertoire of informal educator and group development strategies, mastery of provider curriculums, confidence implementing organizational policy, and ability to foster a meaningful experience of pluralistic Jewish living for service-learning participants.

The report begins with a description of the evaluation design and methodology. This is followed by discussion of participant characteristics, their reactions to GLTI2 and impact of the program on several areas of program leader competency. The report concludes with the implications for the further development of this shared training model.

### **Method**

The study design included a dual focus on a formative exploration of participant reactions to GLTI2 and a summative evaluation of the impact of training. Measuring the impact of GLTI2 involves assessing changes in self-perceived skills and knowledge compared with estimation of how participants might have changed had they not participated in the program (Morgan & Winship, 2007). The most effective way to make this determination is to measure and compare the same set of outcomes for GLTI2 participants and individuals not exposed to the program. This approach was not possible because there is no suitable comparison group of leaders who led programs but did not attend the training. Instead, the study employed a pre-post design comparing participant’s self-assessed skills prior to training to and after their first post-training field assignment. AJWS and PJA & JFSJ consider field experience to be an essential part of the training process allowing for consolidation of newly gained skills and knowledge. Consistent with this pedagogical approach, the follow-up survey was delayed until after the first post-training field assignment was complete. Although this allows for assessment of the impact of training and field experience combined it does not permit us to tease apart the unique contribution of these two elements on pre-post comparisons. To partially address this limitation, post-training interviews and post-assignment surveys included questions about participants’ perceptions of the specific contribution of training to their repertoire of skills and knowledge.

The study design included collection of qualitative and quantitative data from GLTI2 participants and key informants. Systematic information was gathered through online surveys and individual interviews.

### *Program Leader Post-Training Interviews*

A sample of novice and veteran program leaders was selected to participate in semi-structured telephone interviews conducted immediately after training but prior to their first field assignment. The interview protocol (presented in Appendix A) included questions about the experience of training and the contribution of GLTI2 to development of skills and knowledge. A total of eleven interviews were conducted with almost equal representation from AJWS and PJA & JFSJ (Table 1). All interviews were recorded and transcribed.

**Table 1: Post-Training Interviews by Provider and Prior Experience**

<b>Participant Type</b>	<b>Interviews Completed</b>
Novice PJA & JFSJ	4
Veteran PJA & JFSJ	2
Novice AJWS	2
Veteran AJWS	3
Total	11

## *Program Leader Surveys*

Using internet-based technology, GLTI2 participants completed two surveys, one prior to the start of training and a second after completing their first post-training leadership assignment. These surveys are presented in Appendix B. The pre-training survey collected information on program leaders' Jewish background, prior experience in leading both immersive service as well as other forms of Jewish informal education, current life situation, and expectations for the shared training. This survey also included a series of baseline questions about participants' self-assessed skill level in several areas of program leader competence identified by AJWS and PJA & JSFS. The post-assignment survey asked about participants' reactions to and satisfaction with the shared training, including comparison with GLTI1 for those who attended both trainings and current self-assessment of the same program leader competencies measured in the pre-training survey.

Data collection for the pre-training survey began on November 15, 2010 and concluded on December 1, 2010, just prior to the start of training. Program leaders received the post-assignment survey within two weeks of returning from their first service-learning assignment after GLTI2. Because program leaders staff assignments at various times, we employed a staggered fielding schedule for the post-assignment survey (Appendix C). Adjustments were made to the survey delivery schedule in response to schedule changes and program cancelations.<sup>2</sup> Data collection for the post-assignment survey began on January 21, 2011 and concluded on June 30, 2011.

Assiduous follow-up efforts were made for each survey including multiple e-mail reminders, provider e-mails encouraging participation, and phone calls to non-respondents. As a result the response rates for both surveys were high; 94% of program leaders completed the pre-training survey, and 85% completed the post-assignment survey (Table 2). Program leaders who did not complete both surveys were excluded from any pre-post analysis but were included in pre- or post-only analysis.

**Table 2: Response Rate by Provider Organization<sup>3</sup>**

<b>Provider Organization</b>	<b>Survey population</b>	<b>Pre-training survey</b>	<b>Post- assignment survey</b>
PJA & JFSJ	23	91%	76%
AJWS	31	97%	90%
Overall	54	94%	85%

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<sup>2</sup> One program leader who attended GLTI2 was not assigned to any service-learning programs this year so was not sent a post-assignment survey.

<sup>3</sup> Subsequent to the commencement of data collection for the pre-training survey it was brought to our attention that four individuals included in the roster of program leaders did not actually attend GLTI2 and were not assigned to any programs. These individuals were promptly removed from our mailing list and are not counted in the survey population. Additionally, one GLTI2 participant led programs for both AJWS and PJA & JFSJ and so is included in the response rates for both organizations.

## Findings

### GLTI2 Participant Characteristics<sup>4</sup>

Of the 54 participants at GLTI 2, 17 (56%) were identified as novice leaders (meaning that they had no prior experience with the service program provider for whom they would be working in the coming year), and 24 were identified as veteran leaders. Sixty-five percent of GLTI 2 attendees were female, a number which almost exactly mirrors the typical gender distribution among participants on Jewish service programs (Chertok & Samuel, 2008; Rehnborg et al., 2008). GLTI 2 ranged in age from 24 to 37 with a median age of 28.

By any definition, GLTI 2 attendees are an impressive group of young adults. In terms of academic achievement, just under one-third (32%) have already achieved a master's level degree, and of the 29% currently enrolled in a graduate degree program, over two-thirds (69%) are working towards a master's degree, 23% are pursuing doctoral degrees, and 8% are in rabbinical school. Over half (65%) are working at least part-time with 23% percent holding full time jobs.

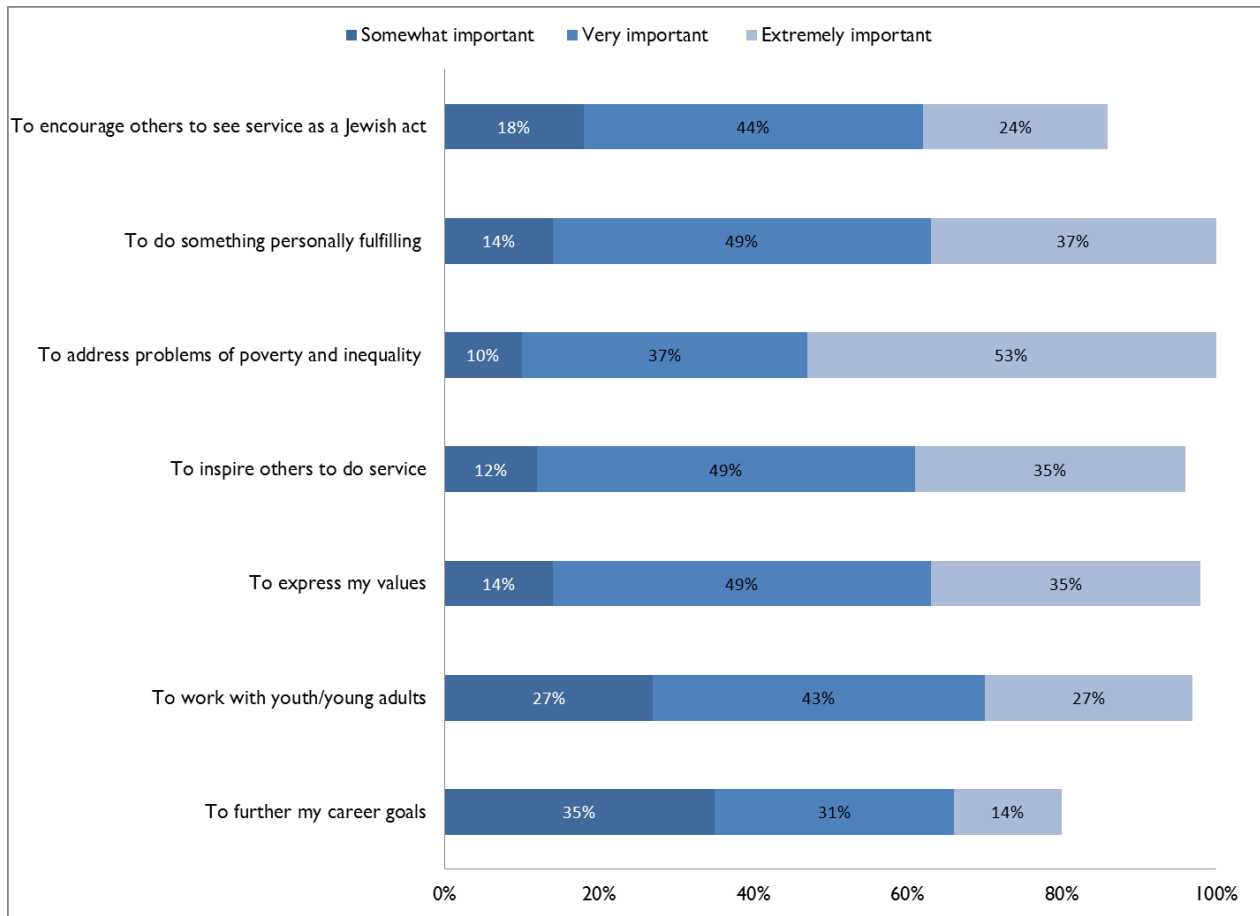
GLTI 2 participants also bring a wealth of experience with and commitment to service and social justice work. As high school students, over one third (35%) were very involved in service, community engagement, or political advocacy clubs or programs, and 19% participated in service-learning or alternative break programs. In the years during and after college, 65% of participants report being very involved in service, and half were very involved in issue advocacy (50%) or community organizing (46%). Perhaps most telling in terms of commitment to service is that over half (53%) participated in a long-term service program, such as AVODAH and Otzma, or a secular program of similar length, such as Teach for America or Peace Corps. In addition, 60% of those who are employed reported that they work for a not-for-profit or a Jewish not-for-profit organization.

GLTI2 participants entered training highly motivated by their commitment to the field of social justice and their desire to make a difference through their work in Jewish service-learning. In a pattern very similar to that found among GLTI1 participants, GLTI2 attendees indicated that their program leader work was strongly motivated by the desire to express their values, inspire others to engage in service, to address problems of social and economic injustice, and to make others aware of the root causes of social issues (Figure 1).

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<sup>4</sup> Although the PANIM Institute of BBYO collaborated in the development and implementation of GLTI2, its program leaders did not attend the December 2010 session and therefore are not included in this research.

**Figure 1: Motivations for Program Leader Work**



GLTI 2 attendees represent the full spectrum of Jewish backgrounds. One-third (32%) were raised in the Reform and 28% in the Conservative movements. These portions are very close to national Jewish population figures (United Jewish Communities, 2003). By contrast, Orthodox backgrounds are underrepresented at 4% of GLTI2 participants. Like the larger population of Jewish young adults, the majority of GLTI2 attendees report some form of Jewish supplementary education in their childhood or teen years (78%). However, GLTI2 attendees also report substantial levels of Jewish engagement and education from their teen years onward that distinguish them from their Jewish peers. Over one-third (35%) attended full-time Jewish day schools which is much higher than national figures (Chertok et al., 2007). 36% report substantial involvement in Jewish youth groups during their high school years.

## Expectations, Experience and Satisfaction with Training

### *Expectations of GLTI2*

The inaugural session of GLTI engendered mixed participant reactions. Although most GLTI1 attendees found the idea of shared training to be attractive, they did not feel that the format of the initial attempt best served either their personal needs or the goals of planners. Many felt overloaded due to the very packed schedule, found shared sessions to be large, impersonal, and a repetition of information they already knew, and reported that their sense of GLTI1 as a shared experience was diminished by the greater amount of time spent in organization-specific sessions. Planning of GLTI2 specifically included modifications to the flow and content of sessions intended to address these concerns. The full schedule of GLTI2 is presented in Appendix D. For example, more break periods were instituted during the day and program leaders were provided with a menu of options for some of the sessions. This section of the report reviews the expectations of participants prior to training and their satisfaction with their experience at GLTI2. Where possible, comparisons are drawn between reactions to the first and second year of GLTI. Throughout the discussion of findings data is presented separately for veteran and novice leaders only when substantive differences are observed between the groups.

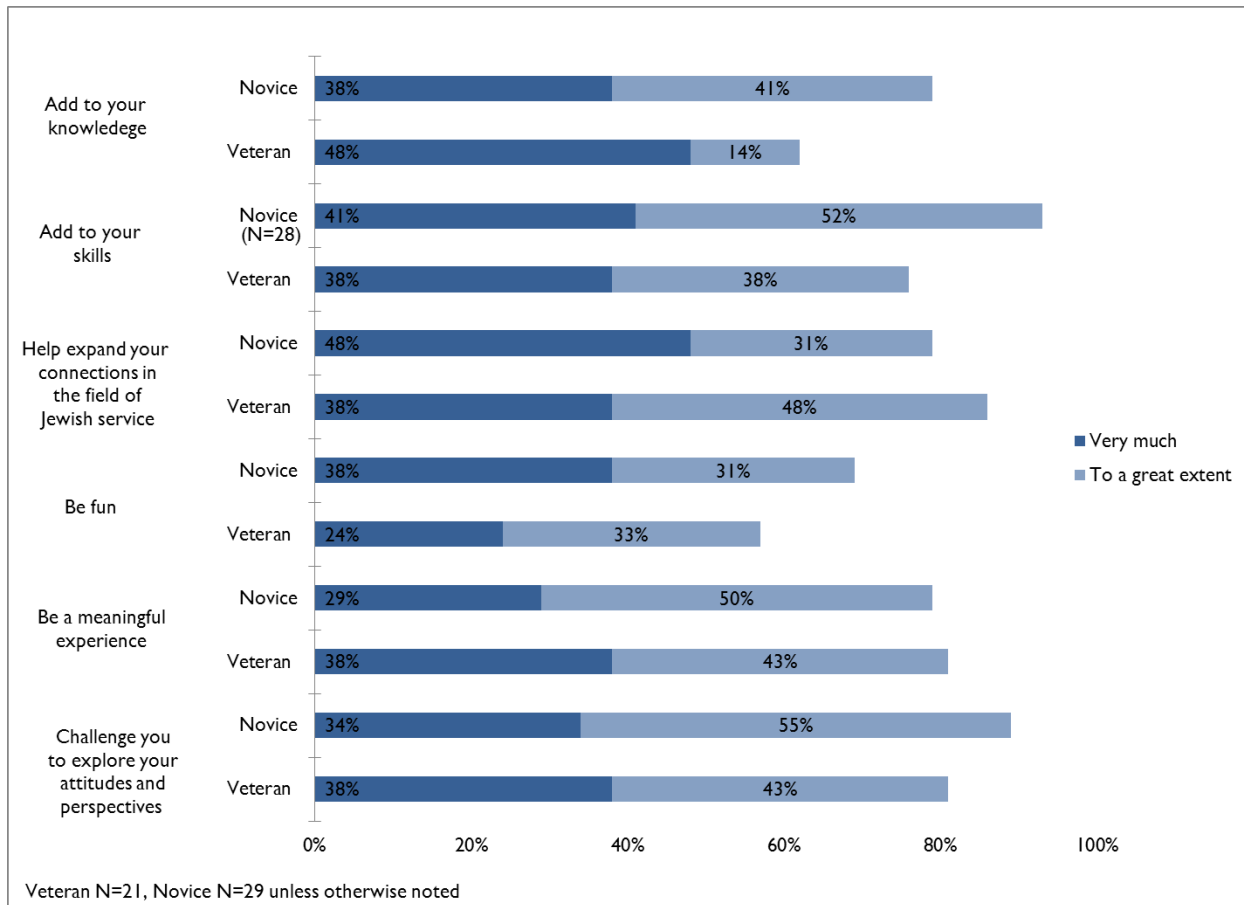
Most participants (68%) were new to this shared model of group leader training. Over half (56%) of GLTI2 attendees were novices with no prior experience with the organization with which they would be working. One-third of veteran program leaders did not attend GLTI1 and were returning to their provider after a break of one or more years.

Expectations of training were extremely positive among the vast majority of both novice and veteran leaders (Figure 2). The pre-training survey asked respondents to indicate the extent to which they expected GLTI2 to have a variety of benefits or characteristics using a five point scale where a rating of one indicated “not at all” and a rating of five indicated “to a great extent.” Most participants indicated strong expectations that training would add to their knowledge, enhance their skills, challenge them to explore their perspectives, and be a fun, meaningful experience.

Even those who had attended GLTI1 voiced very optimistic expectations of GLTI2. For example, among veterans who attended GLTI1, the vast majority strongly felt that the training would add to their knowledge (79%), be fun (93%) and be a meaningful experience (93%). To some extent this finding may be due to the voluntary non-return of GLTI1 attendees who were most negative about their experience of that training. For example, comparison of the reactions to GLTI1 of group leaders who did and did not voluntarily return for another season of program leading reveals that the latter were substantially more likely to indicate that GLTI1 was a repeat of prior training and less likely to feel that the training contributed to their repertoire of skills and strategies. At the same time, interviews with veteran leaders at GLTI2 suggests that efforts made by organizers to learn more about and to address their needs and concerns led to their positive attitudes entering GLTI2.

*There was a pre-training survey that asked what kind of skills or kind of workshops would be beneficial. I was optimistic that this year's training would be different than last year, and that we would be offered a different track for returning group leaders. (Veteran interview)*

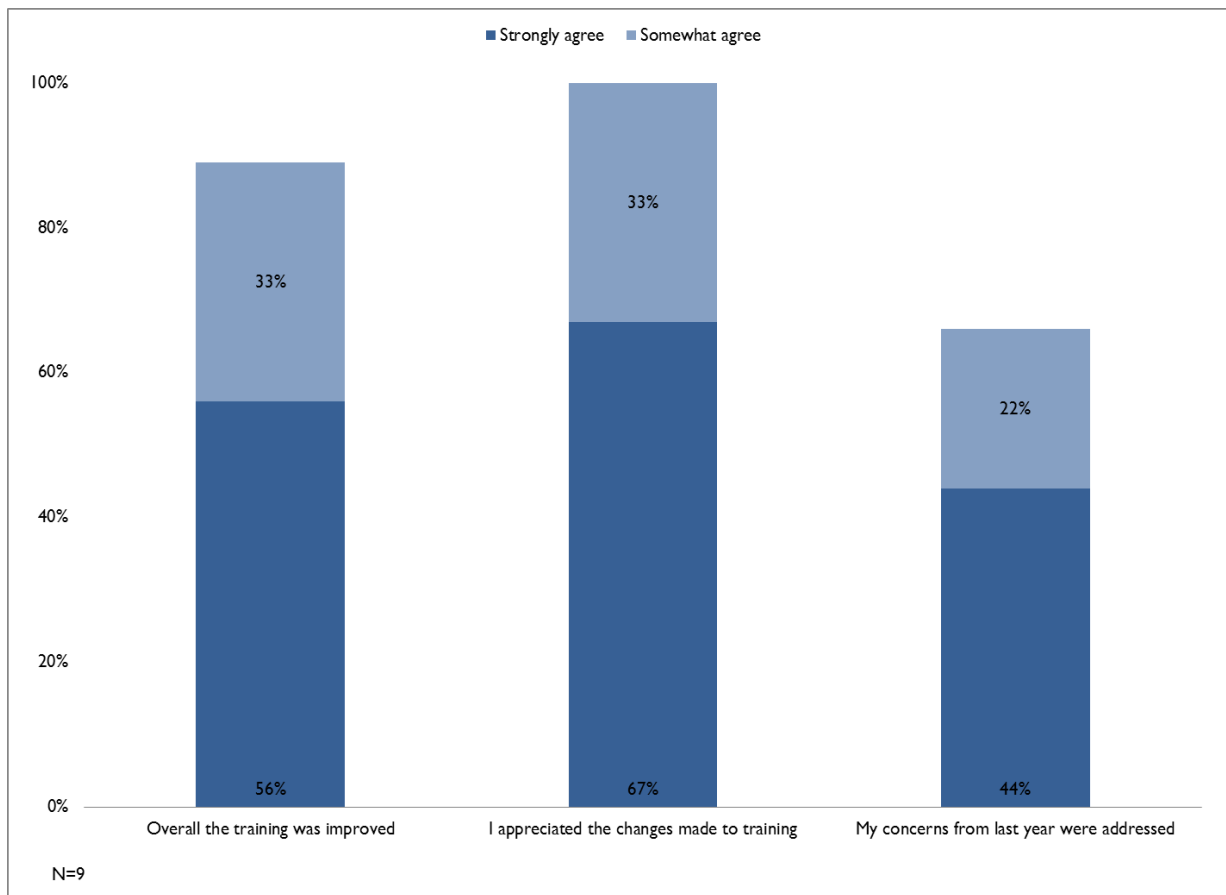
**Figure 2: Expectations of Training for Veteran and Novice Leaders**



*Experience of and Satisfaction with GLTI2*

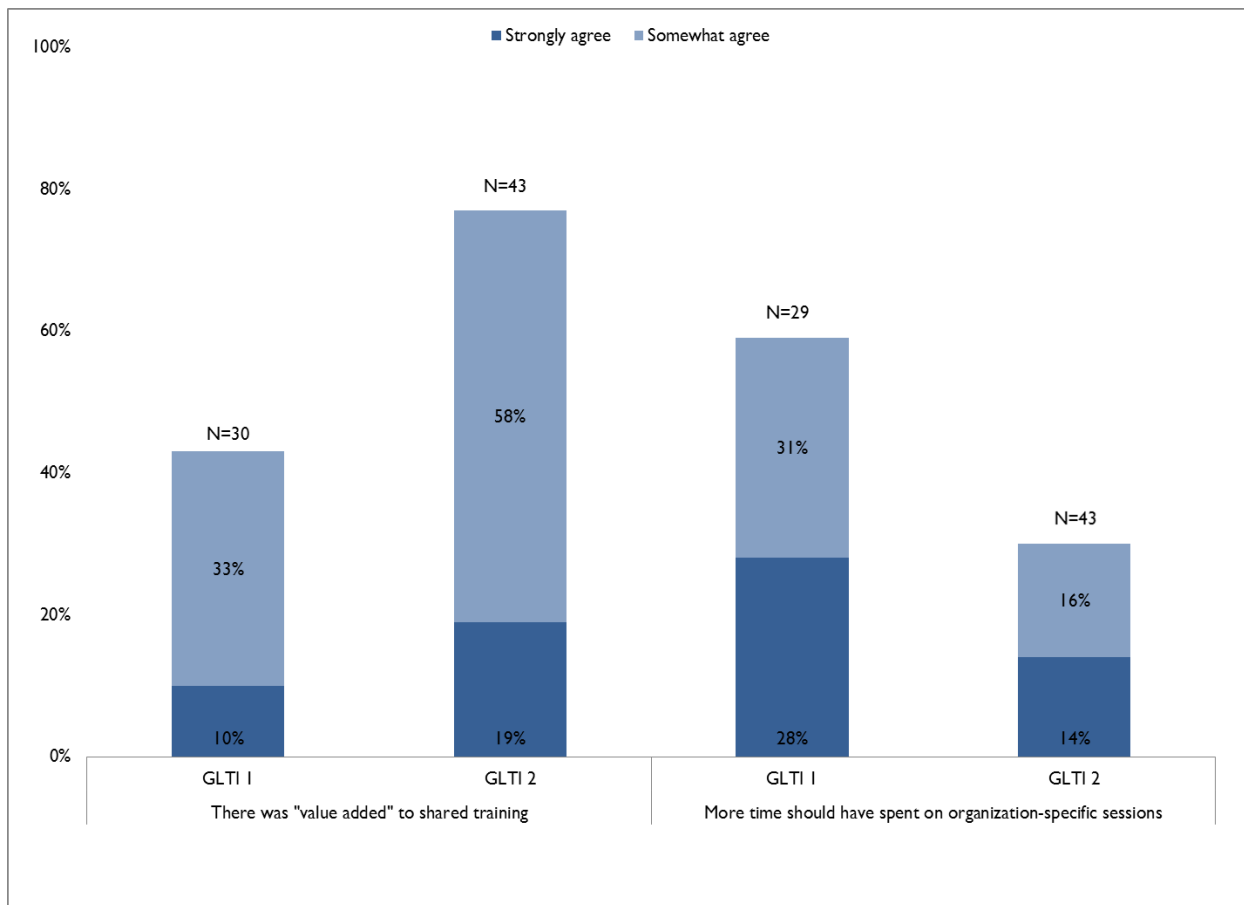
Program leaders who attended both training sessions found GLTI2 to be a substantial improvement from the previous year (Figure 3). The post-assignment survey asked these leaders to indicate their level of agreement with a series of statements comparing GLTI1 and 2 on a five point scale where a rating of one indicated “strongly disagree” and a rating of five indicated “strongly agree.” Almost universally (89%), program leaders agreed that this year’s training demonstrated improvement, with more than half (56%) strongly agreeing. In addition, two-thirds (67%) strongly felt that they appreciated the changes that were made to the training, and 44% were equally strong in their perception that their concerns from the previous year had been addressed.

**Figure 3: Satisfaction with Changes from GLTI1 to GLTI2 among Leaders Attending Both**



In order to directly compare participant satisfaction with GLTI1 and 2, this year’s post-assignment survey contained several items that were identical to those asked in last year’s post-training survey. These questions asked leaders to indicate their level of agreement with a series of statements about training on a five point scale where a rating of one indicated “strongly disagree” and a rating of five indicated “strongly agree.” The data indicates that reactions to GLTI2 as a shared training were more positive than to GLTI1 (Figure 4). Program leaders in the second year were more likely to agree or strongly agree that the shared aspect of the training added value and less likely to agree that more time should have been spent in organization-specific sessions.

**Figure 4: Comparison of Participant Experience of GLTI 1 and 2**

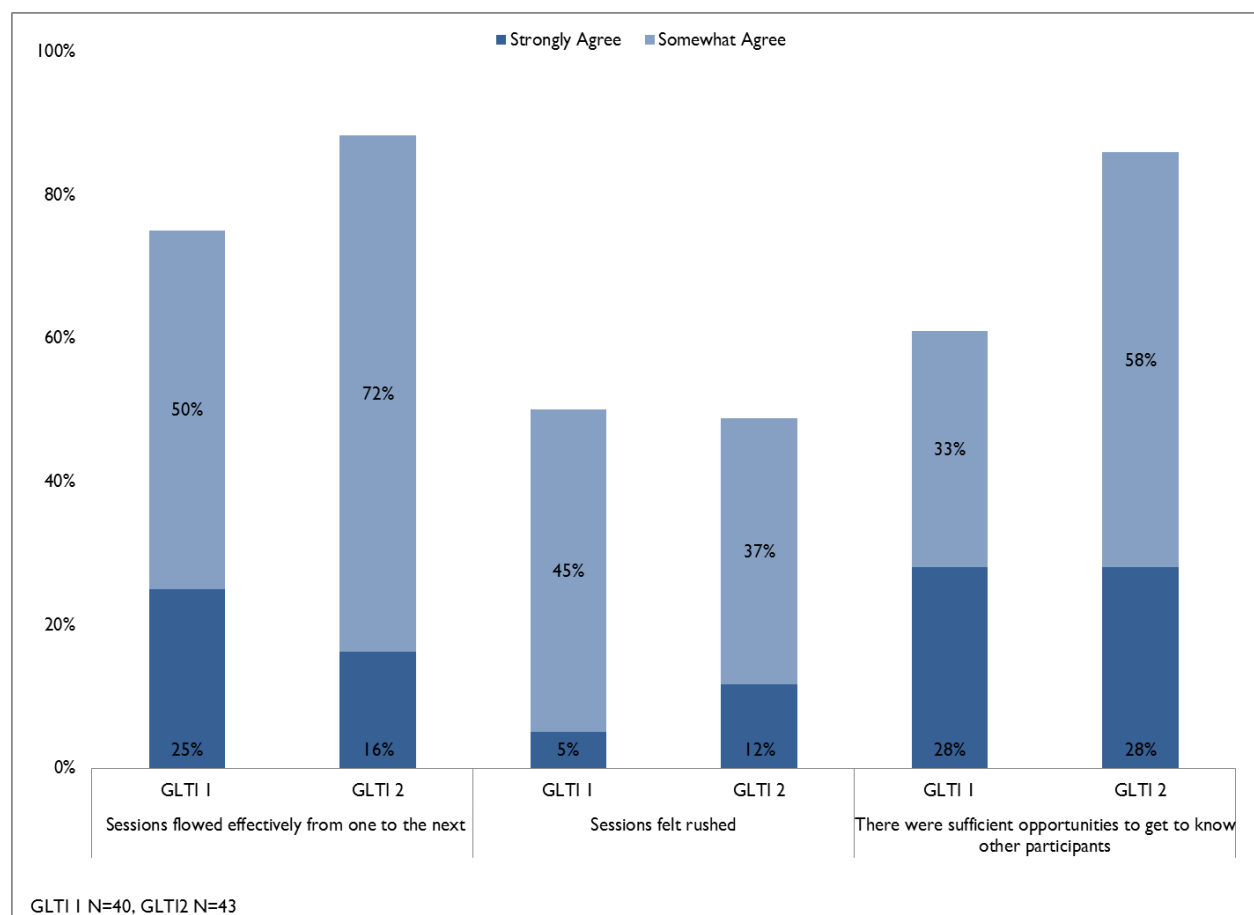


Attendees’ satisfaction with the scheduling and pace of sessions at GLTI2 were mixed. Although most (70%) agreed that sessions in which the full group participated added to their learning, only 11% did so strongly. A larger portion (88%) agreed that they gained from small skill-building workshops, and more than one-third (36%) strongly agreed with this position. GLTI2 participants, as compared with those attending GLTI1 were more likely to agree that there was effective flow from one session to the next and that enough time was set aside to establish relationships with peers (Figure 5). However, only one-third (33%) of GLTI2 participants agreed that the schedule included sufficient breaks and “downtime.” Compared with last year, approximately the same portion of this year’s participants experienced sessions as rushed.

*I would say that it was overwhelming just in terms of how much information was thrown at us, but I did not feel that my time was wasted. I felt it was too long but I don't think there was anything they could have cut out. (Novice interview)*

*The pacing was way too fast...it was ineffectively fast for me, meaning it was crammed. There were too many times when the facilitator would find out they had five minutes left and they'd say 'we have so much more to do'... I know that it seems like everything you want to include is essential, but they really need to do a better [job] at whittling it down to the real essentials. (Novice interview)*

**Figure 5: Comparison of Satisfaction with Scheduling at GLTI1 and 2**

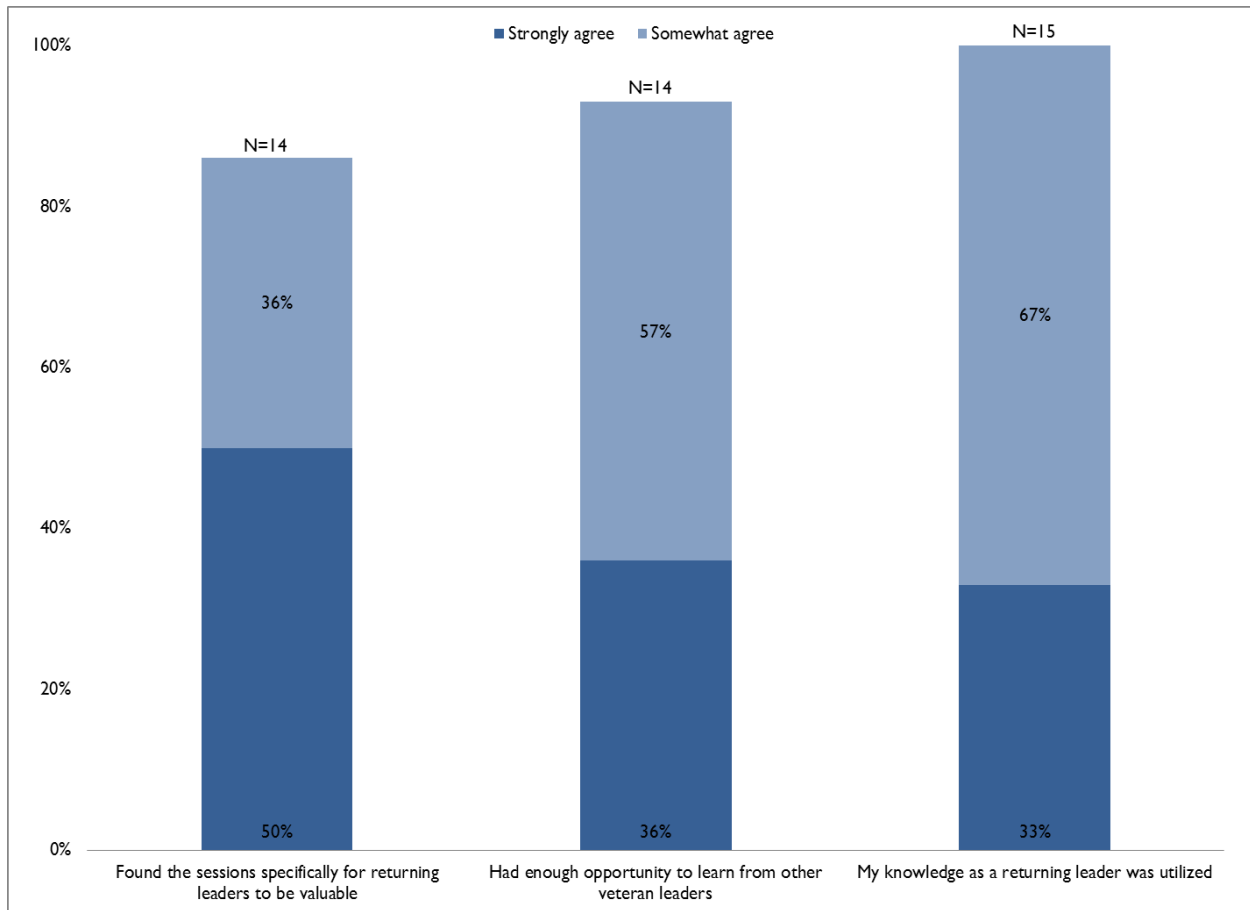


Although GLTI1 served the needs of novices fairly well, veterans were frustrated by the preponderance of sessions that they saw as a repeat of prior training. In response to this concern one of the central planning challenges of GLTI2 was to better balance the different learning needs of these two groups. For example GLTI2 included separate tracks for veteran and novice program leaders during several sessions. During a series of rotating sessions, veteran leaders also had the opportunity to attend special sessions to advance their skills in the areas of teaching Jewish texts or managing relationships with community members.

The data indicate that veteran program leaders felt that the design of GLTI2 addressed their unique needs and expertise well (Figure 6). The post-assignment survey asked veteran leaders to indicate on a five point scale how much they agreed or disagreed with a series of statements about their experience of training. Half (50%) strongly agreed that the separate sessions for experienced leaders were a valuable contribution to their training experience, and approximately one-third (36%) were equally positive that training included sufficient opportunities for them to learn from other veteran leaders. When asked to describe the highlight of GLTI2, approximately one-fifth (18%) of veteran leaders commented on the availability of advanced sessions. They appreciated that these separate sessions allowed them to explore topics in more depth and gave them a forum to share strategies from the field with other seasoned leaders.

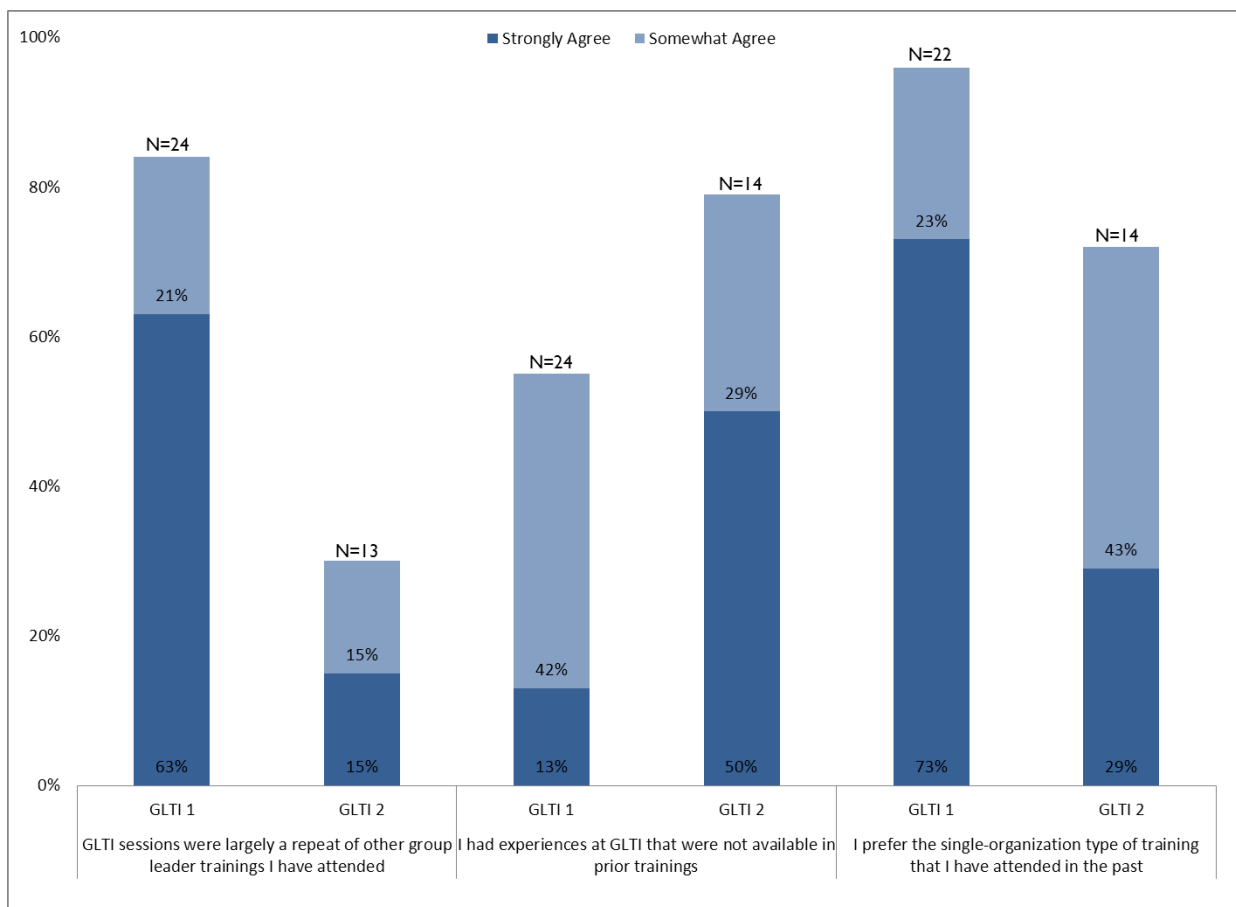
*I enjoyed the more advanced sessions about creatively teaching the curriculum. (Veteran survey comment)*

**Figure 6: Satisfaction of Veteran Leaders with GLTI2**



Veteran participants at GLTI2 as compared with veterans at GLTI1 were also much more likely to agree that the training offered them new experiences and were less likely to see sessions as a repeat of topics covered in previous trainings (Figure 7). In addition, the portion of veteran leaders who endorsed a preference for a single-organization style of training as opposed to a shared training model declined dramatically from GLTI1 to 2.

**Figure 7: Comparison of Veteran Leader Experience of GLTI 1 and 2**



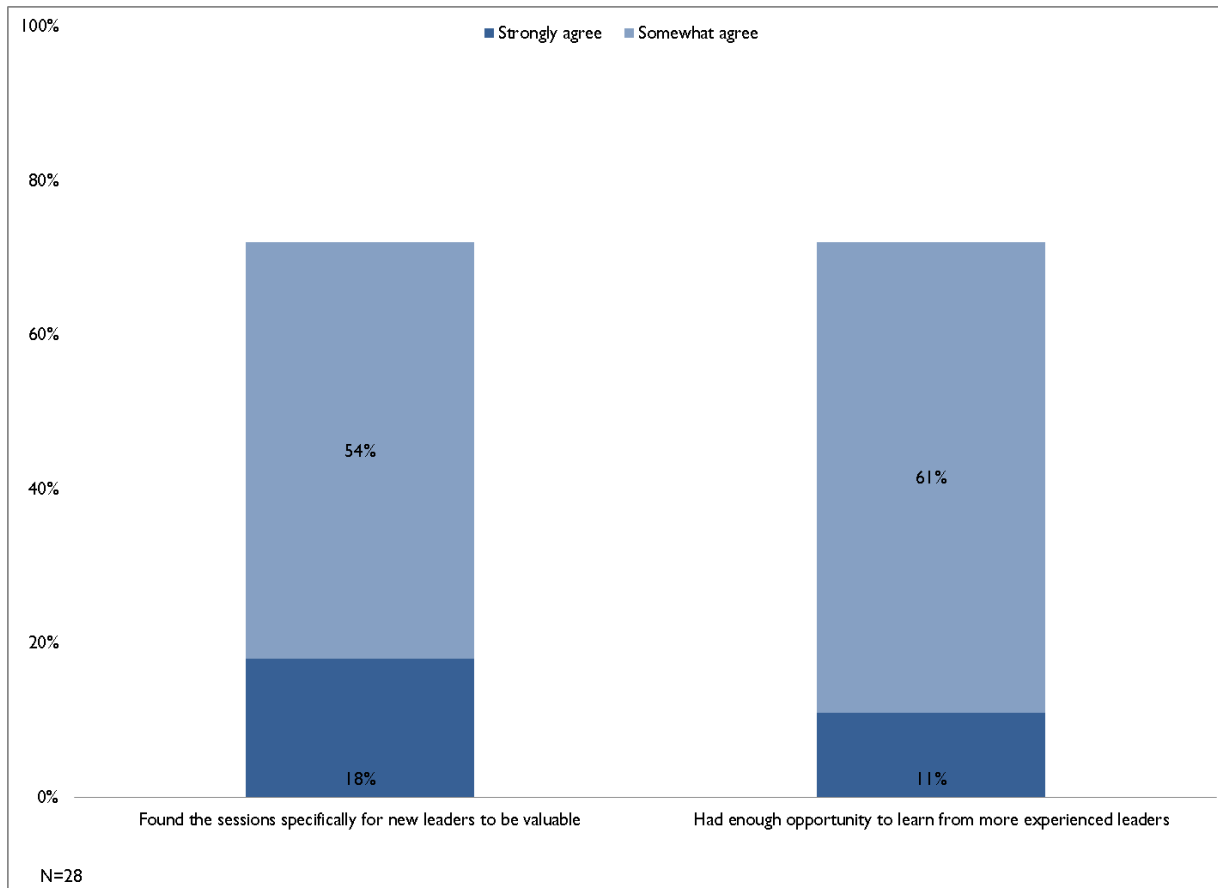
Novice leaders at GLTI2 also experienced the training as positive, and the percentage of new leaders who agreed that training prepared them for their first assignment increased from 30% in GLTI1 to 61% in GLTI2. At the same time, however, the experience of novice leaders at GLTI2 seems to have been less positive than that of veterans. Although the majority of novice attendees agreed that the sessions specifically designed for them were very valuable, only 18% strongly agreed (Figure 8). Although novice and veteran “mentor” leaders were matched and encouraged to informally share experiences over a lunch, only 11% of novices strongly felt that training allowed them sufficient opportunity to learn from more experienced leaders.

*[I appreciated] when past leaders shared their experiences. It helped to have a context to understand everything. (Novice survey comment)*

*We had an informal lunch with a mentor, and that was good. We [were] able to ask questions. I think [there's] a lot of anxiety—I think that's a big function of the relationship. I think it was important to hear from them that some of these things that can feel like big things—you just have to figure it out. It was nice that they really pushed us to do that informal lunch. (Novice interview)*

*For me, it's the real examples that help me best understand what it [group leading] can be like. One group leader I was listening to had such a challenging situation, and even though it was challenging, she was back to lead a group again. It was inspiring. All the group leaders [shared] something difficult that happened and they were obviously still processing it nine months later, but they are still here. (Novice interview)*

**Figure 8: Satisfaction of Novice Leaders with GLTI2**



### *Field Building at GLTI2*

One of the major goals of the GLTI initiative was to develop a ‘community of practice’ among Jewish service-learning program leaders by strengthening connections between them and articulating shared language, goals, and values (Wenger, 1999). Program leaders left GLTI1 more confident in their ability to educate participants about the social justice mission and work of their organizations and more attached to the community of service leaders (Chertok, Tobias, Samuel, & Rosin, 2010). The second year of GLTI built upon these successes.

When asked to describe the most valuable aspect of GLTI2 over one-quarter (27%) of participants referred to the opportunity to meet others in the field. Among more seasoned leaders this was the most frequent response, given by fully half. Almost universally (98%), GLTI2 participants agreed that they formed new connections with other program leaders and two-thirds (66%) strongly agreed.

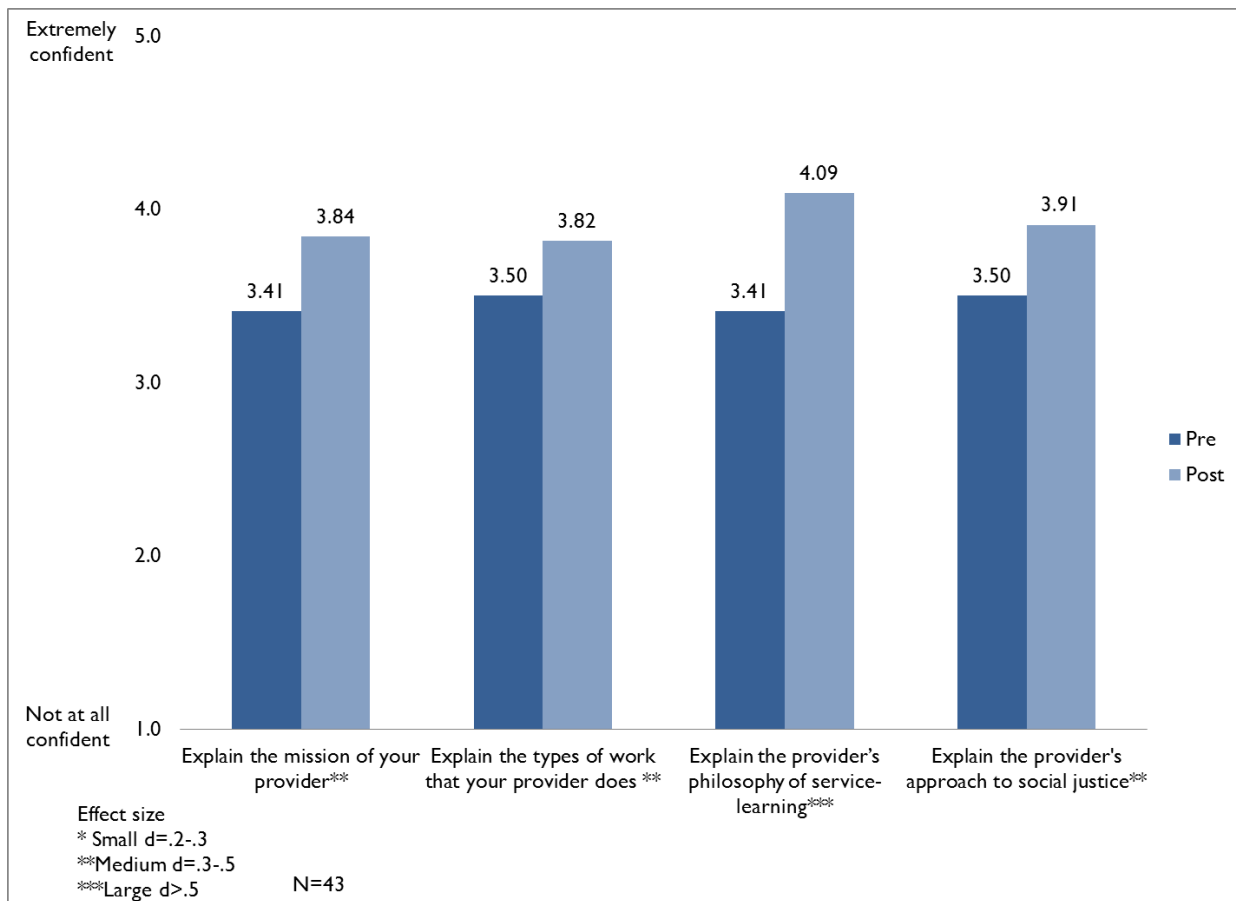
*Some of the most valuable insight I gained was from learning about the lives of the many individuals there who are living professional Jewish social justice lives. (Veteran survey comment)*

*I felt inspired that they were going to take these things back to really different parts of the country and different parts of work. I could view this trickledown effect of the experience entering a lot of different kinds of worlds which I thought was really powerful. (Novice interview)*

Both the pre-training and post-assignment surveys included a series of questions in which program leaders were asked to rate their level of confidence in or mastery of a variety of skills and areas of knowledge on a five point scale where a rating of one indicated “not at all” or “not at all confident” and a rating of five indicated “to a great extent” or “extremely confident.” Comparison of differences in pre and post ratings allows us to assess the impact of the training experience. In the following discussion “effect size” instead of statistical significance is used to evaluate the size of pre-post differences in program leader competencies. Statistical significance is typically employed when data for the entire population is not available or is difficult to attain, and a random sample of individuals from the population is used in its place. In this situation the statistical task is to estimate how likely it is that the observed pre-post difference reflects a real difference in the larger population. The current study surveyed the entire population of program leaders participating in GLTI2, and therefore any observed difference, even a small one, is assumed to reflect a real difference. Measurement of effect size allows us to describe the level of change attributed to training and to differentiate between minor and major impacts.

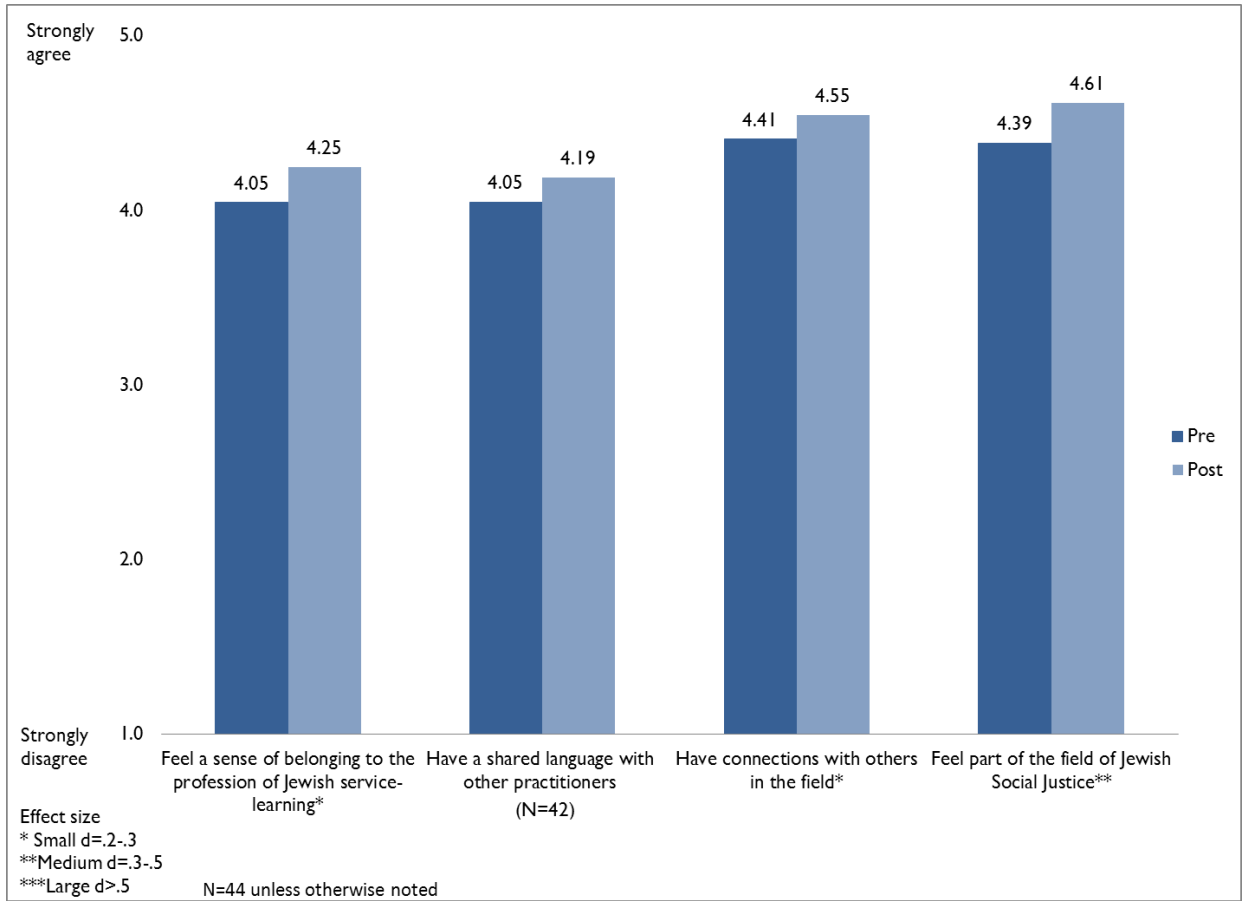
GLTI2 appears to have led to gains in leaders’ knowledge of their providers and the field of Jewish service-learning. Comparison of pre-training and post-assignment data indicates that program leaders gained a better understanding of the organizations for which they work, including their organization’s mission, philosophy of service-learning, and approach to social justice. In all of these areas the effect size is medium or large (Figure 9).

**Figure 9: Impact of GLTI2 on Knowledge of Provider—Mean Ratings**

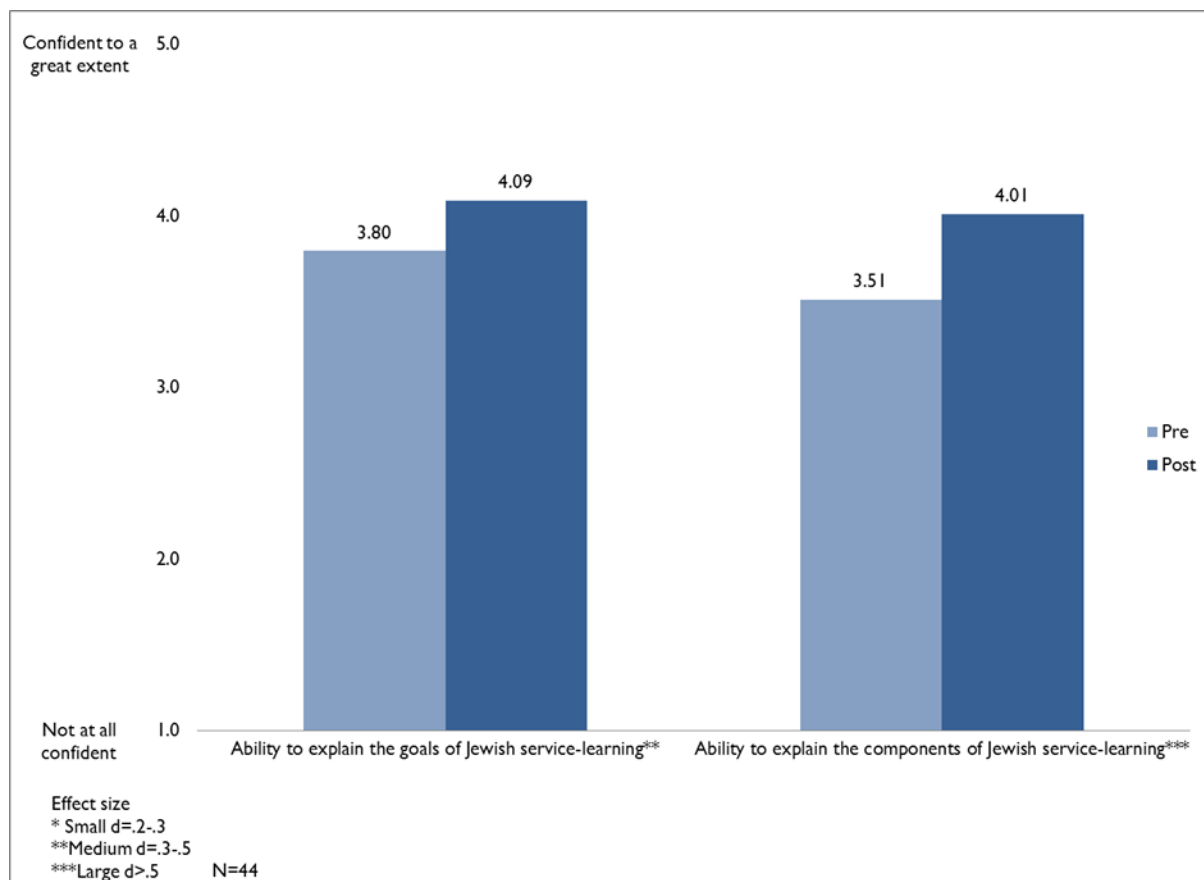


GLTI2 participants also showed large gains in their ability to explain the components of the larger field of Jewish service-learning and medium impact on their ability to explain the goals of Jewish service-learning or on their sense of connection to this field (Figures 10 and 11). As in GLTI1, this year’s training had only a small impact on establishing a ‘shared language’ among program leaders or on enhancing their connection to the profession of Jewish service-learning.

**Figure 10: Impact of GLTI2 on Connection to Field of Jewish Service-learning—Mean Ratings**



**Figure 11: Impact of GLTI2 on Ability to Explain Jewish Service-learning—Mean Ratings**



GLTI2 planners took seriously the feedback from the first year of the initiative, and their efforts paid off. Participants were very positive about changes made to scheduling which allowed for better flow from one session to the next and more time to get to know each other. The needs of veteran leaders were better addressed, and they appreciated the addition of more advanced sessions and the opportunity to share strategies with peers. Novice leaders were largely positive about their training experience, although they would have liked more opportunities to learn from seasoned leaders. The development of separate tracks may have had the unintended effect of diminishing the support and confidence that novices gain through contact with veterans. Although GLTI is still a very “packed” training experience, great strides were made to develop a shared training format that met the needs of program leaders from across the spectrum of experience and led to substantial gains in their knowledge of their own providers.

## Impact of GLTI2 on Program Leader Competencies

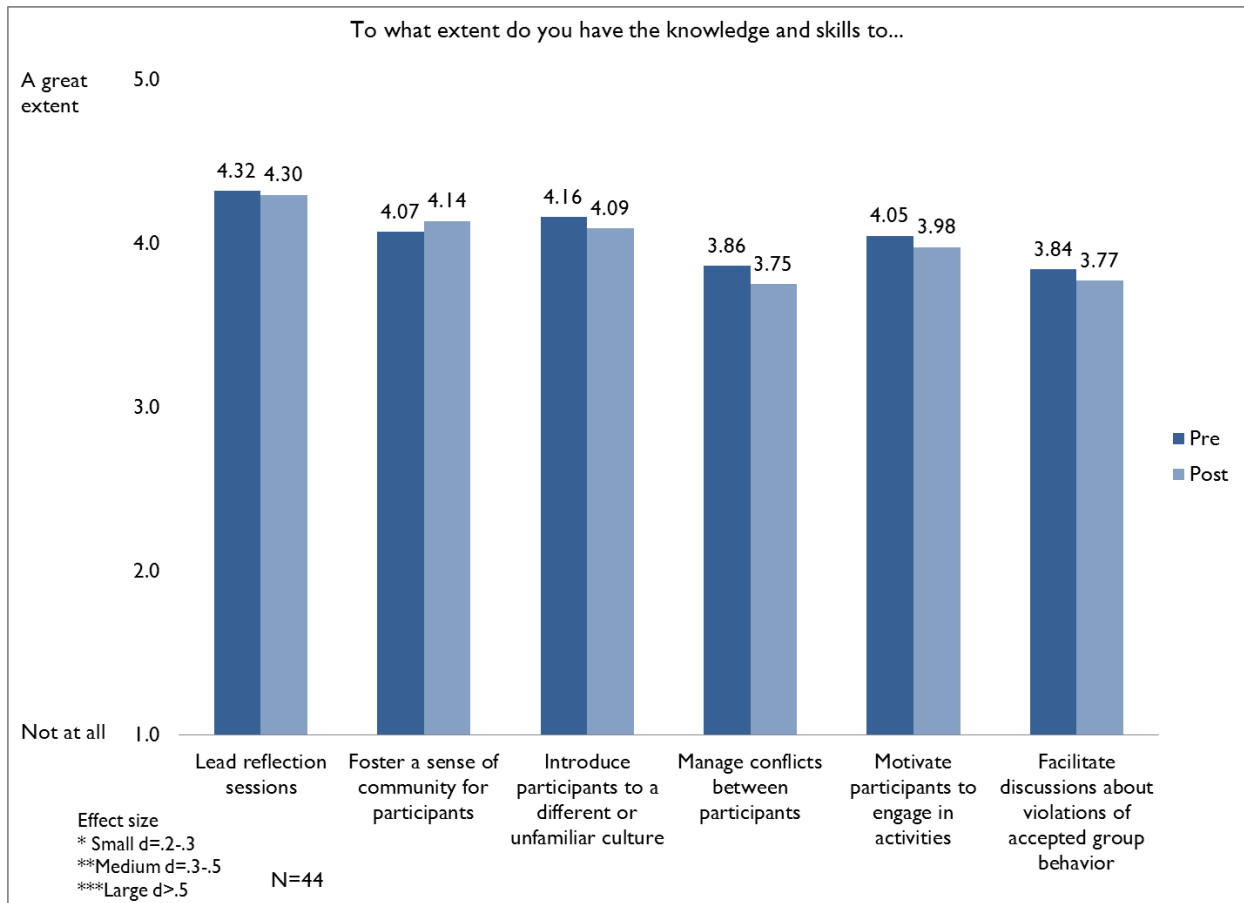
GLTI2 focused on training in several areas of program leader competency: soft skills related to developing a positive group atmosphere and good working relationships; hard skills related to implementation of curriculum and development of pluralistic Jewish living; and operational skills related to program logistics such as communication, travel, and health and safety (Twehous, Groves, & Lengfelder, 1991). As previously described, the pre-training and post-assignment surveys asked training participants to rate their confidence in or mastery of each of these areas of program leader competency. This section focuses on the impact of GLTI2 on each of these skill areas and uses effect size to gauge the magnitude of change in each competency.

### *Soft Skills: Impact on Group Development and Relationship Competencies*

During immersive programs the group provides a critical context for learning and development of skills, attitudes, and memories (Reimer, 2008; Saxe & Chazan, 2008). In service-learning programs the extent to which the group feels a sense of shared ownership also contributes significantly to participant outcomes (Morgan & Streb, 2001). Program leaders play a pivotal role in developing a cohesive group that can serve as a supportive catalyst in the exploration of new perspectives, experiences, and skills.

When GLTI2 sessions involved participant choice, the most commonly attended options were Group Dynamics (48%) and Dealing with Difficult Group Dynamics (43%). Almost three-quarters (74%) of GLTI2 participants agreed that group development strategies were successfully modeled at training. However, a comparison of pre-training and post-assignment survey data suggests that GLTI2 led to insubstantial changes in group development competencies (Figure 12). This finding is similar to data from the previous year that most GLTI1 attendees reported only limited gains on group development skills. To some extent this may be due to a ceiling effect. As in the first year of this initiative, most GLTI2 participants came to training with extensive experience in informal education and were selected, in part, for their high level of proficiency in the area of group facilitation. For example, many GLTI2 leaders reported having worked for experiential education programs such as overnight camps (55%), youth groups (51%), campus organizations (26%), Taglit-Birthright Israel (20%), and travel or outdoor adventure programs (43%).

**Figure 12: Impact of GLTI2 on Group Development Skills--Mean Ratings**



A finer grained look at the data also suggests that the impact of group development training at GLTI2 was somewhat different for veteran as opposed to novice attendees. The group development skills of veteran leaders showed small gains, while less experienced leaders showed small decreases. Although this dip in skill level among novice leaders is minimal, it still merits discussion. Since the second survey was administered after novice leaders returned from their first field assignment, decreases observed on their self-assessed group development competency may reflect a readjustment in self-perception rather than an actual decline in abilities, as less seasoned leaders are confronted with the reality of working with this type of program (Hoy & Spero, 2005). Thinking back on the training within the context of their first assignment, many novice leaders reflected that GLTI2 did not go into enough depth on potential sources of difficulty in group development. For example, on the post-assignment survey a number of novice leaders mentioned that they did not feel prepared to deal with service-learning participants who demonstrated minimal interest in aspects of the program or to navigate sensitive issues, such as the causes of poverty and the best ways to address social issues. When novice leaders were asked to identify the area of leader training needing additional attention, the most commonly mentioned (35%) was group development skills.

*[More training] on difficult group dynamics and thinking about the 'types' of participants who come on service-learning programs. (Novice survey comment)*

*How to engage participants who are seemingly uninterested in the program, have their own agenda, and are not open to sharing and or adapting those. (Novice survey comment)*

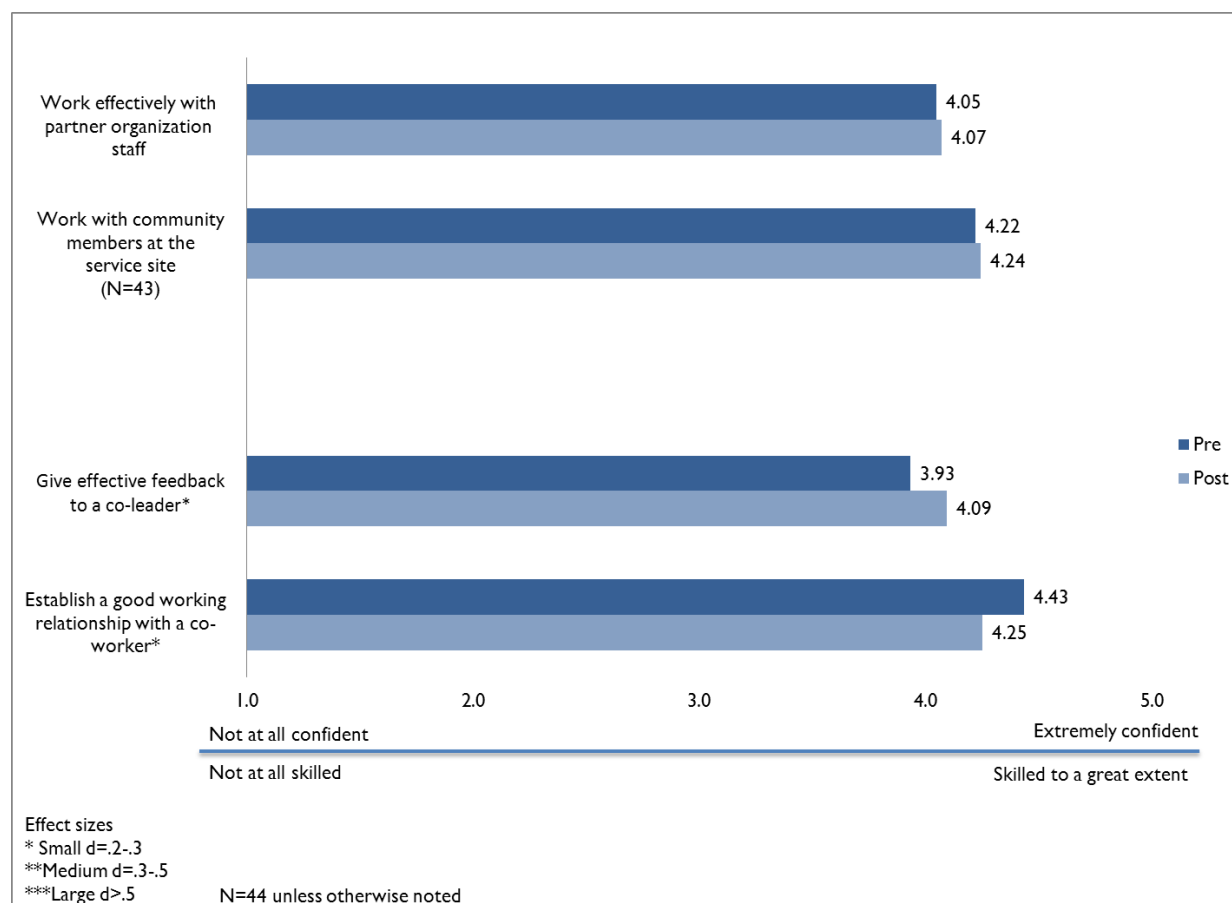
Research on the training of beginning classroom teachers indicates that those who have access to peer support systems in which they can share and process difficult situations often respond better to their initial classroom experience as compared with educators who do not receive such support (Fives, Hamman, & Olivarez, 2007). In a similar vein, novice program leaders who reported strong satisfaction with the amount of interaction with peers at GLTI2 were more likely to show gains in their group development competencies compared to those who reported less satisfaction with their access to this type of interaction. Again limitations on the exposure of novice leaders to their more experienced peers during training may have resulted in new leaders missing out on the opportunity to view their own concerns about difficult group development situations within the context of the broader experience of veteran leaders.

*I would say [returning leaders] should be really clearly identified—like have a sticker on their name tags the whole time where I could ask ‘Oh, how did this work last year’ because I felt that those were the most helpful people for me to talk to. (Novice survey comment)*

*[With] the group dynamics issues, they gave some really great specifics on ‘oh, this is what happened to me, maybe it will happen to you. You should handle it in this way.’ I’ve dealt with group dynamics many times before so I had ideas too, but it was good to hear very specific logistics from people that had been there in the past. (Novice interview)*

Another area of soft skill competence relates to the ability to form good working relationships with co-workers, and staff from the host community or partner organizations such as Hillel or Jewish Community Centers. GLTI2 had only a very small effect on both novice and veteran leaders’ ability to give effective feedback to a co-leader and an equally small negative effect on skills related to establishing good relations with co-leaders (Figure 13). No effective impact was observed for skills related to working with community members at the service site or with partner organization staff.

**Figure 13: Impact of GLTI2 on Working Relationship Skills—Mean Ratings**



GLTI2 resulted in only very modest increases in the group development skills of veteran leaders but corresponding decreases among novice leaders. Veteran leaders may have already attained a high level of mastery of group development skills and it may be difficult to “move the needle” further for this group. The results for novice leaders may be due to a process of reassessment following their first confrontation with the unique challenge of managing an immersive service-learning program or due to their limited opportunity to debrief with more experienced leaders. Both aspects of the orientation of novice leaders require additional attention.

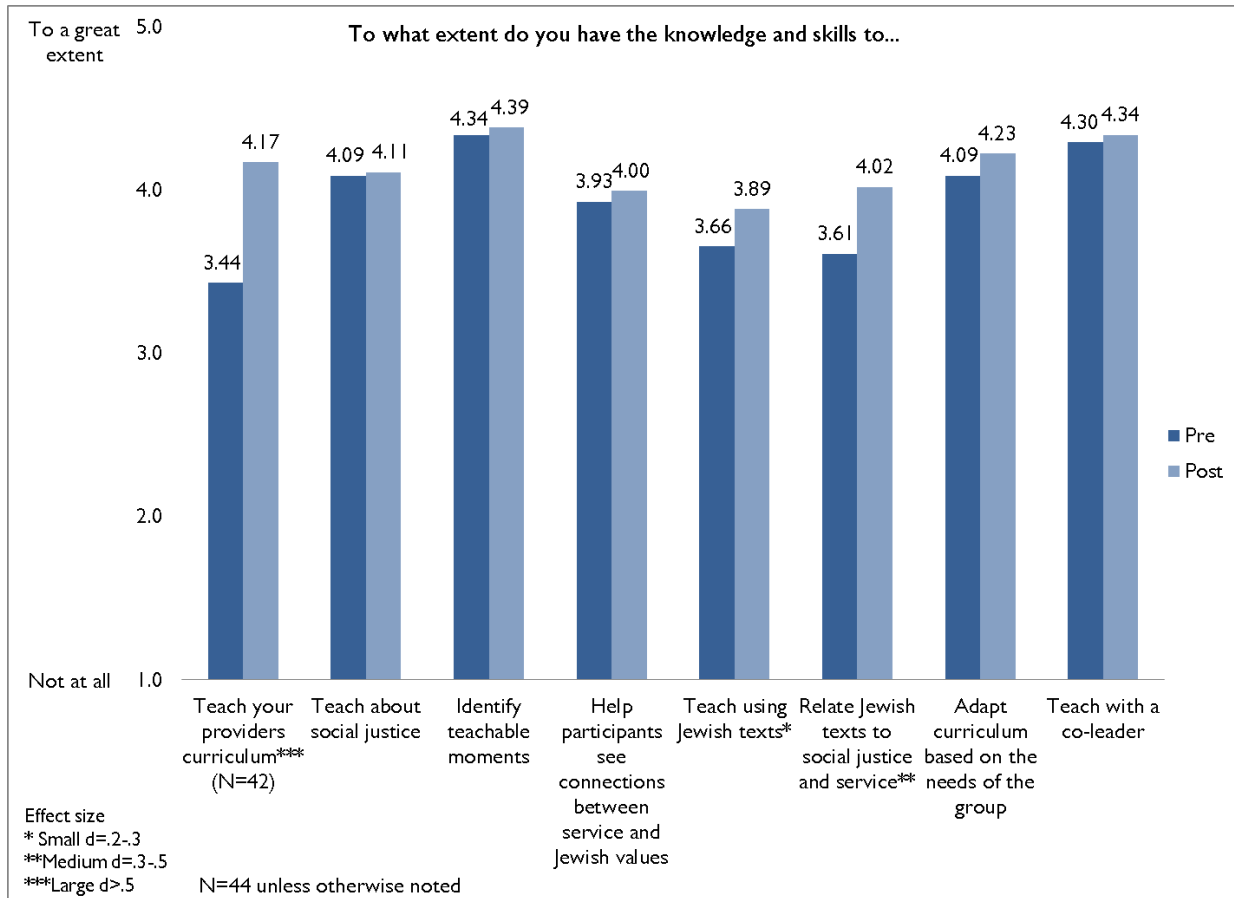
*Hard Skills: Impact on Competencies for Teaching and Fostering Jewish Life*

**Teaching Skills**

Immersive service-learning programs provide participants with a unique experience by contextualizing their service in an educational framework. As a result, participants are better able to understand the causes of social inequality and develop a greater sense of urgency to rectify these injustices (Parker-Gwin & Mabry, 1998). To achieve this goal, program leaders need the requisite skills to create dynamic and engaging learning sessions that challenge participants to move out of their “comfort zone” and explore difficult issues. A significant portion of GLTI2 was devoted to honing participants’ formal and informal pedagogical techniques and their mastery of provider curriculum.

When asked to indicate the highlight of GLTI2, over one-third (36%) overall and 49% of novice leaders, mentioned skill sessions devoted to curriculum and teaching. Among all participants, GLTI2 resulted in large gains in ability to teach organizational curriculum, and medium gains in the ability to relate Jewish texts to social justice and service (Figure 14). Small gains were seen in the ability to use Jewish texts in teaching. Essentially no change was seen in leaders' ability to identify teachable moments, teach with a co-leader, help participants make connections between service and Jewish values, or adapt a curriculum based on the needs of the group.

**Figure 14: Impact of GLTI2 on Teaching Skills—Mean Ratings**



On one hand, GLTI2 had a substantial positive impact on content-based skills, such as comfort with a particular curriculum or relating Jewish texts to service. On the other hand, training had essentially no impact on those skills related to the process of teaching, such as gauging the tenor of a group and making the necessary adaptations to lesson plans, identifying teachable moments outside of designated learning sessions, or encouraging participants to shift their thinking to encompass a Jewish perspective on service. In interviews and in survey comments many program leaders, both novice and veteran, noted that they would have liked to spend more time during training on these process elements.

*I would like more about how to modify the curriculum based on the needs of the group. It was unclear how much liberty I could take to change/adapt lesson plans. (Novice survey comment)*

*I wish we would have just done more on the curriculum as a group. I wish we would have been participants going through the whole curriculum of the week or the trip. (Novice interview)*

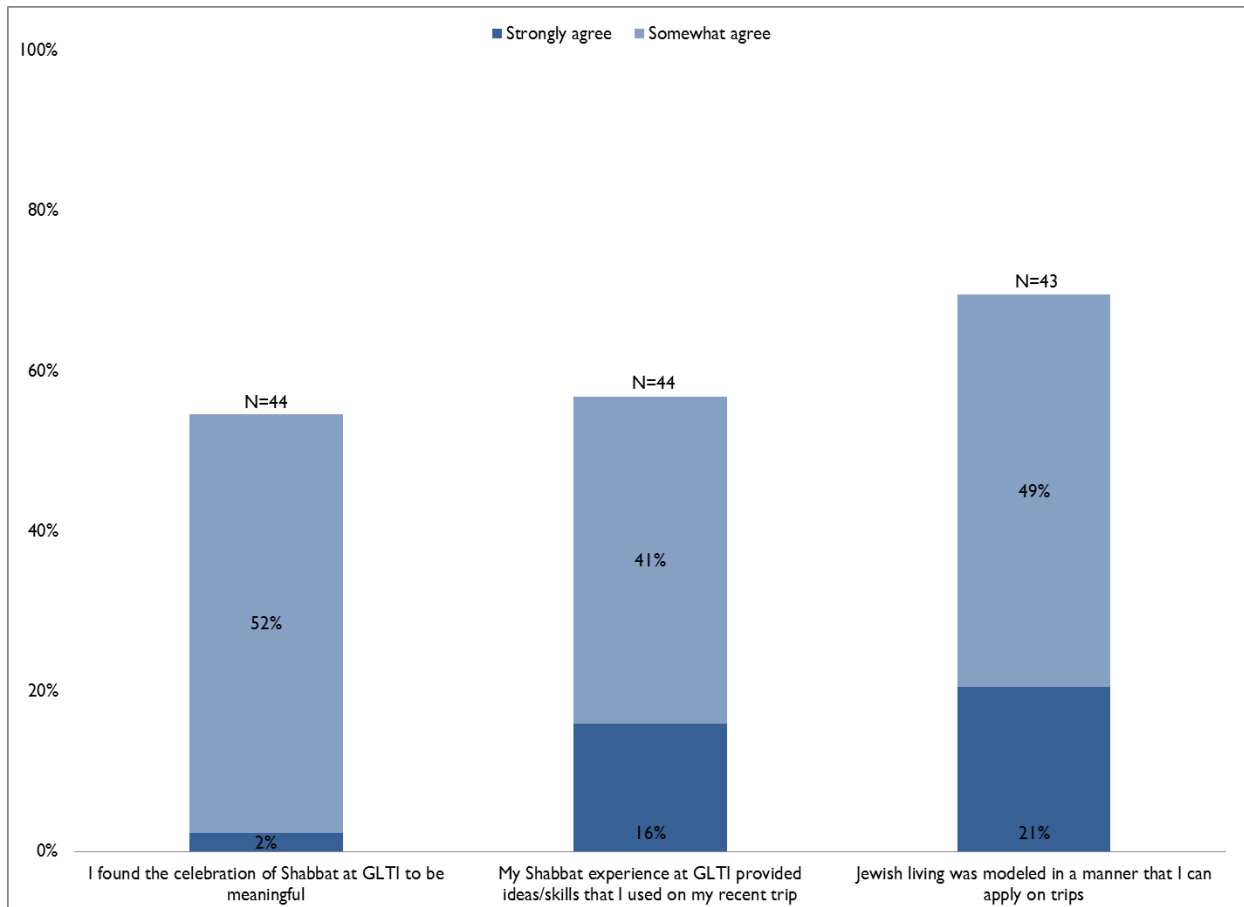
GLTI 2 improved some aspects of leaders' competence in creating engaging learning environments, but most gains were made in the content and not process aspects of teaching. The fact that program leaders sought more instruction in this competency area speaks to the high value they place on this aspect of their role in service-learning programs. This belief is borne out by research on immersive Jewish service-learning which indicates that the quality of learning and reflection during programs correlates to positive impact on participants (Chertok, Tobias, Boxer & Rosin, in press).

### **Jewish Living and Pluralism Skills**

On most immersive Jewish service-learning programs, participants engage in different aspects of Jewish living, including observing dietary laws and some type of Shabbat observance. Research indicates that participants who find Jewish living and Shabbat during these programs to be meaningful are also more likely to express intentions to engage in more service work, to volunteer with Jewish organizations, and to connect their Jewish identity with service (Chertok, Tobias, Boxer & Rosin, in press).

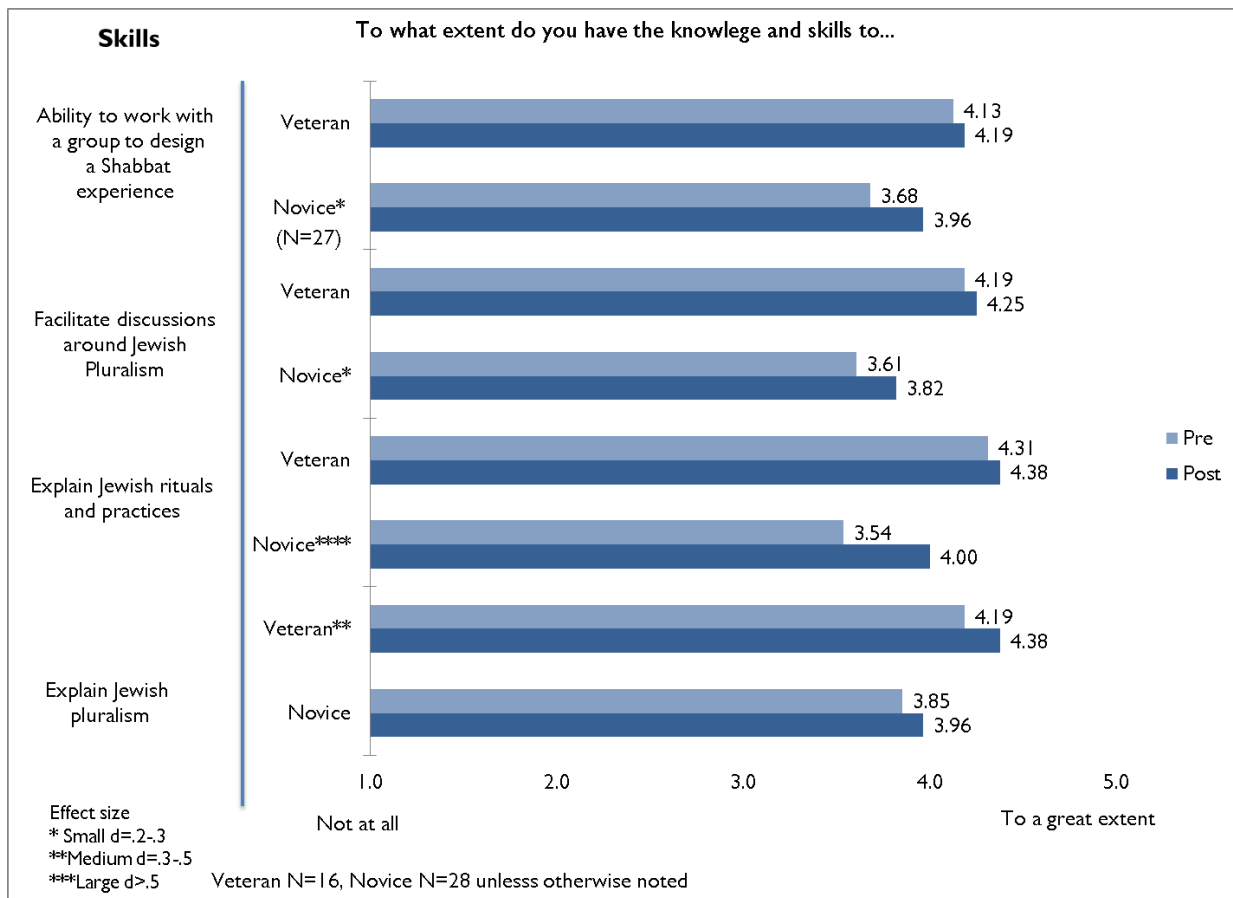
At GLTI2 skills related to Jewish living were addressed directly in one session on pluralism. The training also included modeling of these skills and practices by having attendees design their Shabbat observance and experience mealtime rituals and celebration of Chanukah. Among GLTI2 participants 70% felt that training provided a model of Jewish living that they could apply on programs which is almost identical to the finding for GLTI1 (73%). When asked to indicate how much they agreed or disagreed with statements about their Shabbat experience during training, approximately half of GLTI2 participants agreed that it was meaningful (54%) but of these only 2% agreed strongly (Figure 15). Overall the portion that agreed their training experience of Shabbat was meaningful is very similar to that found for GLTI1 (59%), although strong agreement was higher (15%) for GLTI1.

**Figure 15: Satisfaction with Jewish Living and Related Skills Building at GLTI2**



A comparison of pre-training and post-assignment self-assessments indicates that the impact of GLTI2 on competencies related to Jewish living and pluralism differed for novice and experienced leaders (Figure 16). Novice leaders reported large gains in their ability to explain Jewish ritual and small gains in their ability to help service-learning participants design a Shabbat observance or facilitate conversations around Jewish pluralism. Returning leaders showed medium gains in their ability to explain Jewish pluralism but only very small effects on the other skills in this competency area.

**Figure 16: Impact of GLTI2 on Veteran and Novice Skills related to Jewish Living and Pluralism—Mean Ratings**



Research on Jewish service-learning programs suggests that developing a positive experience of Jewish pluralist living is an ongoing challenge for the field (Chertok & Samuel, 2008). The experience of GLTI2 participants echoes this challenge. For example, in post-training interviews several participants described frustrations arising over how the training session on pluralism was conducted. In particular, they made note of the fact that there seemed to be an assumption that all program leaders understood Hebrew terms such as *mechitzab*, or *minyán* and were familiar with different forms of Shabbat observance. This approach did not serve as a good model for introducing similar conversations to service-learning participants with varying levels of Jewish religious background.

*The fact that the official program about pluralism included a story with Hebrew words that were not defined really set a bad example. For that not to be modeled in that setting was really disappointing. (Novice interview)*

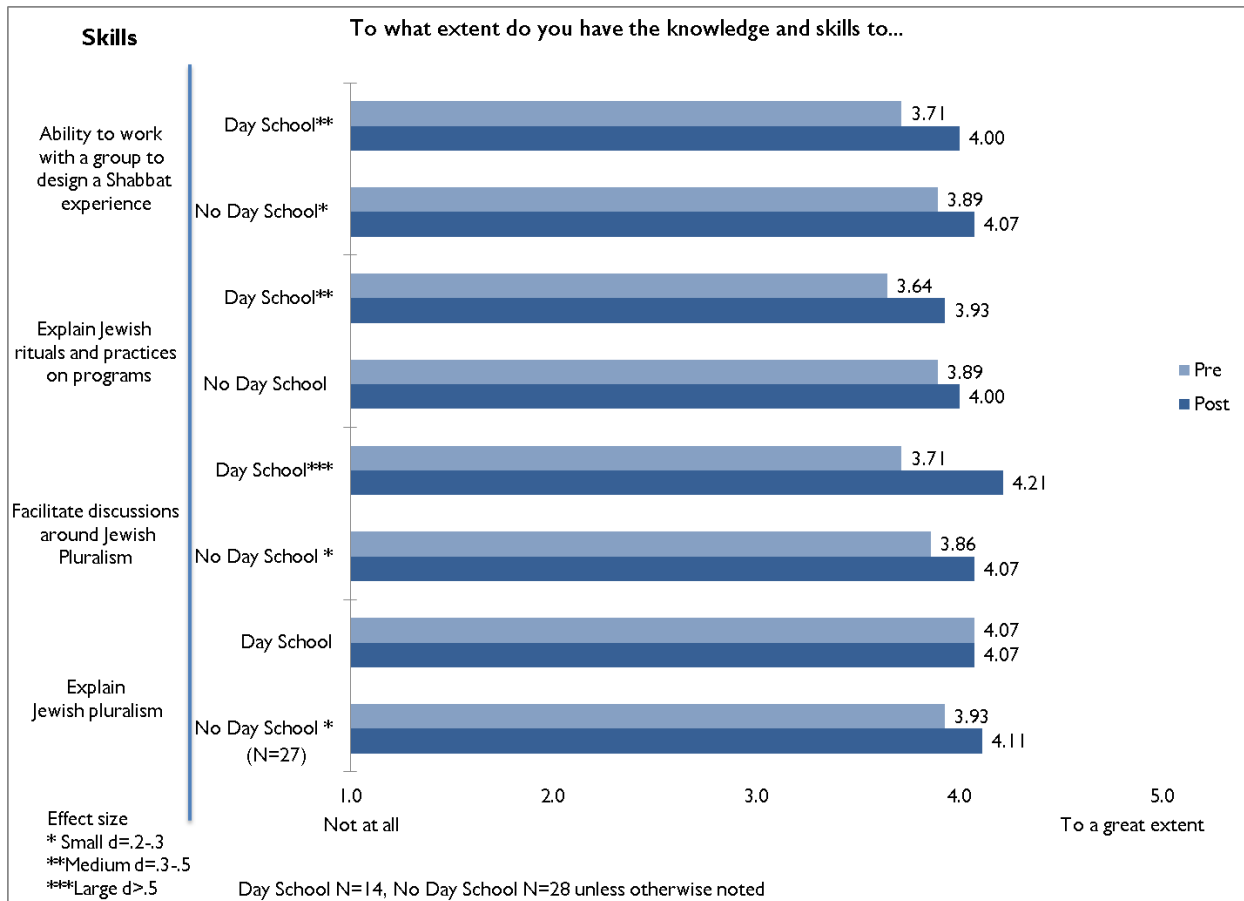
*Asking somebody in the field to facilitate something on what does the ideal Shabbat look like? Well that assumes that you know what that means. I think it makes people feel less confident as leaders. I've seen it in many cases where I've group lead with people—they just feel totally disempowered and can't deal with religious students. (Veteran interview)*

*Shabbat planning felt rushed--it would have been nicer to leave more time for that so as to make the planning process more of a model for the trips, instead of 'we really need to figure out something for tomorrow.'* (Novice survey comment)

*We did an activity where everybody wrote their needs, and then other people read their needs and had to advocate for them even though it wasn't their own needs. So basically we read everybody's needs, and then we were 20 minutes late and we couldn't even talk about them. We didn't even have time to process the activity. To me, it didn't go well.* (Novice interview)

The impact of training on skills related to Jewish living and pluralism also seems to have varied for participants depending on their Jewish educational background. Except in the skill area of explaining Jewish pluralism, program leaders who were day school alumni generally demonstrated larger gains in skills related to Jewish living, such as the ability to explain Jewish ritual or facilitate discussions about Jewish pluralism (Figure 17). These program leaders may have more familiarity with concepts and Hebrew terms related to Jewish ritual and could focus their attention on how to apply this knowledge in the field. Program leaders without a day school education were often encountering unfamiliar Hebrew terms and underlying concepts leaving little intellectual energy for thinking about applications in the field. This hypothesis for the differential impact on leaders with or without a day school background echoes research which demonstrates that service-learning participants with more extensive Jewish educational backgrounds often outpace other participants in connecting Judaism with social justice (Chertok, Samuel & Tobias, 2009). In both cases, the presence of a framework of knowledge in which to incorporate new concepts appears to be critical.

**Figure 17: Impact of GLTI2 on Jewish Living Skills by Jewish Educational Background—Mean Ratings**



It has been noted in the literature that creating a culture of positive Jewish pluralism in educational settings is less about establishing “overarching philosophical constructs” and more about creating an “ongoing process of inquiry and investigation” (Shevitz, 2006). One of the main challenges of implementing Jewish pluralism on immersive service-learning programs is that each group brings its own unique sets of needs, biases, and expectations when it comes to Jewish living. In other words, a “one-size fits all” approach to Jewish pluralism on service-learning programs is unrealistic. Training in this competency area may need to focus on techniques for fostering a rich and authentic dialogue among participants combined with strategies to address difficult situations that are likely to arise, such as groups with wide variations in preference for observance.

***Operational Skills: Impact on Mastery of Organizational Policy and Logistics***

An important aspect of program leader training is developing mastery of program logistics and organizational policies. Veteran and novice leaders approached policy-related sessions at GLTI2 with very different goals in mind. New leaders emphasized their desire to gain confidence in their ability to successfully implement the program in the field. Much of their attention was on digesting the myriad logistical details and organizational policies related to transportation, communications, and medical emergencies. Veteran program leaders sought to explore areas of policy that remained unclear despite their field experience.

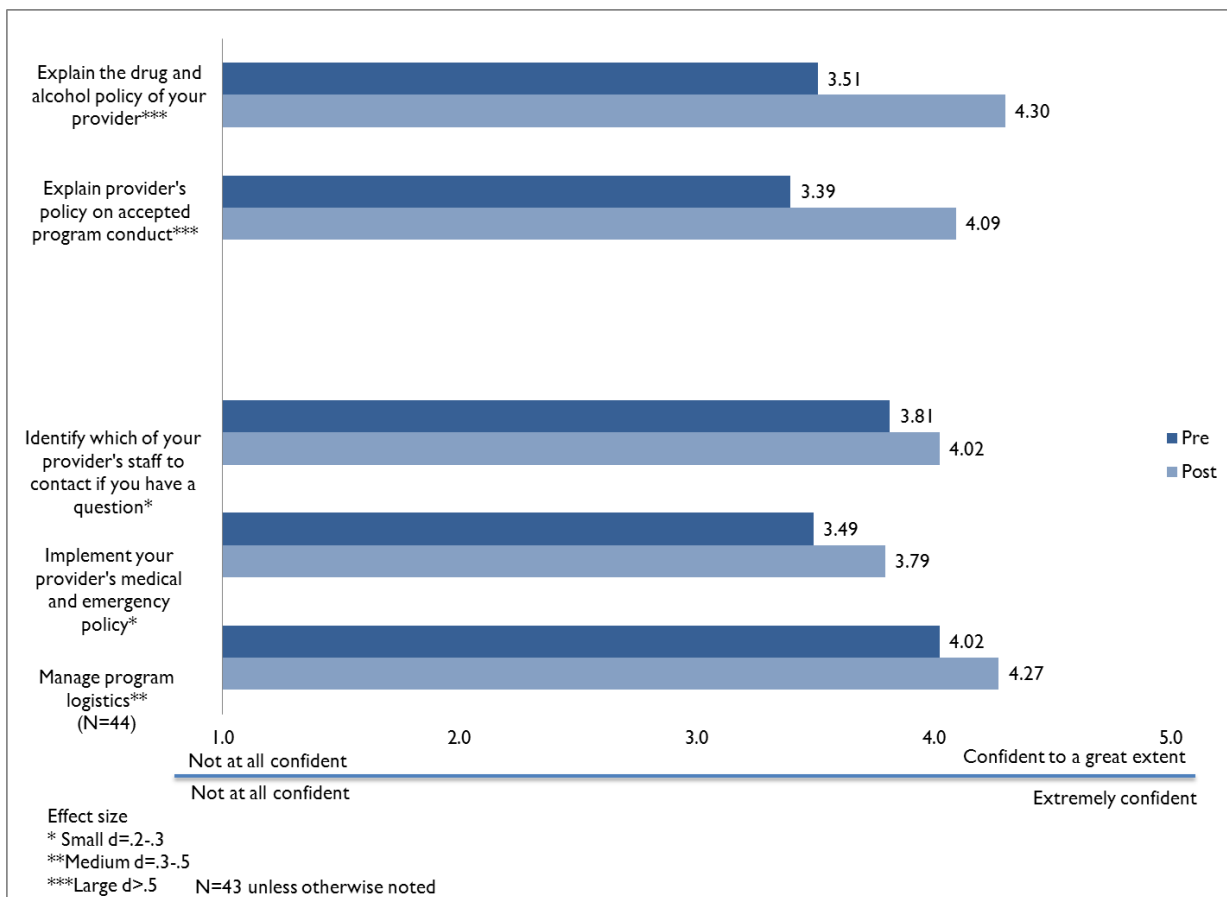
*I was hoping to really get a sense of how the trips look, to fill in some of the gaps in terms of what my responsibilities were. I was definitely hoping to understand more of what my role was. (Novice survey comment)*

*What I wanted was to have a refresher to come back to some of the issues that had come up in the field, some of the issues surrounding the program. (Veteran interview)*

AJWS and PJA & JFSJ offered separate policy sessions for novice and veteran leaders that closely corresponded to their self-described needs. Novice leaders were introduced to program components and their responsibilities as program leaders, while veteran leaders were updated on policy changes and given opportunities to delve more deeply into problematic areas of policy.

The impact of GLTI2 on some aspects of operational competency was very positive (Figure 18). Both novice and veteran leaders showed large gains in their ability to explain their provider’s policies on acceptable behavior and more specifically on alcohol and drug use. Medium gains were shown for managing program logistics and small gains were made in implementing emergency and medical protocols and identifying the appropriate provider staff for questions.

**Figure 18: Impact of GLTI2 on Operational Skills—Mean Ratings**



When participants were asked what they would have wanted to cover in more depth at training, one-fifth (19%) of all comments specifically mentioned spending more time on program logistics and the day-to-day implementation of the program. Novice program leaders commented that while they gained a tremendous amount of knowledge at GLTI2, training would have been more productive had it started with an overview of the structure of Jewish service-learning programs. This would have allowed new leaders to understand how various other components (e.g., pluralism, curriculum) fit into the overall program.

*There was a part of me that wished that we did go through the structure, the skeleton of what a trip is like and the logistics, and THEN filled in the content. Because even when we first started learning the curriculum, they [said] 'you might start the day with an intention,' and I [thought] 'is that part of a learning session?' But I didn't know when a learning session was or what an intention is. I didn't know how it [the curriculum] fit in with the big picture because we hadn't discussed it in that context. (Novice interview)*

Dividing program leaders into separate sessions to discuss policy and protocols allowed both veterans and novices to approach these topics in a way that suited their specific learning needs. Overall GLTI2 effectively increased leaders' understanding of policies and logistics around program implementation, but many attendees felt that they could have spent even more time on these areas. There also seems to be some merit to scheduling sessions that provide an overall framework at the beginning of training.

### **Summary and Recommendations**

The GLTI initiative represents the collaborative effort of AJWS, PJA & JFSJ, and the PANIM Institute of BBYO, three Jewish service-learning organizations with extensive experience in recruiting, training, and supervising program leaders. Their continuing efforts to develop a joint training program for service-learning program leaders and their commitment to systematic and transparent evaluation are to be commended. The first of year GLTI began the process of building the signature pedagogy of professional training for the field of immersive Jewish service-learning. In the second year, this concept was further refined as organizers, in response to feedback from program leaders, adjusted the components and structure of training. Two years into this collaborative process, the current research captures how training has evolved as well as some of the continuing challenges.

In its second year, GLTI organizers successfully created more opportunities for advanced learning for veteran leaders and updated the content and format of shared sessions. As a result, program leaders were far more satisfied with the schedule and content of GLTI2 as compared with GLTI1 and felt that there was added value to shared training. While participants continued to find the training to be “packed and rushed”, they also expressed appreciation of the efforts made to address their concerns and left with a greater sense of connection to their peers in the field of immersive Jewish service-learning.

GLTI2 improved program leaders' mastery of content-based skills including understanding the field of immersive Jewish service-learning and provider curriculum, and implementation of organizational policy. At the same time, however, gains in process-oriented skills such as managing group dynamics, adapting curriculum, and fostering conversations about Jewish pluralism were minimal or nonexistent. To some extent these very modest impacts are accounted for by different levels of experience with program leading or by varying levels of Jewish educational background. However, the difference in gains between content and process-oriented skills also reflects Bertrand Russell's (1910) observation that some information is best acquired through "description" and other types of information through "acquaintance." In learning through description, the individual gains knowledge by listening to a presentation or by reading about a subject. This approach is best suited to content areas where the extent of the information to be learned is clear and finite. GLTI2, especially for new leaders, involved mostly acquiring knowledge through description and as the data suggest, it was successful at increasing content-based competencies. By contrast, skills related to process or requiring judgment of which strategy is appropriate for which situation are best acquired through "acquaintance," where the individual learns through their own hands-on experience. For example, successful program leaders must learn how to choose between and apply diverse models, strategies, and skills to the needs of a particular group or circumstance. Off-site training formats, such as GLTI2 are inherently limited in their ability to simulate the experience of a service-learning program and teach by acquaintance. Many of the suggestions for improvement voiced by GLTI2 participants can be interpreted as the desire for more opportunity to learn in a manner that more closely resembles the reality of service-learning programs. The repeated desire of novice leaders for more contact with veterans may speak to these interchanges as a valuable substitute for hands-on experience. In other words, novice leaders were looking to learn vicariously from the "acquaintance" of veterans.

Regardless of their level of experience, program leaders go through an ongoing and iterative process of testing and revising before they acquire mastery of skills, especially those that are process-oriented. The current evaluation assessed change at only two points in time and does not fully capture the complete arc of program leader development. It is very possible that new as well as veteran program leaders will continue to grow and develop in their process-oriented skills as they lead additional programs and reflect upon their experiences.

GLTI2 continued the process of defining the signature pedagogy for professional training in the field of immersive Jewish service-learning. However there is still room for growth, especially in the area of teaching process-oriented skills and maximizing the interchange between novice and veteran leaders. The literature on transfer of training suggests that using multiple strategies increases the effectiveness of training (Blume, Ford, Baldwin, & Huang, 2009).

- **Develop a "Case Method" Approach**—It is clearly difficult to replicate the experience of an immersive Jewish service-learning program within the context of an off-site training. One way to approximate the experience of being in the field is to have participants work in teams with case studies built on common scenarios that occur on Jewish service-learning programs. Employed widely in the field of business management training, case studies provoke thought and afford opportunities to practice complex decision making and strategy implementation (Alden & Kirkhorn, 1996). In addition, the experience of working in teams provides novice leaders with opportunities to learn both directly and vicariously by observing how veteran leaders detect problem situations and explore alternative solutions (Gist, 1989).

- **Create an In-field Component of Training**—The off-site training format of GLTI may be augmented through the development of “on-the-job” components of training. This in-field training might include more experienced leaders observing novice co-leaders deliver a curriculum lesson or facilitate a group discussion and then providing feedback using a structured template developed by their organization. Regardless of its specific format, the power of in-field training is that it incorporates the full context of the service-learning program and therefore maximizes the potential to generalize from training to application.
- **Increase Opportunities for Novice-Veteran Interchange**—With limited time at training, GLTI2 organizers faced the conundrum of how to balance the needs of veteran and novice program leaders. Although GLTI2 provided many opportunities for veteran leaders to share reflections from the field among themselves, less time was given for novice leaders to participate in these conversations and learn from the experience of more seasoned peers. Although it may not be possible “to have it all,” future trainings might provide more opportunities for program leaders, from different levels of experience, to share either individually or as part of a group activity. Sharing by veteran leaders may be particularly important for process-oriented sessions, such as those on group dynamics or implementing Jewish pluralism. Alternately, at the beginning of training, new program leaders could be assigned a “mentor” whose role would be to provide feedback and advice over the course of the experience and contextualize how the information they are learning can be applied in the field.
- **Create Forums to Continue the Dialogue beyond Training**—As in the first year of the initiative, GLTI2 participants appreciated being introduced to a community of service-learning program leaders. The organizers of GLTI should capitalize on this nascent sense of community by offering opportunities for post-training interaction through peer-led webinars or interactive blogs. These peer interactions may tighten the connections between leaders and maintain the sense of community between trainings as well as providing a forum for discussing problematic areas encountered during field assignments.

As the field of immersive Jewish service-learning continues to grow it will need to increase the cadre of highly skilled and effective program leaders. GLTI2 was an important step in refining the signature pedagogy of program leaders and developing the field as a whole.

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## Appendix A

### GLTI2 Participant Post-training Interview Protocol

#### Background

1a) Why did you decide to work as a program leader for [Provider]? **(Novice)**

- What attracted you to working with [Provider]?
- What if any previous experiences have you had with Jewish service organizations?
- What if any previous experiences have you had with other social justice or service organizations?

1b) Why did you decide to return to working with [Provider] this year? **(Veteran)**

- What were some of the factors you considered when making this decision?
- What if anything detracted from your desire to return to working for [Provider]

2) Going into the training what specific skills/knowledge did you hope to gain or expand?

#### GLTI2 Experience

3) Overall what was the GLTI experience like for you?

- Setting
- Group ambiance (meeting other group/program leaders)
- Length/pacing/organization of sessions

4) How valuable for you were the shared sessions as a full group?

5) How valuable for you were the smaller skill building workshops?

6) Overall how well were policy/logistics questions addressed for you?

- How useful were the policy focused sessions for you as a group/program leader?
- What if anything was not clear or could have been explained better?

7) Overall how well did GLTI address your development of skills and knowledge?

- Teaching skills/curriculum
- Jewish pluralism
- Managing relationships with a co-leader and/or partner staff (e.g., Hillel)
- Working with a group
- Working with a host community

8) What was the Shabbat experience like for you?

- How well do you think it served as a model of the field experience? **(Veteran only)**
- To what extent, if at all, did it give you ideas for Shabbat in the field **(Novice only)**

9a) What was it like to be a more experienced program leader at GLTI? **(Veteran only)**

- How were the separate sessions for veteran leaders?

- What if any opportunities did you have to share knowledge with less experienced group/program leaders?
- What opportunities did you have to share/learn from other experienced group/program leaders?
- What suggestions do you have for increasing the value of veteran group/program leader training in future years?

9b) What was it like to be a novice program leader at GLTI? **(Novice only)**

- How were the separate sessions for novice leaders?
- What if any opportunities did you have to learn from more experienced group/program leaders?
- What suggestions do you have for increasing the value of novice group/program leader training in future years?

10a) Can you describe any ways in which you expect the training you received at GLTI will impact your first experience as a program leader? **(Novice)**

10b) Can you describe any ways in which the training you received at GLTI will influence your next assignment as a program leader? **(Veteran)**

11a) Overall, how did this years' GLTI compare with last years' training **(GLTI 2009 only)**

- How did the changes to the program affect your experience as a program leader?
- How did the joint sessions this year compare to those last year
- What if any of the changes were not effective?

11b) How would you say that GLTI compared to the other program leader training you have receive with [Provider]? **(Veteran but not GLTI 2009)**

12) What if any added value was there in having a joint-training? What did the "joint" aspect add to the training?

13) What was most the most disappointing aspect for you of this year's GLTI?

14) What was the most rewarding aspect for you of this year's GLTI?

**Appendix B**  
**GLTI2 Participant Surveys**  
**Pre-Training Survey**

**Screening Question**

1. Did you attend the December 2009 Group Leader Training Institute?

Previous Service Learning Staffing Experience

2. When did you most recently staff a service learning program\*... (Never, In the past 12 months, Prior to the past 12 months)
  - A service learning program?
  - A Jewish service-learning program?
  - A service learning program with {Provider}?

\*For the purposes of this survey, service learning programs include alternative break trips and rabbinic delegations

3. {if YES to staffing a service learning program} How many total service learning programs have you led? (1-15 or more)
4. {if YES to a Jewish service learning program } How many Jewish service learning have you led? (1-15 or more)
5. {If YES to A service learning program with {Provider}} How many service learning programs have you led with {Provider}? (1-15 or more)
6. How many trainings for {Provider} group leaders have you attended?(0-15 or more)
7. {If >0 and 1=No} When did you most recently attend trainings for {Provider} group leaders? (Dropdown)
  - Prior to 2002
  - 2002
  - 2003
  - 2004
  - 2005
  - 2006
  - 2007
  - 2008
  - 2009
  - 2010

Your Group Leader Skills

8. If someone asked you about {Provider Name}, how confident would you feel in giving a good explanation about...(Randomized)

	Not at all confident	A little confident	Somewhat confident	Very confident	Extremely confident
The mission of {Provider}?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The types of work that {Provider} does?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Provider}'s philosophy of service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Provider]'s approach to social justice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent do you agree or disagree with the following statements. (Randomized)

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel a sense of belonging to the profession of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a "shared language" with other practitioners of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have connections with others in the field of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the different organizations involved with Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of the field of Jewish Social Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do you feel you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Teach about social justice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify teachable moments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help participants see connections between service and Jewish values?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach using Jewish texts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate Jewish texts to social justice and service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate opportunities for participants to reflect on their experience in the field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt curriculum based on the needs of the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach with a co-leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach the {Provider} curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent do you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Foster a sense of community for participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce participants to a different or unfamiliar culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage conflicts between participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate participants to engage in activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a good working relationship with a co-leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate discussions about violations of accepted group behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give effective feedback to a co-leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. {If YES to A service learning program with {Provider}} How confident are you in your ability to serve as a mentor for first time group leaders?

- Not at all confident

- A little confident
- Somewhat confident
- Very confident
- Extremely confident

13. To what extent do you feel confident in your ability to explain...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
The goals of Jewish service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Provider}'s policy on accepted program conduct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The drug and alcohol policy of {Provider}?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish pluralism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish ritual and practices experienced during the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The components of Jewish service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. To what extent do you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Facilitate discussions around Jewish pluralism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate Jewish rituals at mealtimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a group to design a Shabbat experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How confident are you in your ability to...(Randomized)

	Not at all confident	A little confident	Somewhat confident	Very confident	Extremely confident
Manage program logistics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with community members/NGO staff at the service site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with participating organization staff (e.g., Hillel)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement the {Provider} medical and emergency policy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify which {Provider} staff to contact if you have a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why You Lead Service Programs

16. To what extent does each of the following motivate you to work as a group leader? (Randomized)

	Not at all Important	A little Important	Somewhat Important	Very Important	Extremely Important
To express my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help others in need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To further my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To work with youth/young adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inspire others to do service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To earn money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To address problems of poverty and inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make others aware of the root causes of issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do something personally fulfilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To engage youth/young adults in Jewish life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To act as an ambassador for the Jewish community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To encourage others to see service as a Jewish act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please describe any other sources of motivation for your work as a service group leader. [Text box]

18. For each statement, please indicate to what extent you agree or disagree. [GLTI Novice Only]  
 (5 point scale-Strongly Disagree to Strongly Agree) (Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
It is important for me to be aware of social justice issues in my own country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to be aware of global social justice issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We need to focus on the root causes of social issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, being Jewish involves actively pursuing ideals of social justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Expectations for GLTI 2010

19. To what extent do you hope your experience at GLTI this year will... (5 point scale not at all to a great extent)  
 (Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Add to your knowledge?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add to your skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you expand connections in the field of Jewish service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be fun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a meaningful experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenge you to explore your attitudes and perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What, if any, other expectations or hopes do you have for the upcoming Group Leader Training Institute?  
 [Text Box]

Background/ Demographic Information

21. Are you... [GLTI Novice ONLY]

- Male
- Female
- Other (Specify)

22. In what year were you born...? (dropdown menu) (1964-1991) [GLTI Novice Only]

23. Are you currently enrolled in a degree program?
- Yes
  - No
24. [If no] What is your most recent educational accomplishment?
- High school diploma or GED certificate
  - Associate's Degree (AA, AN, etc.)
  - Bachelor's Degree (BA, BS, etc.)
  - Master's Degree (MA, MS, MBA, MSW, etc.)
  - Professional Degree (JD, MD, etc.)
  - Doctoral Degree (PhD, etc.)
  - Rabbinic Ordination/Smicha
  - Other
25. [If higher than High school diploma but not Rabbinic]What was your major area of focus in your most recent degree program? [Text box]
26. [If yes] What type of degree program are you enrolled in?
- Associates Degree
  - Bachelor's Degree (BA, BS, etc.)
  - Master's Degree (MA, MS, MBA, MSW, etc.)
  - Professional Degree (JD, MD, etc.)
  - Doctoral Degree (PhD, EdD, etc.)
  - Rabbinic Ordination/Smicha
  - Other
27. [If yes degree program except Rabbinic school] What is your major area of focus in your current degree program? [Text box]

### **Career/Career Aspirations**

28. Are you currently..?
- Working full-time
  - Working part-time
  - Not working but looking for work
  - None of the above
29. **[(If working full or part time)]** Which of the following best describes your primary employer?
- A for-profit company
  - A local, state or national government organization
  - A not-for-profit organization
  - A Jewish not-for-profit organization
  - Self-employed

30. **[If 12=A local, state, or national government organization ]** Please describe the focus of this government organization.

31. **[If 10=A not for profit organization, or Jewish not-for-profit]** Please describe the focus of this not-for-profit organization

32. **[(If working full or part time)]** Please describe your role/function at your place of employment. [text box]

33. Were you raised by...

- Two Jews
- A Jew and a non-Jew
- Two non-Jews
- A Jew
- A non-Jew

34. What religion or denomination, if any, did your family most identify with while you were growing up?  
[GLTI Novice Only]

- Orthodox
- Traditional
- Conservative
- Reform
- Reconstructionist
- Secularly/culturally Jewish
- Just Jewish/no denomination
- Post-denominational
- Other Jewish (please specify)
- Another religion

35. What religion or denomination, if any, do you most identify with now?

- Orthodox
- Traditional
- Conservative
- Reform
- Reconstructionist
- Secularly/culturally Jewish
- Just Jewish/no denomination
- Post-denominational
- Other Jewish (please specify)
- Another religion

36. Did you ever attend a supplementary Jewish school, like Hebrew or Sunday school? [GLTI Novice Only]

- Yes
- No

37. Did you ever attend a full time Jewish day school? [GLTI Novice Only]

- Yes
- No

38. During your high school years, did you participate in... [GLTI Novice Only]

- A service program over a school break or summer not under Jewish sponsorship (e.g., Habitat for Humanity)? (Y/N)
- A Jewish sponsored service program over a school break or summer (e.g., PANIM, Mission Mitzvah, Reform Action Center)? (Y/N)

39. During your high school years, to what extent did you participate in... [GLTI Novice Only]

(5 point scale-Not at all, a little, somewhat, very much, great extent)

	Not at All	A little	Somewhat	Very Much	A Great Extent
Service Work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizations or clubs that promote civic engagement (e.g. Model U.N. or Student Council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizations or clubs that advocate for social issues (e.g. Amnesty International, SADD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish youth groups (e.g., BBYO, Young Judea, USY, NFTY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. During or after college to what extent were you involved in... [GLTI Novice Only]

(5 point scale-Not at all to Great Extent)

- Service/social justice work under Jewish sponsorship?
- Service/social justice work not under Jewish organization?
- Community organizing efforts
- Issue advocacy organizations (e.g., Sierra Club, STAND)
- Political campaigns

41. During or after college did you participate in.... [GLTI Novice Only]

- A short-term service learning program not under Jewish sponsorship?(Y/N)
- A short-term service learning program under Jewish sponsorship?
- A long-term Jewish service program (e.g. AVODAH, JOI, Otzma)? (Y/N)
- Any other long-term service program (e.g. Teach For America, Peace Corps)? (Y/N)

42. During or after college did you...? [GLTI Novice Only]

- Work for Hillel or another campus Jewish organization? (Y/N)
- Work at an overnight or day camp with Jewish educational or Shabbat programming?
- Work as a Jewish youth educator or youth group advisor?(Y/N)
- Staff a Birthright Israel trip? (Y/N)
- Staff a travel or outdoor adventure trip? (Y/N)

43. Please describe any other experiences you have working for an experiential educational program (i.e., a program that integrates direct experiences with learning)? [GLTI Novice Only] [Text Box]

## GLTI2 Participant Post-assignment Survey

### Screening Question

1. Did you attend the December 2010 Group Leader Training Institute?
  - Yes
  - No

### Group Leader Skills

2. If someone asked you about {Provider Name}, how confident would you feel in giving a good explanation about...(Randomized)

	Not at all confident	A little confident	Somewhat confident	Very confident	Extremely confident
The mission of {Provider}?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The types of work that {Provider} does?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Provider}'s philosophy of service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Provider]'s approach to social justice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree or disagree with the following statements. (Randomized)

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel a sense of belonging to the profession of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a "shared language" with other practitioners of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have connections with others in the field of Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the different organizations involved with Jewish service learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of the field of Jewish Social Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what extent do you feel you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Teach about social justice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify teachable moments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help participants see connections between service and Jewish values?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach using Jewish texts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate Jewish texts to social justice and service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead reflection sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt curriculum based on the needs of the group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach with a co-leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent do you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Foster a sense of community for participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce participants to a different or unfamiliar culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage conflicts between participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate participants to engage in activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a good working relationship with a co-leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate discussions about violations of accepted group behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you feel confident in your ability to explain...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
The goals of Jewish service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
{Provider}'s policy on accepted program conduct?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The drug and alcohol policy of {Provider}?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish pluralism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish ritual and practices experienced during the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. To what extent do you have the knowledge and skills to...(Randomized)

	Not at all	A little	Somewhat	Very much	To a great extent
Facilitate discussions around Jewish pluralism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate Jewish rituals at mealtimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a group to design a Shabbat experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How confident are you in your ability to...(Randomized)

	Not at all confident	A little confident	Somewhat confident	Very confident	Extremely confident
Manage program logistics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with community members at the service site?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with partner organization staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement the {Provider} medical and emergency policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify which {Provider} staff to contact if you have a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiences of GLTI 2010

9. For each of the following statements, please indicate to what extent you agree, “As a result of GLTI 2010...”(Randomized)

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel a greater sense of connection to a community of service leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my skills as a group leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I formed new connections with other groups leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. For each of the following statements about GLTI 2010, please indicate to what extent you agree or disagree. (Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Sessions flowed effectively from one to the next	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was sufficient break time or “down” time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sessions felt rushed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were sufficient opportunities to get to know other group leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. For each of the following statements about GLTI 2010, please indicate to what extent you agree or disagree.  
(Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I observed positive collaboration among the participating organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was sufficient time to sit and speak with my co-leader(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the opportunity to share strategies and knowledge with other group leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group development strategies were modeled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish living was modeled in a manner that I can apply on trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. For each of the following statements about GLTI 2010, please indicate to what extent you agree or disagree.  
(Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
There was “value added” by being at a cross-organization training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More time at GLTI should have been spent in organization-specific sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The shared sessions as a full group added to my learning at GLTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smaller skill building workshops added to my learning at GLTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. For each of the following statements about GLTI 2010, please indicate to what extent you agree or disagree.  
(Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I found the celebration of Shabbat at GLTI to be meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Shabbat experience at GLTI provided ideas/skills that I used on my recent trip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which of the following rotations did you attend at GLTI

- Text 101
- Text 201
- Group Dynamics
- Dealing with Difficult Group Dynamics
- Conflicting Values
- Facilitation Techniques

15. What if any training topics would you have wanted more time to discuss or training on? {text box}

Novice Group Leaders

15a. Overall, how well did GLTI 2010 prepare you to lead your first trip for (Provider} as a first-time group leader for (Provider)?

- Not at all
- A little
- Somewhat
- Very much
- To a great extent

16a For each of the following statements about GLTI 2010, please indicate to what extent you agree or disagree. (Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I found the sessions specifically for new group leaders to be valuable	○	○	○	○	○
I had enough opportunity to learn from more experienced group leaders	○	○	○	○	○

17a. Please describe any particular aspects of GLTI that were most valuable to you as a first-time group leader.

[Text Box]

18a. Please describe any areas where you, as a first time group leader, felt you needed more training following GLTI?

. [Text Box]

Veteran Group Leaders

15b. For each of the following statements about GLTI 2010, please indicate to what extent you agree (Randomized)

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I found the sessions specifically for returning group leaders to be valuable	○	○	○	○	○
GLTI sessions were largely a repeat of other group leader trainings I had attended	○	○	○	○	○
I had enough opportunity to learn from other experienced group leaders	○	○	○	○	○
I had experiences at GLTI that were not available in prior trainings	○	○	○	○	○
I prefer the single-organization type of training that I have attended in the past	○	○	○	○	○
My knowledge as a returning group leader was utilized	○	○	○	○	○

16b. Why did you decide to return to work as a group leader for {Provider}? (Text Box)

17b. Please describe any particular aspects of GLTI that were most valuable to you as a returning group leader.  
[Text Box]

18b. Thinking about your needs as a returning group leader, what would you change for future trainings? [Text box]

**GLTI 2009 Participants**

19b. For each of the following statements about GLTI 2010, please indicate to what extent you agree (Randomized)

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Strongly Agree</b>	<b>Strongly Agree</b>
Overall the training was improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciated the changes that were made to the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My concerns from last year were addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organization Specific Questions

1) AJWS ONLY:

a) To what degree do you agree or disagree with following statements:

	<u>Strongly disagree</u>	<u>Somewhat disagree</u>	<u>Neither agree nor disagree</u>	<u>Somewhat agree</u>	<u>Strongly agree</u>
I understand my job responsibilities and what is expected of me as a group leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my pre-program responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my responsibilities while facilitating a program in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my post-program responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) To what extent did GLTI increase your ability to...

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Very much</u>	<u>To a great extent</u>
Explain AJWS's work in the context of rights-based development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To practice the O.M. process on my own and improve my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess an injury or illness in order to determine if a person should go to a clinic/hospital or not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate a conversation on traveler and volunteer giving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach AJWS core curriculum lesson 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach AJWS core curriculum lesson 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach AJWS core curriculum lesson 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach AJWS core curriculum lesson 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) JFSJ ONLY:

i) To what extent did GLTI increase your ability to...

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Very much</u>	<u>To a great extent</u>
Explain expectations for JFSJ's Campus Challenge post-program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage program participants in planning for their post-program Campus Challenge projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ii) To what degree do you agree or disagree? The session on race, class, gender, & privilege provided ideas/skills that I used on my trip

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

## Appendix C

### Post-assignment Survey Fielding Schedule

Round	Date of Survey Invitation
1	January 21, 2011
2	January 26, 2011
3	February 23, 2011
4	March 2, 2011
5	March 9, 2011
6	March 15, 2011
7	March 22, 2011
8	April 5, 2011
9	May 17, 2011
10	June 3, 2011

## Appendix D

### GLTI2 Schedule

December 1 - 5, 2010

Key: \*= Shared training with AJWS and JFSJ

WEDNESDAY, December 1			
*7:00 – 11:00AM	<i>New York training participants depart and travel to Pearlstone</i>		
*11:00 – 11:30	<i>Arrive and move in</i>		
* 12:00PM –12:50PM	LUNCH		
* 1:00-1:45	<b>Welcome to Shared Group Leader Training 2010</b> <b>Introduction to Organizations and Key Staff</b>  <b>Housekeeping</b>  <b>Ice Breakers</b>		
* 1:45 - 2:00	<i>Break</i>		
2:00 – 2:20	<b>AJWS Welcome</b>		<b>JFSJ Shared Vision and Context Set</b>
2:20 - 3:00	<ul style="list-style-type: none"> <li>- <b>Intro to AJWS</b></li> <li>- <b>Short-term Service Programs: key players</b> <i>For New Group Leaders</i></li> </ul>	<b>Supporting New GLs</b>  <i>For Returning Group Leaders</i>	
*3:00 – 3:15	<i>Break</i>		
3:15 – 4:15	<ul style="list-style-type: none"> <li>- <b>Group leader roles: the hats we wear</b></li> <li>- <b>Group Leader Responsibilities Part 1</b> <i>For New Group</i></li> </ul>	<b>GL Responsibilities review (policy changes) and taking it to</b>	<b>JFSJ Personal Narrative</b>

	<i>Leaders</i>	<b>the next level</b> <i>For Returning Group Leaders</i>	
*4:15 – 4:30	<i>Break</i>		
*4:30 – 5:30	<b>Three Principles of Group Leading</b>		
*5:30 – 6:30	<i>Break</i>		
*6:30 – 7:20	DINNER and First Night of Chanukah		
*8:00 – 9:30	<b>Jewish Social Justice</b>		
*8:45 →	<b>Evening Schmooze</b>		

THURSDAY, December 2			
*7:30-8:05AM	BREAKFAST		
*8:15 – 9:30	<b>Jewish Service Learning</b>		
*9:30 – 9:45	<i>Break</i>		
9:45 – 10:45	<b>GL Responsibilities Part 2</b> <i>For New Group Leaders</i>	<b>Grey Zones of Group Leading</b> <i>For Returning Group Leaders</i>	<b>JFSJ Co-leading</b>
*10:45 – 11:00	<i>Break</i>		
*11:00 – 12:30	<b>Pluralism</b>		
*12:30 – 1:20	LUNCH		
AJWS and JFSJ schedules differ until dinner. See below for the AJWS schedule.			
1:30 – 2:30 AJWS	<b>Introduction to the Core Curriculum</b>	<b>Core 3 – 6</b>	

	<i>For New Group Leaders</i>	<b>Structured Learning</b> <i>For Returning Group Leaders</i>
2:30 – 2:45 AJWS	<i>Break</i>	
2:45 – 3:45 AJWS	<b>Core 3</b> <i>1.0</i>	<b>Rights Based Approach to Development</b> <i>2.0</i>
3:45 – 4:00 AJWS	<i>Break</i>	
4:00 – 5:00 AJWS	<b>Cross Cultural Experiences</b>	
5:00 – 5:15 AJWS	<i>Break</i>	
5:15 – 6:15 AJWS	<b>Core 4</b> <i>1.0</i>	<b>Advanced Skills</b> <i>2.0</i>
AJWS and JFSJ schedules differ until dinner. See below for the JFSJ schedule.		
1:30 – 2:15 JFSJ	<b>Curriculum Intro - Debbie</b> <i>For New Program Leaders</i>	<b>Supporting New Leaders- Jamie</b> <i>For Returning Program Leaders</i>
2:15 – 2:30 JFSJ	<i>Break</i>	
2:30 – 3:30 JFSJ	<b>Curriculum-modeling time</b>	
3:30 – 3:45 JFSJ	<i>Break</i>	
3:45 – 5:00 JFSJ	<b>Curriculum-modeling time</b>	
5:00 – 5:15 JFSJ	<i>Break</i>	
5:15 – 6:15 JFSJ	<b>Curriculum prep</b>	
*6:30 – 7:20	DINNER and Second Night of Chanukah  Opportunity share	
*7:30 – 9:00	<b>Shabbat Conversation</b>	

*9:00 →	Chit chat, hang out, be together
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FRIDAY, December 3			
*7:30-8:20AM	BREAKFAST		
AJWS and JFSJ schedules differ until Shabbat prep. See below for the AJWS schedule.			
8:30 – 9:30 AJWS	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Core 5</b> <i>For New Group Leaders</i></td> <td style="width: 50%;"><b>Feedback and Difficult One-on-one Conversations</b> <i>For Returning Group Leaders</i></td> </tr> </table>	<b>Core 5</b> <i>For New Group Leaders</i>	<b>Feedback and Difficult One-on-one Conversations</b> <i>For Returning Group Leaders</i>
<b>Core 5</b> <i>For New Group Leaders</i>	<b>Feedback and Difficult One-on-one Conversations</b> <i>For Returning Group Leaders</i>		
9:30 – 9:45 AJWS	Break		
9:45 – 11:00 AJWS	<b>The Art of Co-leading</b>		
11:00 – 11:15 AJWS	Break		
11:15 – 12:00 AJWS	<ul style="list-style-type: none"> <li>- <b>Consequences for adverse behavior – 20 min</b></li> <li>- <b>Health and Safety: Non Emergency Protocol – 25 minutes</b></li> </ul>		
12:00 – 12:50 AJWS	LUNCH		
1:00 – 2:30 AJWS	<b>GL Workshop to Plan a Session</b>		
2:30 – 3:15 AJWS	<b>Group Check-in</b>		
AJWS and JFSJ schedules differ until Shabbat prep. See below for the JFSJ schedule.			
8:30 – 12:30 JFSJ	<b>Understanding Oppression and Liberation Education</b>		
12:30 – 1:15 JFSJ	LUNCH <i>(Mentor and Mentees sit with each other at lunch)</i>		
1:15 – 3:15 JFSJ	<b>Round Robin- Logistics, Policy, Partner Staff and Site Partners</b>		
*3:15 – 4:15	Shabbat Prep		
*4:25 – 4:50	<b>Candle lighting</b>		
* 5:00 – 5:50	<b>Shabbat Experience</b>		
*6:00 – 7:30	DINNER and Third Night of Chanukah		

*7:30	<b>Mix around the room by Pursue</b>
*9:00...	<b>Oneg</b> (Shabbat chill time with food)... fun, hang, games...

SATURDAY, December 4	
*8:00-9:00AM	BREAKFAST
* 9:00 – 11:15	<i>Shabbat Open time</i>
*11:15 – 12:15	<b>Rotations 1</b> How to Teach Text 101 (~7-10 ppl) Group Dynamics (~13-20 ppl)  Conflicting Values (~23-30 ppl)
*12:15 – 1:05PM	LUNCH
1:15 – 2:45	<b>Group A Facilitates</b> <b>JFSJ Curriculum Teaching</b>
*2:45 – 3:00	<i>Break</i>
*3:00 – 4:00	<b>Rotations 2</b>  How to Teach Text 201 (~16-20)  Managing Difficult Groups (~15-20)  Facilitations and Teaching Techniques (~16-20)
*4:00 – 4:15	<i>Break</i>
AJWS and JFSJ schedules differ until Shabbat prep. See below for the AJWS schedule.	
4:15 – 5:45 AJWS	<b>Group B Facilitates</b>
5:45 – 6:00 AJWS	<i>Break</i>
6:00 – 6:30 AJWS	<b>Curriculum Close</b>
AJWS and JFSJ schedules differ until Shabbat prep. See below for the JFSJ schedule.	
4:15 – 5:15 JFSJ	<b>Peer Consultation: Managing Group Dynamics</b>

5:15 – 5:30 JFSJ	Break	
5:30 – 6:30 JFSJ	<b>Presentation with Workers United</b>	
*6:30-7:30	DINNER and Fourth Night of Chanukah	
*7:30- 8:15	<b>Havdallah</b>	
8:15 – 9:00	<b>AJWS Bike Rack</b>	<b>JFSJ Bike Rack</b>
*9:00 →	<b>Group Photos (All together + each organization separately)</b> <b>Group Games</b>	

SUNDAY, December 5	
*7:30-8:20AM	<u>BREAKFAST</u>
8:30- 9:15	<b>Shabbat Debrief</b>
AJWS and JFSJ schedules differ until final break. See below for the AJWS schedule.	
9:15 – 9:45 AJWS	<i>Break</i>
9:45 – 12:15 AJWS	<b>ICS Prime Training</b>
AJWS and JFSJ schedules differ until final break. See below for the JFSJ schedule.	
9:15 – 11:15 JFSJ	<b>JFSJ vision and campaign/ Identifying Leaders</b>
11:00 – 11:15 JFSJ	Break
11:15 – 12:15 JFSJ	<b>JFSJ Closing: Where do we go from here?</b>
*12:15 – 12:45	<i>Break – finish packing and cleaning; bring luggage to main building</i>
*12:45 – 1:15	<b>Closing Activity: Full Group</b>
* 1:15 – 2:00	LUNCH
2:00 – 2:45	<b>Closing Activity: AJWS only</b>
3:00	<i>Depart</i>
<b>(Non WFA trainees)</b>	