Necessary Losses?

Turnover Among Jewish Service-learning Program Leaders

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Introduction

Program leaders shape the quality of learning, reflection, and Jewish living on immersive Jewish service-learning programs and are pivotal to their success (Chertok & Samuel, 2008; Rehnborg, Lee, Veron, & Zaligson, 2008). Practitioners in the field of Jewish service-learning suggest that "leaders can make the difference between an experience that is a one-time good deed … and one that is an important step in the development of a social justice activist" (American Jewish World Service, 2008). However, the development of a work force of highly skilled and well-trained program leaders can be undermined by high rates of turnover. This factor represents costs to organizations in terms of institutional stress and financial expenses associated with recruiting and training a high proportion of new staff every program season. Turnover is especially difficult for informal or experiential education venues such as service-learning, where human capital in the form of employee skills, abilities, and knowledge is critical to program success.

Between the 2009-2010 and 2010-2011 program seasons, the voluntary turnover rate among American Jewish World Service (AJWS) and The Progressive Jewish Alliance & Jewish Funds for Justice (PJA & JFSJ) program leaders was in excess of 50%. This indicates that over half of program leaders made the decision to separate from these Jewish service-learning employers from the previous year. On one hand, this level of voluntary turnover is in line with other informal Jewish education venues. Research on Jewish camping indicates that on average, camps need to replace half of their counselor staff every year (Sales & Saxe, 2004). High turnover is also endemic to other types of temporary or seasonal employment such as adventure education (Garret, 2003) and sports tourism (Ismert & Petrick, 2004).

If Jewish immersive service-learning organizations are to take action to reduce program leader turnover, it is critical that they understand the pull of forces that motivate leaders to stay as well as the push of those that result in departures. This report describes research conducted by the Cohen Center for Modern Jewish Studies (CMJS) of Brandeis University to explore the reasons that program leaders decide not to return for additional seasons with immersive Jewish service-learning program providers. The report is comprised of four sections. Following the introduction, the second section describes the research methodology. The third section presents findings of the research, and the concluding section describes potential strategies for stemming the tide of voluntary turnover among Jewish service-learning program leaders.

Research Strategy

The study employed a two-stage data collection strategy which integrated qualitative and quantitative methods (Bauman & Adair, 1992). Initial interviews were conducted with supervisory staff and a sample of non-returning program leaders from the two target Jewish service-learning program providers. The information collected from these interviews was used to develop a survey instrument that was administered to all program leaders who served in 2009-2010 but elected not to return in the 2010-2011 season.

Interviews

Three key informant interviews were conducted with AJWS and PJA & JFSJ staff on the frontlines of recruitment, hiring, and supervision of program leaders. The interview explored organizational policies and procedures for evaluation and rehiring of leaders as well as potential reasons why program leaders might choose not to return.

Interviews were also conducted with eight program leaders who were employed during the 2009-2010 season but voluntarily chose not to return during the 2010-2011 season. An even balance of non-returning leaders from AJWS and PJA &JFSJ were interviewed. The interview protocol (presented in Appendix A) asked about current life situation, reasons for not returning to service-learning leadership in the current season, future intentions to work in the field of Jewish service-learning, and overall impressions of their previous employer. Interviewees were offered a $20 Amazon.com gift card as an incentive to participate. Most interviews were conducted by telephone, and all were recorded and transcribed.

Survey

The target group for survey administration was comprised of all program leaders who worked in 2009-2010 and voluntarily decided not to apply for work during the 2010-2011season. The non-returning program leader survey instrument included items about reasons for voluntary withdrawal from work with last season's employer, commitment to the goals and strategies of that organization and current life situation. The survey is presented in Appendix B. Survey data collection began on March 29th 2011 and ended on April 15th 2011. Each non-returning program leader received an email containing a unique link to the survey. Survey respondents were offered a $15 Amazon.com gift card for completing the survey. Multiple e-mail reminders were sent to non-respondents in addition to telephone follow-up to maximize survey participation. The resulting overall response rate was very high (90%) with little distinction in the response rates of the two organizations (Table 1).

Table 1: Response Rates by Service Provider

Provider Organization	Survey Population	Response Rate
PJA-JFSJ	12	92%
AJWS	9	89%
Overall	21	90%

Findings

Factors that Attract Individuals to Program Leadership

A starting place for exploring program leader turnover is to understand the factors that attracted these individuals to Jewish service-learning work. Survey data collected in 2010 as part of research on the training of program leaders provides a window into the motivations for engaging in this work (Chertok, Tobias, Samuel, & Rosin, 2010). Looking specifically at the data for program leaders who decided not to return for another season indicates that these individuals were initially motivated by their commitment to the field of social justice and their desire to make a difference through their work in Jewish service-learning. Specifically, they were attracted to program leader work by the desire to express their values, to address problems of social and economic injustice, to make others aware of the root causes of social issues, and to inspire them to engage in service (Figure 1). This is identical to the profile of motivations observed among program leaders who decided to return for another season with their provider (Tobias, Rosin, & Chertok, 2011). As one program leader who did return for an additional season stated "The work itself is sort of like giving and that's really why I continue to do it." In the following section of the report it will become clear that these motivations for work in the field of Jewish service-learning continue even when leaders decide not to return.

Figure 1: Motivations for Program Leadership
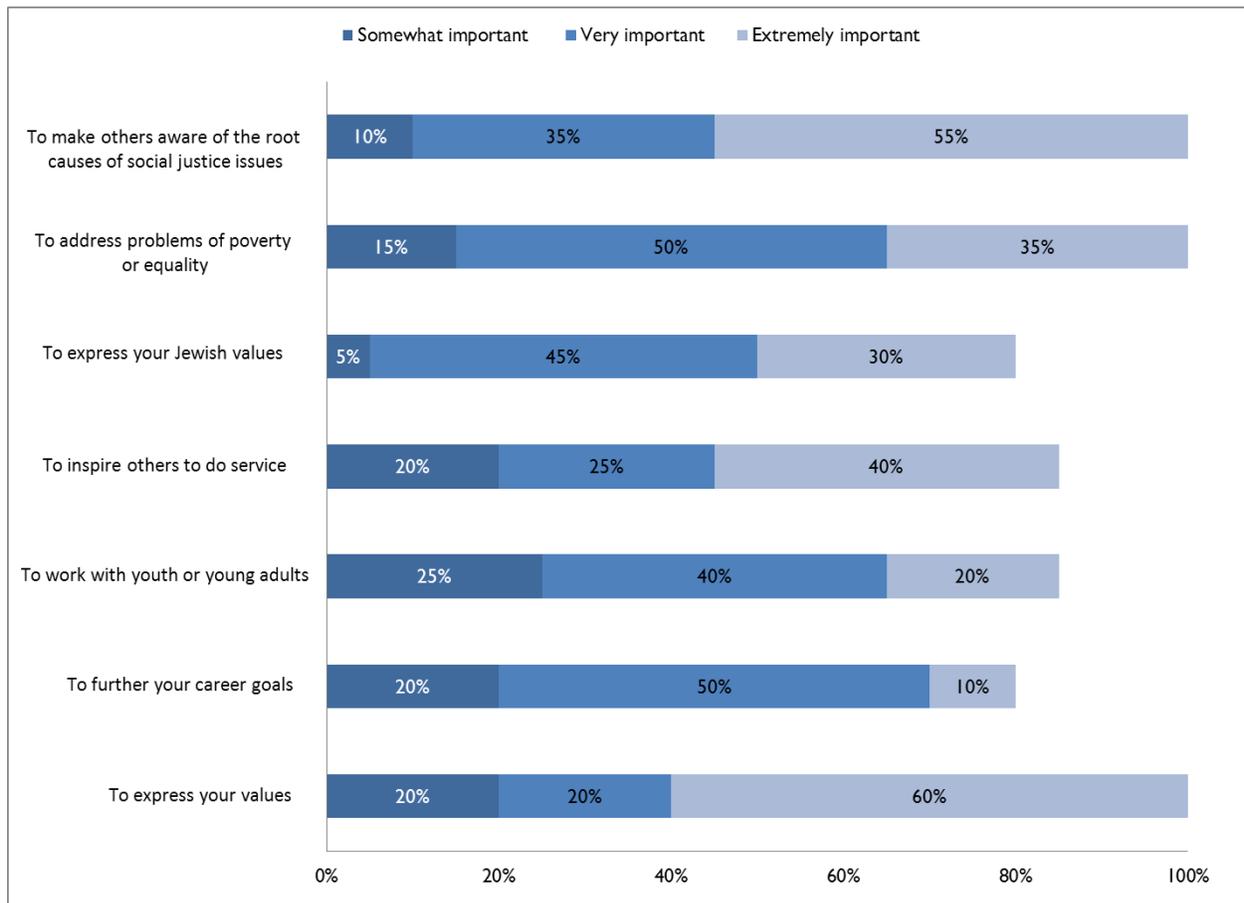
Migration, Attrition, and Loyalty

In thinking about employee transitions within the larger Jewish communal workforce, the distinction is made between attrition and migration (Kelner, Rabkin, Saxe, & Sheingold, 2005). Attrition refers to the situation in which an employee leaves the field of work entirely whereas migration refers to the movement from one organization to another within the same field of work. In the case of non-returning service-learning program leaders, one can make the case for two forms of migration and one form of attrition. Migration would include movement from one Jewish service-learning employer to another as well as movement from Jewish to non-Jewish service-learning venues. In both cases, the leader is still directly involved in service-learning and in a position to apply their Jewish perspective on volunteering and social justice work. In the current survey almost one-third (32%) of non-returning program leaders indicated migration from the Jewish service-learning workforce to non-Jewish providers of service-learning programs and 20% migrated to work with other Jewish service-learning programs such as campus Hillels and Jewish community centers. Although the rate of attrition (48%) was lower than the rate of migration among non-returning program leaders, the departure of the vast majority from the Jewish service-learning workforce still represents a substantial strain on these organizations to recruit and train replacements.

The data also suggest that the permanent loss to the Jewish service-learning workforce due to attrition and migration may not be as grave as the immediate loss. Non-returning program leaders

were asked to indicate their future intentions on a five-point scale, where a rating of one indicated "not at all interested" and five indicated that they are "very interested." Almost half (47%) of non-returning leaders indicated the strongest level of interest in returning to work with their former employer, and 26% indicated the same degree of interest in working for another Jewish service-learning organization (Figure 2). Recent research on program leader training suggests that these are not empty intentions and that a sizeable portion of leaders for the 2010-2011 season were returning to the field after breaks of one or more years (Tobias, et al., 2011). Later in the report we will discuss potential approaches for re-enlisting the participation of departing program leaders in a variety of roles in the field of Jewish service-learning.

Figure 2: Interest in Future Jewish Service-learning Program Leading Opportunities
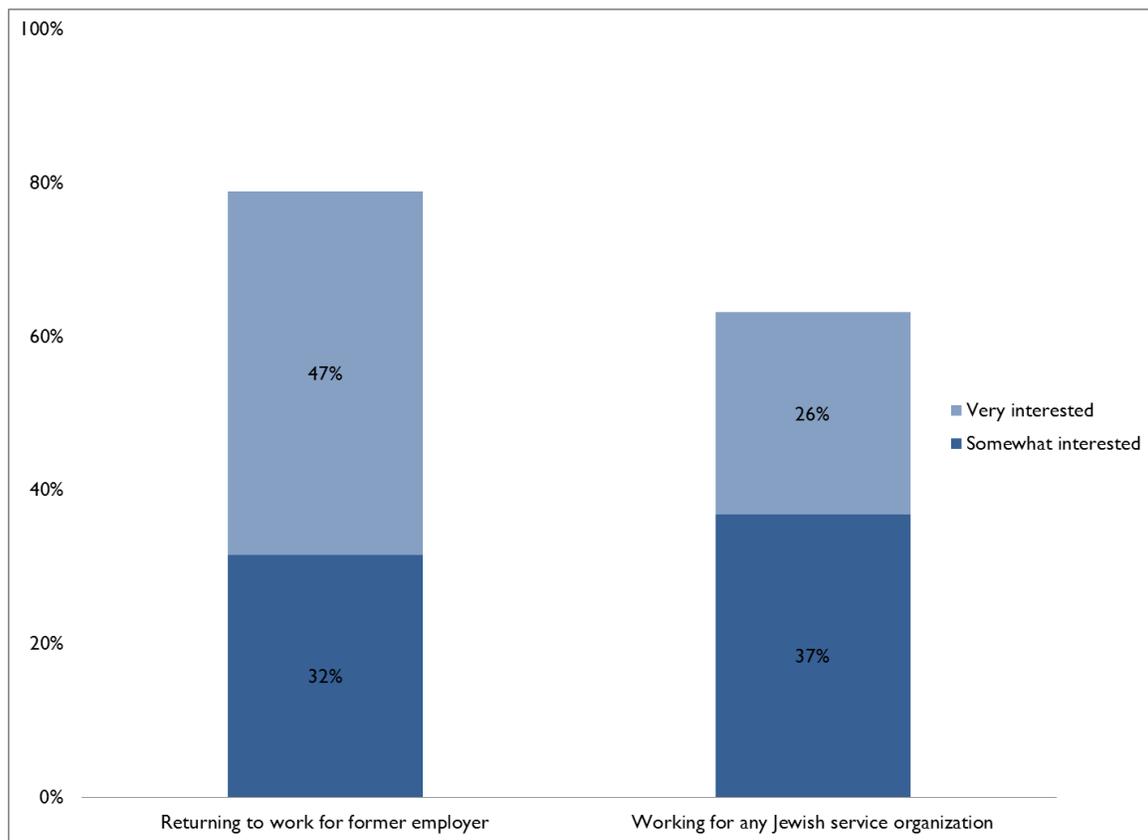
One of the concerns raised by voluntary separation of employees in any field or industry is whether departing workers continue to feel loyalty toward their former employers (Mowday, Steers, & Porter, 1979). Employees that leave with misgivings about the mission, practices, or work of an organization can undermine its reputation and deter others from pursuing employment. This does not appear to be the case for the non-returning program leaders. The survey asked respondents to indicate their level of agreement with a series of statements about their former employer and the field of Jewish service-learning on a five-point scale, where a rating of one indicated "strongly disagree" and a rating of five indicated "strongly agree." Overall, non-returning leaders expressed strong loyalty and commitment to the Jewish service organizations where they formerly worked, and to a lesser extent, to the field of Jewish service-learning (Figure 3). Over one-third (35%) strongly agreed that they promote employment with these Jewish service organizations among their social network. In addition, 59% strongly agreed that their values are in line with the Jewish service-learning programs

where they formerly worked, and 71% strongly agreed that they are passionate supporters of the work in which their former employers are engaged. These findings echo those described earlier on the motivations that initially attracted these program leaders to work in the field of Jewish service-learning.

> *Certainly the work of group-leading and of service work is something that I am really passionate about and that I am really invested in doing. I am really invested in the change that this type of work can have on the larger Jewish community.*

Figure 3: Loyalty to Former Employer
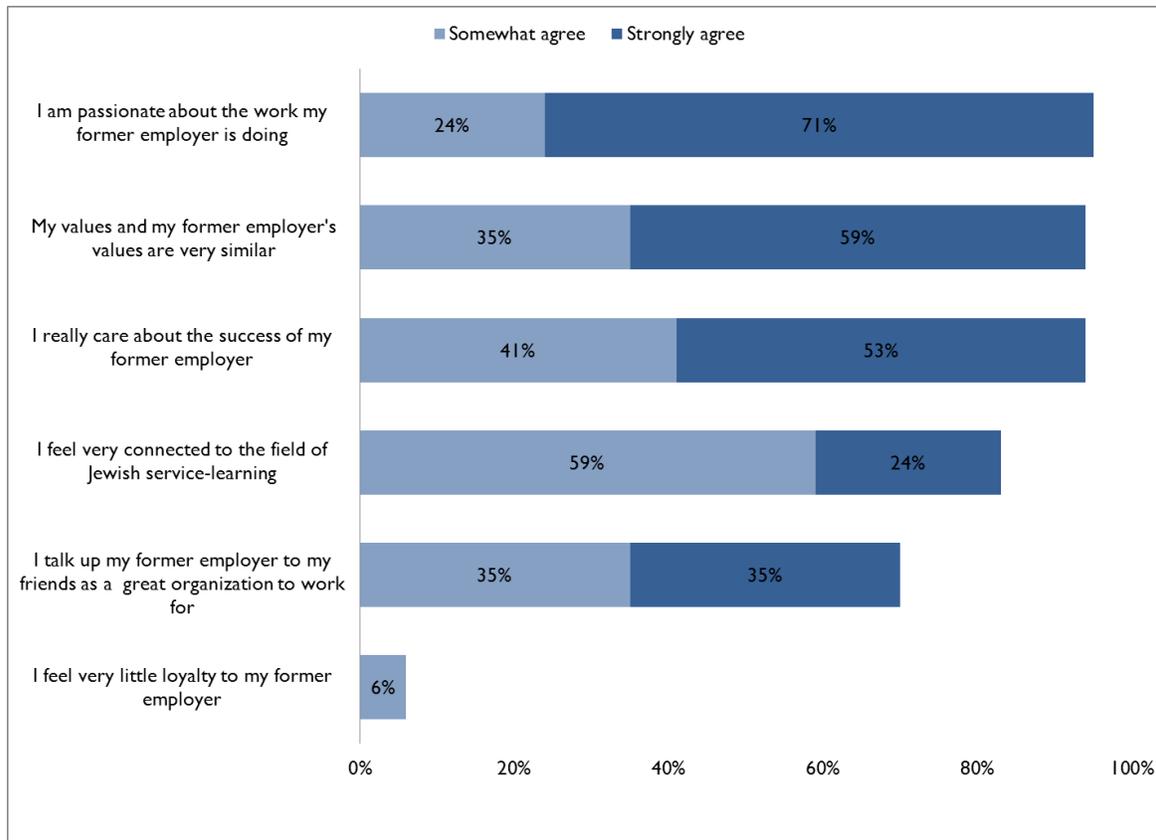
In both interviews and surveys, non-returning leaders also indicated that their experiences working in the field of Jewish service-learning were positive, productive, and personally rewarding. They thoroughly enjoyed the opportunity to work closely with community groups and young adults and to be inspired to explore social justice issues more deeply.

> *I miss it. I am sad not to do it because it has been such a source of meaning for me.*

> *I love leading the trips themselves. It's inspiring, students were amazing.*

> *It made me think about the issues a lot more than I would have otherwise. I guess they say if you really want to learn something, go ahead and teach it.*

Non-returning leaders also reflected on the opportunities that work in the field of Jewish service-learning gave them to develop and hone their skills. As indicated in Figure 4, the majority indicated

strong agreement that program leading helped them develop skills they can apply to other parts of their lives (61%) and encouraged them to grow as educators (72%).

> *I think that those experiences are going to be very helpful in my thinking about best practices and benchmarking.*

> *My experience with leading trips was phenomenal. I got to do things that I was good at, I got to grow in areas that I had room to grow in.*

Figure 4: Lasting Benefits of Program Leader Work
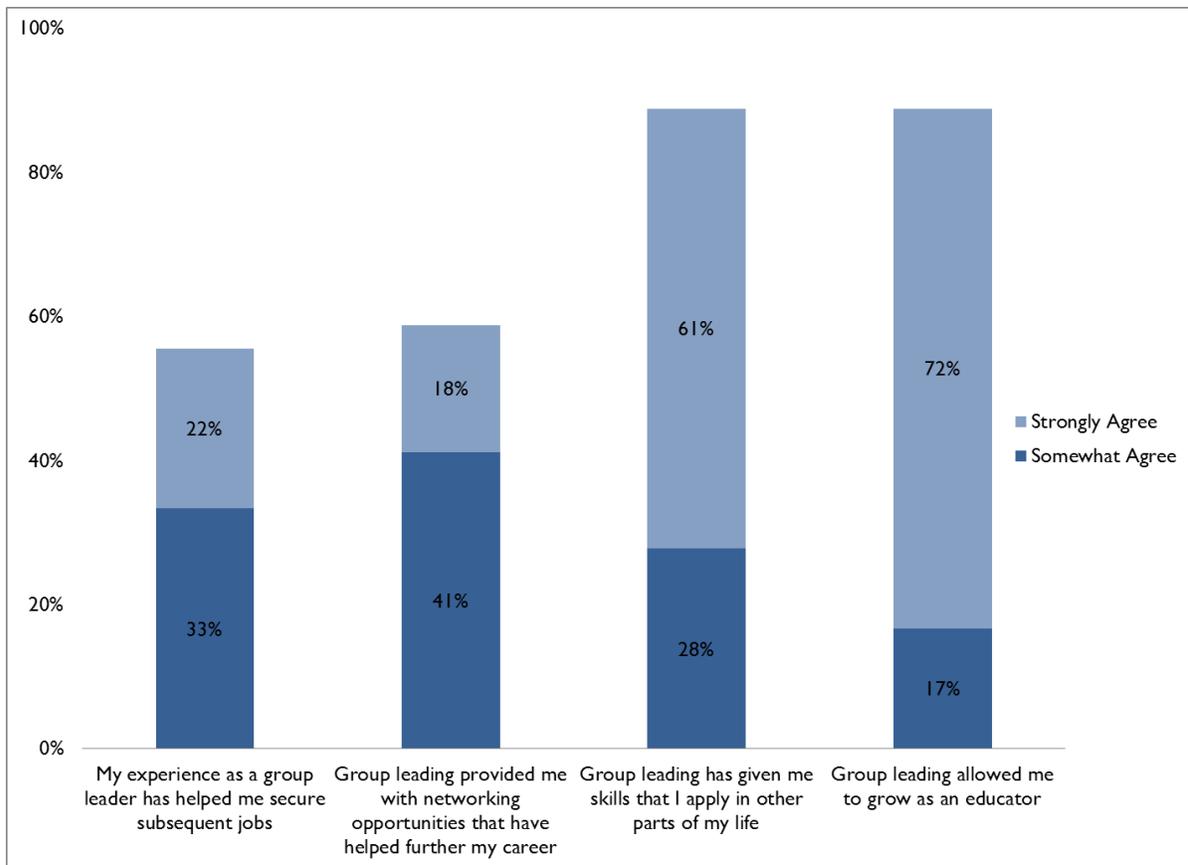
Although voluntary turnover among program leaders is largely comprised of migration to other service-learning venues, the departure of substantial portions of any organization's front-line staff represents continual strain to recruit and train new employees. On a more positive note, program leaders who voluntarily elect not to return to their former employers remain strongly committed to the work of these organizations and to the field of Jewish service-learning. They recall positively the opportunities that their experience leading immersive Jewish service-learning programs gave them to develop valuable skills, act on their values of social justice, and make a difference in the lives of young adult and teen participants. The desire expressed by many of these program leaders to return in the future to Jewish service-learning work suggests that their loss to the field may not be permanent.

Factors that Influence Voluntary Turnover

There are a wide variety of potential reasons that program leaders might voluntarily separate from Jewish service-learning organizations. Stemming the tide of departure from specific organizations and from the field overall requires understanding the forces at play. It is especially important to be able to distinguish between those factors that relate to the demographic and personal characteristics of program leaders and those that relate to the nature of the work (Mor Barak, Nissly, & Levin, 2001). This section of the report considers both types of factors with a focus on those that may be most amenable to intervention.

The Primary Employee Factor: Changing Priorities and Logistical Impediments

A half century ago, the early twenties were seen as the gateway into adult roles. Individuals typically left adolescence with an occupational identity selected (Erikson, 1950)and proceeded quickly to establish their own families through marriage and to assume vocational positions. In recent years, the straight line march toward adult status and identity has been elaborated to include a distinct period of post-adolescent development between the ages of 18-25, characterized as a time of exploration and experimentation in all spheres of life (Arnett, 2004). Prior research indicates that the median age of Jewish service-learning program leaders is the late twenties, putting most at the tail end of emerging adulthood (Chertok, et al., 2010). This implies that the typical program leader is on the cusp of transition from a stage of experimentation and impermanence to more settled career and life trajectory. In keeping with this transition, a substantial portion of the non-returning program leaders surveyed experienced major life changes in the past year, including starting new jobs or job searches, moving to new parts of the country, or beginning graduate school (Figure 5).

Figure 5: Major Life Changes in Immediate Past Year
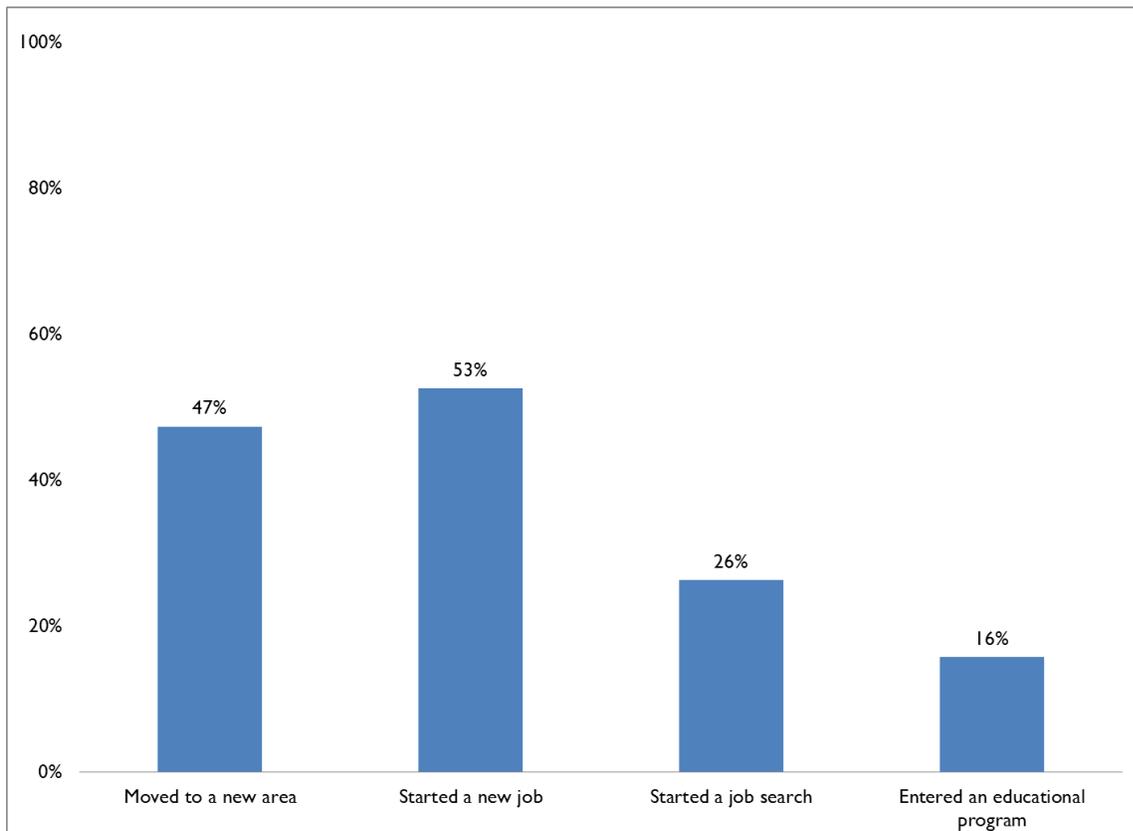
The shift toward more settled life circumstances is often concomitant with decreased flexibility in scheduling and discretionary time. The current data indicates that this confluence of changing life circumstances is central to understanding the decision of the majority of program leaders to voluntarily separate from organizations and work that they respect and value. Survey respondents were asked in an open-ended format to describe the single factor that was the most important in their decision not to return for another season of Jewish service program leading. By far the most common response, mentioned by 58%, was logistical limitations often related to limited discretionary time. The second most commonly stated reason, voiced by 21%, was entering a new phase in their personal life, career, or education that precluded them from service program leading. Survey respondents were also asked to rate reasons for non-return on a four-point scale, where a rating of one meant "not at all a reason" and four indicated a "major reason." Again the data demonstrates that the confluence of logistical restrictions and changing personal priorities is the major reason why program leaders decided not to return (Figure 6). For example, the majority indicated that a major reason for not returning was the need to concentrate more attention on career or educational goals (65%), obstacles presented by work, school, or family obligations (61%), or incompatibility between their current schedule and program leadership (50%).

> *The main reason why I decided not to apply this year is just feeling like I need to hit certain timelines and benchmarks. I was concerned that if I added another thing to my plate that it might result in an added year of my program.*

[I]started a new career chapter. I knew this would take up a lot of energy. I did not feel I had the energy to continue trip-leading because of this.

Last year I had the time to take off for two weeks. Now I'm in school and there's no time.

This year I am working full-time and I would have had to use all my vacation days on the training and program leading. I just couldn't do it time-wise. I would definitely be doing it again this year if I had not started a full-time job.

Figure 6: Employee Reasons Most Critical to Voluntary Separation
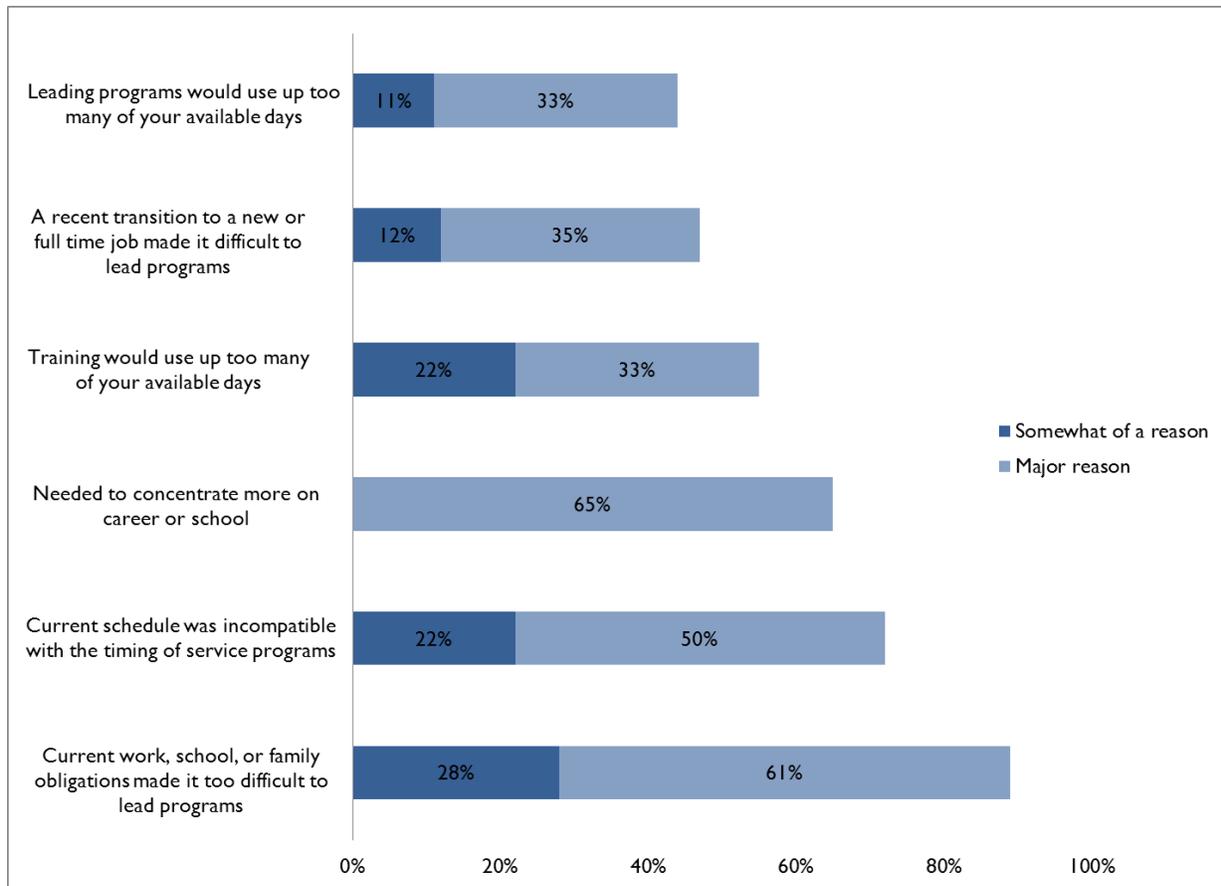
For many of those who indicated scheduling as a major obstacle, finding the time required to fulfill organizational training requirements was the primary logistical impediment. Both AJWS and PJA & JFSJ require that all program leaders, regardless of their level of expertise or years of service, attend the full five days of the Group Leadership Training Institute. Those who are employed full time or enrolled in graduate programs often have limited vacation time and are unable to attend training and still have enough days remaining to lead trips. For this group, limited availability of discretionary time becomes the "deal breaker" to continued work as a program leader.

> *The expectation to come to training and take off time from school to do that and also take off time from school to trip lead, I couldn't take time to do both. The recognition that I had been trained, that I was prepared to lead trips, that I had led trips previously didn't weigh into a decision to rehire the following year. It does preclude me from wanting to work for them because I feel like it's too much of a commitment that I need to make.*

The current data paints a clear picture of the factors that influence program leaders' decisions not to return to former Jewish service-learning employers. Without a doubt, the most important factor is the confluence of changing priorities and diminishing freedom in discretionary time. Many non-returning program leaders have entered a new stage in their career and personal development. The stakes are higher as they approach the end of graduate education or enter their first career-focused jobs. Although they regret not being able to continue with their Jewish service-learning work, they also face realistic limitations to their available time and energy, especially in light of looming job and school requirements. Research on Jewish summer camps paints a similar picture of the impact of young adult life transitions on counselor turnover (Boxer, 2005).

Minor Employee Factors

Just as it is important to know which personal factors play a major role in the decision not to return to work with Jewish service-learning organizations, it is also important to note which reasons play only minor roles. For example, only small portions of those surveyed indicated that their current geographic location (17%) or the timing of training (17%) were major reasons that they did not choose to continue with their former employer (Figure 7). In addition, none of those surveyed indicated that either feeling "too old" for program leading or believing that the work did not fit into their career goals was a major reason for not returning. Only small portions (6%-19%) felt that these factors were even somewhat important.

**Figure 7: Minor Employee Factors in Voluntary Separation**
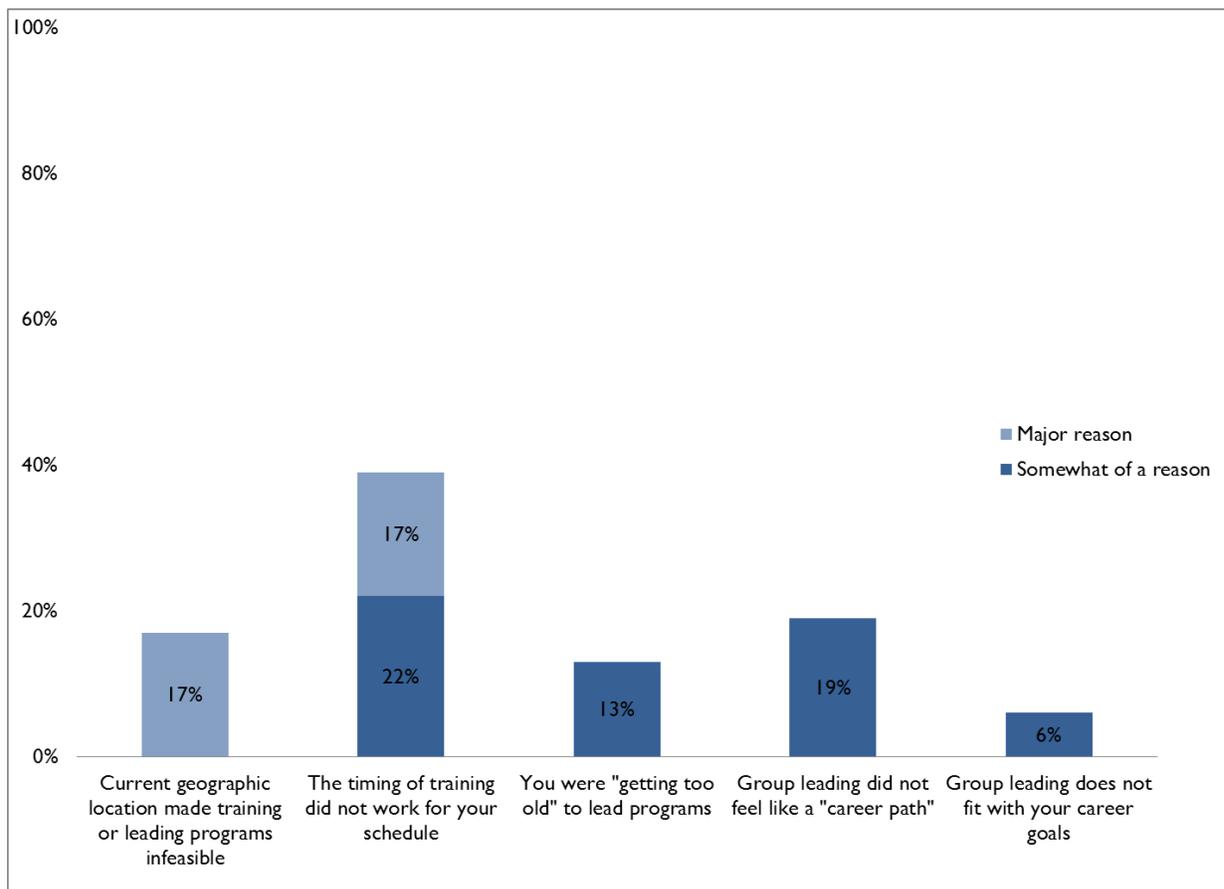
Work Factors: A Modest Role

Classic approaches to employee turnover have focused on elements of worker satisfaction with the job (Herzberg, 1971). Different variants of this approach have explored the impact of stress and burnout associated with the job or workplace (Maslach, 2003), satisfaction with pay and benefits (Lum, Kervin, Clark, Reid, & Sirola, 1998), or the fit between employees' skills or personal values and those of the organization (Hoffman & Woehr, 2006). A meta-analysis of studies conducted in the field of human services finds that burnout, job dissatisfaction, stress, and low commitment to the organization or profession are among the strongest predictors of the intention to leave and actual turnover (Mor Barak, et al., 2001). This section of the report considers the role played by a variety of work-related factors in the turnover of Jewish service-learning program leaders. As the data will demonstrate, for most non-returning leaders, work-related factors play only a minor role in their decision not to return to their former employers.

A) Compensation and Professional Growth Opportunities

Compensation includes pay, recognition, and benefits such as opportunities for professional development. Research in the field of adventure education indicates that subjective satisfaction with pay, rather than the objective level of pay, is a major factor in explaining turnover (Wilson, 2009). Data from the current survey indicates that the only area of compensation that appears to be implicated as a cause of turnover for any substantial portion of non-returning leaders is the lack of pay for training days and even this was noted as a major reason by only 11% (Figure 8). In a similar vein, just one-quarter (24%) of survey respondents indicated that the discrepancy between their compensation and their level of experience was even "somewhat" of a reason, and it was a major reason for none. The minor role played by monetary compensation in leader turnover is not surprising in light of research indicating that earning money is not a strong motivator for pursuing service-learning work for the majority of program leaders (Chertok, et al., 2010).

**Figure 8: Compensation and Professional Growth Factors**
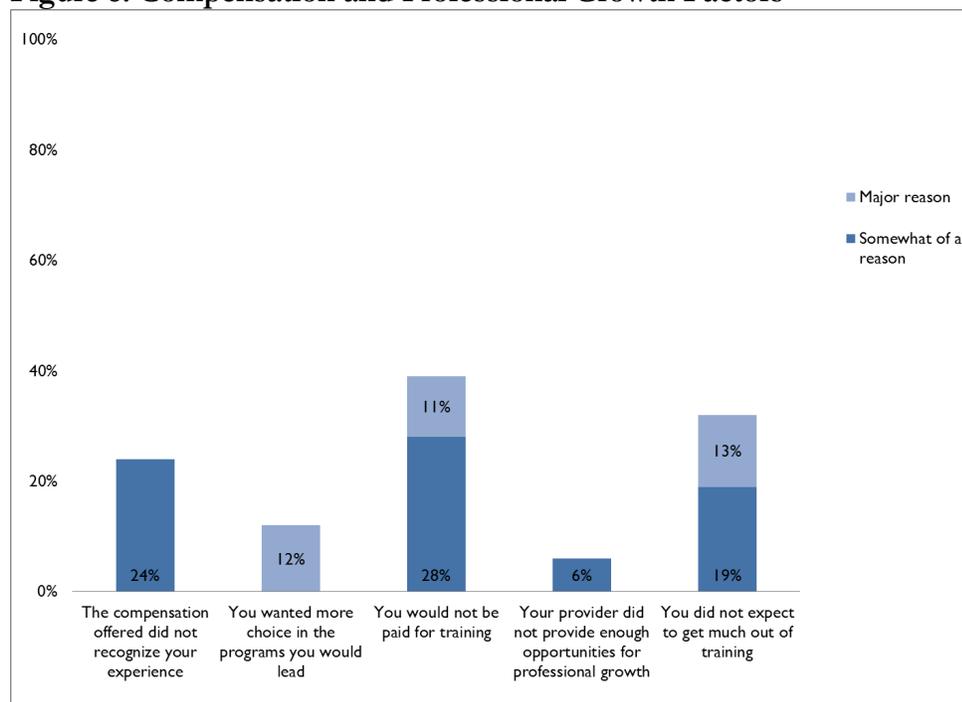
In addition to monetary compensation, other forms of benefit and recognition have been demonstrated to be important to employees. The literature on employee turnover suggests that non-pay incentive programs, recognition, and opportunities for development positively affect retention (Krueger & Rouse, 1998). In the current survey, a perceived lack of opportunities for professional growth played a role in leader turnover for only a small portion, with 12% indicating that their desire for more choice in work assignments was a major reason for separation. In addition, only one-third of non-returning leaders (31%) indicated that their low expectations for what they would gain from training were even "somewhat of a reason" for not returning and it was a major reason for only a small portion (13%).

B) Job Stress and Negative Work Environment

The role of service-learning program leader is very demanding. Leaders wear many hats including that of teacher, coach, role model, host community liaison, dispenser of first aid, enforcer of behavioral guidelines, and problem solver. Leaders also participate in and facilitate all program activities throughout the day, continuing into the evening with team building and reflection. For the 5-14 days that comprise a typical service-learning program, leaders are expected to work with few or no breaks and with limited opportunity for privacy. In studies of Jewish summer camps, camp directors almost universally mentioned the lack of privacy and work stress as major contributors to counselor turnover (Sales & Saxe, 2004; Tobin & Weinstein, 2000).

The current data indicates that factors related to job stress or a negative work environment did not play a major role in dissuading the vast majority of non-returning program leaders from continued work in the field. None of the program leaders surveyed indicated that the stress of their role, lack of privacy on programs, concerns about safety or security, or lack of logistical support for difficult situations were even "somewhat" involved as factors in their decision making. In addition, only very small portions (6% respectively) indicated that negative experiences with staff from partner organizations that accompany groups (e.g., Hillel), host community/NGO staff, and program participants or stress related to teaching the provider's curriculum were "somewhat" of a factor. The only factors in this category that received any endorsement as major reasons for voluntary separation were lack of educational resources to meet the needs of specific groups and the amount of administrative work required and even these were noted by only a fraction (6% each) of survey respondents (Figure 9).

Figure 9: Work Environment Factors
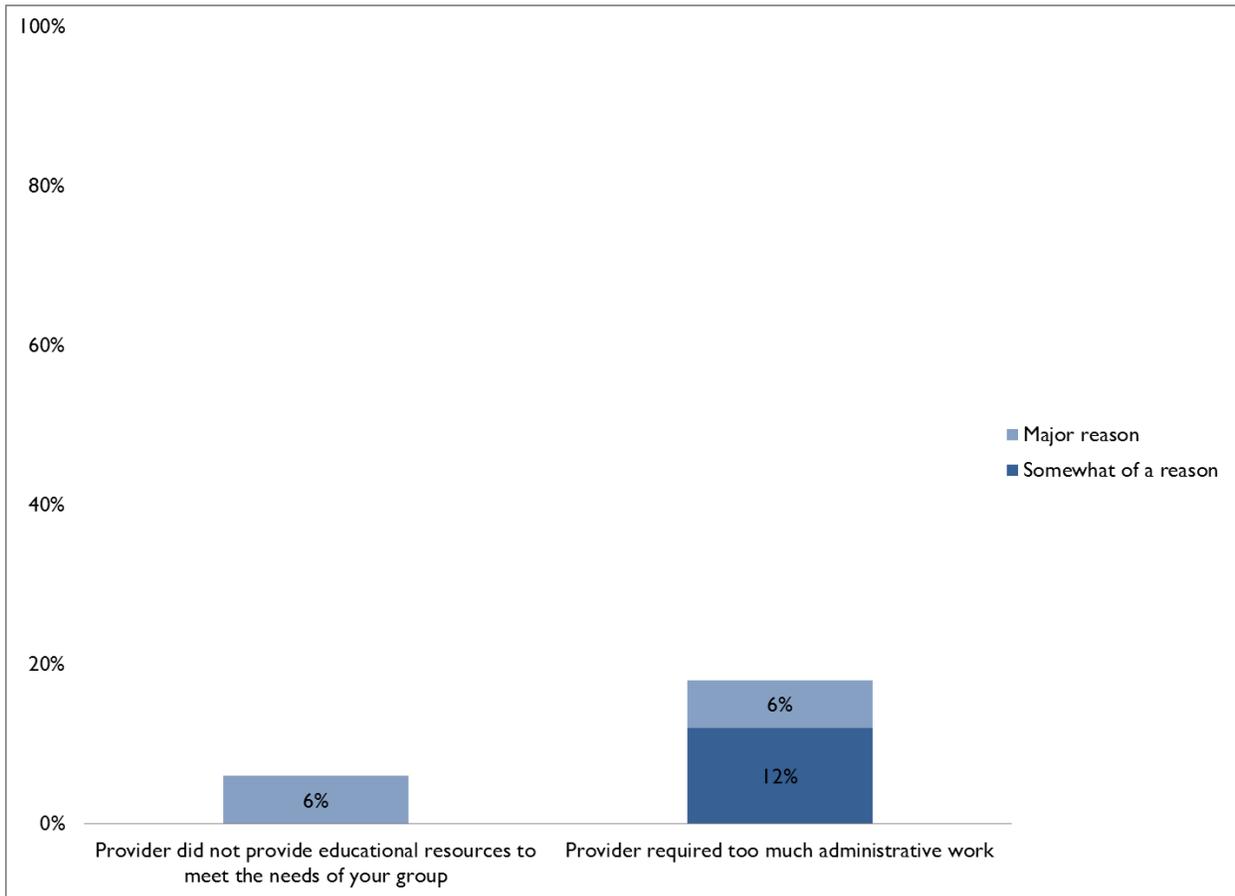
C) Employee-Employer Fit

Another potential cause of program leader dissatisfaction might by the perceived lack of fit between program leader values and goals and those of their Jewish service-learning employers. As noted earlier in the report, the majority of non-returning leaders expressed continuing commitment to the goals and work of their former employers. Similar findings emerged when survey respondents were asked to rate the importance to their decision making of a poor fit with employee policies and approach (Figure 10). A mismatch with their former employer's approach to service-learning was a major reason for only a small fraction of non-returning leaders (12%), and only 6% felt strongly that their decision not to return was influenced by employer work policies or approach to social justice work. None of the group leaders surveyed indicated that lack of comfort with the Jewish observance aspects of programs was even "somewhat of a reason" for not returning. Although employee fit is a factor in the choice not to return for some leaders, for the vast majority it does not contribute to their decision to separate.

Figure 10: Employee-Employer Fit Factors
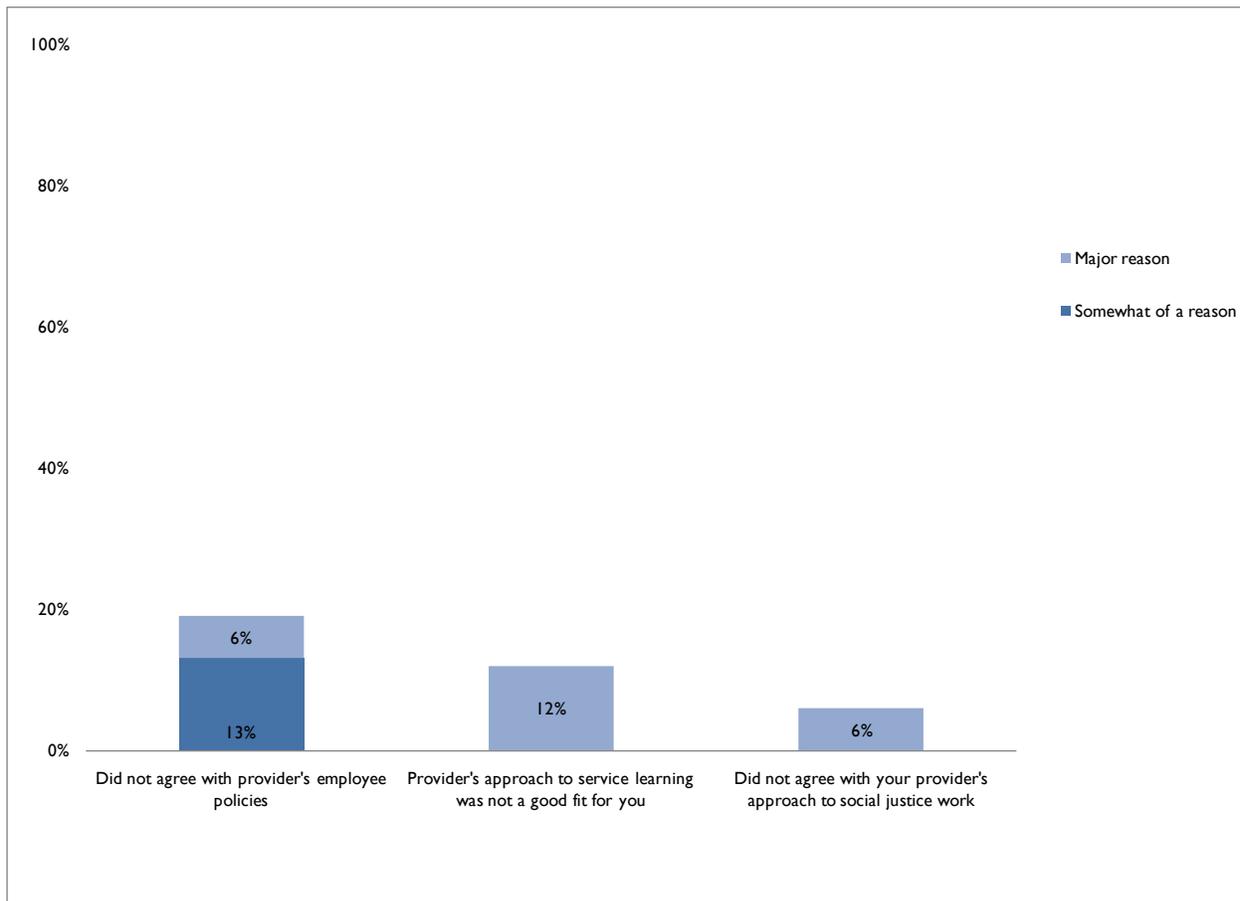
The current survey indicates that for most non-returning leaders, work-related factors play, at best, a secondary role in their decision to separate from their former employers. The failure to compensate for training, the perceived value of training, job stress, a negative work environment, or poor fit with employer's approach to service-learning or policies influence departure for some non-returning leaders, but for most the contribution of these reasons is very modest. It is also important to note that the cohort of non-returning leaders surveyed in this research did not experience the most recent version of program leader training which resulted in greater participant satisfaction than the prior year's training (Tobias, et al., 2011). It is possible that concerns having to do with the quality of training will play an even smaller role in the decision making of future cohorts of non-returning leaders.

Summary and Recommendations

Non-returning program leaders clearly value their work in the field of Jewish service-learning and continue to be committed to their former employers. Their commitment to social justice attracted them to work in this field and continues to be important to them even after their voluntary separation. However, like their age peers, program leaders are transitioning from one developmental stage to another and are beginning to make long-term decisions about career and relationships. It is clear from this research that this life transition and the accompanying diminution of discretionary time is the primary reason for program leader turnover. The field of Jewish service-learning will

continue to face staff turnover as program leaders shift their focus to their long-term career and educational pursuits. However, this does not mean that there is nothing Jewish service-learning organizations can do to reduce staff turnover or stem the loss of experience and expertise that it represents. There are several approaches that Jewish service-learning providers can take to entice program leaders to return for additional seasons or, barring that, continue to contribute to the field.

- **Find Ways to Utilize Non-Returning Program Leaders as Resources to the Field—** Almost universally non-returning program leaders retain strong commitment to their former employers and to the field of Jewish service-learning. Jewish-service-learning organizations should capitalize on this loyalty by finding other ways to engage program leaders who are not available or able to staff programs. For example, non-returning leaders could serve as organizational ambassadors, visiting college campuses, Jewish centers, and synagogues to publicize and recruit for Jewish service-learning programs or more generally to spread awareness of the work being done by these organizations.

  Non-returning program leaders could also be enlisted to work on curriculum development, serve as mentors to novice leaders, or assist in training for current program staff. Program leaders who cannot staff programs could assume other program responsibilities by working directly with host community NGOs or with partner organizations, such as Hillels and synagogues, to encourage follow-up after participants return from a service-learning experience. The field of Jewish camping was able to increase staff tenure in the early 2000s by offering returning counselors increased responsibilities and more professional roles as educators (Sales, Samuel, & Boxer, 2011).

- **Create More Flexible Training —** The quality of training was not a major reason for non-return for most leaders, however, for a substantial minority the time commitment required for training was simply untenable in the context of their other career and family commitments. One element of a strategy for reducing staff turnover should include finding ways to make training a better fit for returning program leaders. One possibility is to reduce the length of in-person training for returning leaders by conducting some of the sessions through distance learning venues or by using "in-field" training. In addition, policy might be changed so that leaders returning after three or more seasons of work would not have to attend the full complement of training days.

The voluntary departure of program leaders represents a temporary and potentially a permanent loss to the field of Jewish service-learning of human capital in the form of skills, knowledge, and experience. Efforts to maintain connections with non-returning program leaders will ensure that these highly committed individuals continue to be resources to the Jewish-service-learning field. Providing more opportunities and alternatives for continued connection to the field may "tip the balance" for those leaders who are invested in the field but are looking for a means and rationale for continuing in the face of competing demands on their time and attention.

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Appendix A: Non-Returning Program Leaders Interview Protocol

1. What was your experience like working with a group leader for {Provider} in 2009-2010?
   - What did you enjoy about working as a group-leader?
   - What aspects did you find challenging?

2. What, if any changes in your life situation have you experienced since then? For example, are you in a new job, entered or completed graduate school or living in a new geographic location?

3. What went into your decision to NOT reapply to be a group leader for the 2010-2011 season? What were the pros and cons in your decision making?

   - Life situation changes
   - Scope of the job/type of work required
   - Negative experiences in field
   - Negative experiences or mismatch with {Provider}
   - Compensation

4. What, if anything might have swayed your decision toward reapplying to lead groups for the 2010-2011 season?

5. Do you foresee returning to group leading in the future? What factors might encourage you to return to group leading in future years?

Appendix B: Survey Instrument

Screening questions

1. Was 2010 your first season with [Provider]?
   - YES
   - NO

2. Did you participate in Group Leader training in December 2009?
   - Yes
   - No

3. Last season (2010), how many service trips did you lead for [Provider]?
   - 0
   - 1
   - 2
   - 3
   - 4 or more

   [If >0 to Q3 skip to 5a or 5b]

4. [If 0 to Q3] Which of the following were reasons you **did not lead any trips** for [Provider] in the 2010 season? (check all that apply)

   o Changed your mind about leading a program for [Provider]
   o You were not offered a program to lead
   o Your assigned program was canceled
   o Program(s) offered to you did not work with your schedule
   o Last minute circumstances prevented you from leading an assigned program e.g., illness
   o Other –Please explain [text box]

5. Did you apply for a Group Leader position with [Provider] for the 2011 season?
   o Yes
   o No

6. [If Yes to Q5] Were you offered a Group Leader position with [Provider] for the 2011 season?
   o Yes
   o No [If no skip to Q13]

Reasons for Not Returning as a Group Leader

7. Sometimes scheduling or other **logistical concerns** contribute to the decision not to continue as a group leader. To what extent was each of the following a reason that **you** decided not to return as a group leader for [Provider]?

	Not at all a reason	A very minor reason	Somewhat of a reason	A major reason
Your current schedule was incompatible with the timing of service programs				
Your current work, school, or family obligations made it too difficult to lead programs				
A recent transition to a new or full time job made it difficult to lead programs				
Your current geographic location made travel to training or programs infeasible				
Timing of training did not work for your schedule				
Leading programs would use up too many of your available days				
Training would use up too many of your available days				
You wanted more choice in the programs you would lead				
The compensation offered did not recognize your level of experience				
You would not be paid for training days				
You wanted to keep your schedule free to lead groups for other organizations				

8. [If Q3>0]Sometimes **previous group leading experiences** contribute to the decision not to continue as a group leader. To what extent were any of the following reasons that you decided not to return as a group leader for [Provider]?

	Not at all a reason	A very minor reason	Somewhat of a reason	A major reason
[Provider's] approach to service learning was not a good fit for you				
You did not agree with [Provider's] approach to social justice work				

Your experience with partner staff (e.g., Hillel staff) was problematic				
Your experience with NGO staff/host community was problematic				
You did not feel comfortable or prepared to teach the [Provider] curriculum				
[Provider} did not provide you with educational resources to meet the needs of your groups				
You did not enjoy working with program participants				
[Provider] required too much administrative work				
You did not receive enough logistical support from [Provider] for difficult situations				
Group leading was too stressful				
There was too little privacy on programs				
You had concerns over safety/security while on programs				
You did not feel comfortable or prepared to deal with Jewish observance or pluralism				

9. Sometimes **career-related** reasons contribute to the decision not to return as a group leader. To what extent were any of the following reasons you decided not to return as a group leader for [Provider] in 2011?

	Not at all a reason	A very minor reason	Somewhat of a reason	A major reason
You felt you were "getting too old" to lead programs				
You needed to concentrate more on your career or school				
You did not agree with [Provider's] employee policies				
[Provider] did not provide enough opportunities for professional growth				
Group leading did not feel like a "career path"				
You did not expect to get much out of training				
Group leading does not fit with your career goals				

10. If you had to give one reason that was the biggest factor in your decision not to return, what would it be? [text box]

11. Are there any other reasons **not listed in the previous questions** that caused you not return as a Group Leader for [Provider]? [text box]

12. For each statement, please indicate the extent to which you agree or disagree

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I talk up [Provider] to my friends as a great organization to work for					
I feel very little loyalty to [Provider]					
My values and [Provider]'s values are very similar					
My experience in group leader for [Provider] has helped me secure subsequent jobs					
I am proud to tell others that I led programs for [Provider]					
[Provider] really inspired the very best in me in terms of job performance					
I really care about the success of [Provider]					
I am passionate about the work that [Provider] is doing					
Group leading provided my with networking opportunities that have helped further my career					
Group leading for [Provider] allowed me to grow as an educator					
I feel very connected to the field of Jewish service learning					
Group leading has given me skills that I apply in other parts of my life					

Your Current Situation

13. During the 2011 season are you leading any service learning programs for the following:

	Yes	No
A Jewish social justice organization?		
Any other social justice organization?		
A Jewish campus organization e.g., Hillel		
Any other campus organization e.g., Breakaway		
A Jewish community organization e.g., JCC or synagogue		
Any other community organization		

14. During the 2011 season are you leading any non-service experiential learning programs e.g., wilderness programs?
    o Yes
    o No

15. Are you currently enrolled in a degree or certificate program?
    o Yes
    o No

16. [If yes] Are you currently taking classes…?
    o Full time
    o Part time

17. Are you currently..?
    o Working full-time
    o Working part-time
    o Not working but looking for work
    o None of the above

18. Since December 2009 which, if any, of the following life changes have you experienced? (check all that apply)
    o Moved to a new area
    o Started a new job
    o Started a job search
    o Entered a new educational program
    o Completed an educational program
    o Became a parent
    o Married/entered committed relationship
    o Other [text box]

Future Plans

19. To what extent would you be interested in future group leading opportunities with [Provider]?

Not at all interested	A little interested	Somewhat interested	Very interested

20. [If > Not at all to Q20] What factors would be most important in attracting you to work with [Provider] in the future?   [text box]

21. To what extent would you be interested in future group leading opportunities with Jewish service learning organizations other than [Provider]?

Not at all interested	A little interested	Somewhat interested	Very interested