

# Retaining & Attracting Leadership

THE ASSOCIATED: Jewish Community  
Federation of Baltimore

Resource guide to work  
Intentionally and Efficiently  
with boards and committees

[www.associated.org/ccel](http://www.associated.org/ccel)



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# Getting Started

## Setting Goals

Agreements setting forth mutual expectations will provide a foundation for a positive working relationship based upon trust and accountability. The first step in planning for the new term and your new relationship is to set goals. To do so, answer the following questions:

- What are our shared goals in this relationship?
- What outcomes are we looking to achieve vis-a-vis the organization's goals?
- How will we measure our success?

Utilize the Outcomes Measurement Form (sample included in packet) to set your goals for the year.

## Establishing Expectations

You owe it to yourself and your lay leader to have clear expectations – for both of you! Use the following outline to develop a “volunteer job description” for your lay leader.

Job title: \_\_\_\_\_

Purpose: What is the specific expected result of the position? If possible, it should be stated in relation to the program's mission and goals.

Key responsibilities: What are the major duties of this position?

Supervision: Does this person report to the chairman of the board? The President of the agency?

Length of appointment: What is the time period in which the volunteer will serve?

Time commitment: How many hours per week are required for this volunteer position?

Qualifications: Is any previous experience necessary for this? If so, what knowledge or skills are needed?

Benefits: What are the benefits – training, parking, recognition events?

Support provided: What resources will be available to the volunteer? Include staff support.

### Sample description for board members:

- Provide oversight for the planning and implementation of initiatives
- Interview and select candidates for leadership development program
- Advise on policy issues at our board meetings (attendance is important)
- Guide programming (i.e. speakers, etc.)
- Provide fiscal oversight
- Serve on a committee or task force of interest

- Advocate for organization’s programs
- Support the organization’s annual campaign or fundraiser
- Communicate progress to stakeholders in the community

## Lay/Professional Relations – Who Does What?

### The Ideal Relationship

“An optimum profile for lay-staff relations would look something like the following: professional staff and lay leaders and volunteers commit themselves to a shared vision, partnership and an effective working relationship. Both parties regard the other with respect and understanding of their respective roles in the organization and the community. Work gets done without irritating concerns about who is in charge or who gets credit because the common good requires and enlists everyone’s participation and contribution. Communications are clear and unambiguous, and sufficiently frequent so that board and staff alike feel informed and involved. There are opportunities to recalibrate the partnership from time to time (such as meeting in a relaxed retreat setting) to address any tensions or other issues in the relationship.”

*Stephen Dobbs, Gary Tobin, Zev Hymowitz, “The Development of Professional Leadership in the Jewish Community” (Institute for Jewish & Community Research, San Francisco: 2004), p.30*

### Exercise:

Describe one volunteer leader and one professional who impressed you and why.

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Why do we need lay leaders? Why do we need professionals?

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Listed below are various functions which are ascribed primary to either the lay leader or the professional. Next to each function, please designate whether it should be primarily a lay role, professional role or shared.

<b>FUNCTION</b>	<b>Lay</b>	<b>Staff</b>	<b>Shared</b>
Decides on which members of the community to appoint to committees and boards			
Recruits potential volunteers to serve on committees			
Explains to potential committee members what is expected of them			
Orients new committee member to the organization, committees functions and programs			
Replaces volunteer leader or committee member who is not fulfilling his or her responsibilities			
Sets the agenda for board meetings			
Accountable for agency operating budget			
Hires and fires staff (except executive director)			
Create speaking points to lead meetings			
Institutes change in policy or direction of agency			
Responsible for spreading good word around the community			
Generates new ideas for the planning of ongoing or new programming			
Deals with angry board members			
Develops leadership programs in order to build leadership base			
Solicits prospective annual donor gifts			
Settles conflicts that arise between volunteers			
Writes thank you notes to appropriate people			

**Make sure that after this exercise, you can answer the following questions:**

- What are the roles and responsibilities of the professional?
- Where will the professional take the lead?
- What are the roles and responsibilities of the lay leader?
- Where will the lay leader take the lead?
- What can we expect from one another in working together?
- How will we continue to grow in our roles?
- What commitments will we make to each other to ensure success in our respective roles?

## Practical Application

With your partner, consider doing the following exercise:

### What do we look like today?

Work with your partner to begin to determine what you “look like” today - what is the current division of responsibilities/roles/values.

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### What do we want to look like?

1. Discuss the strengths that you each bring to this partnership and the challenges that you each have.
2. How can we help one another? How can we take our partnership and relationship to the next level?
3. Based on the information we discussed today, begin to re-define your roles/responsibilities so that you can function most effectively.

### Next Steps:

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## Contracting

### Contracting involves the following:

- Creating an agreement between the lay leader and the professional that defines the work to be done, the goals and objectives to be achieved, and the ways in which the two parties will work together.
- Defining how long, where, and when the parties will work together, and when the lay-professional relationship will come to a close.

## Creating a *Brit Kodesh* – A Sacred Partnership

### What is a *brit*/covenant?

A *brit* represents a commitment to join together on a deeper level in the task of helping to improve the world. To do so, **the partners in this endeavor not only have to work together, but they also must create space around each other, making room for an exchange of ideas and dreams.** Each partner comes to the relationship with visions and aspirations. Both partners must be open to the other, but each also needs to make space for the other to flourish in the relationship. [Singer, Rabbi Jonathan L., “Tzimtzum: Creating a Space for One Another,” *Brit Kodesh - Sacred Partnerships*, Synagogue 2000 and the Union of American Hebrew Congregations, 2001, page 15.] While a covenant and a contract are certainly similar, understanding their differences can help us highlight the unique aspects of a covenantal relationship and how it can be manifested in Jewish communal organizations. We sign contracts all the time. We sign contracts with strangers - mortgage lenders, human resource managers, cell phone service providers. Most contracts are signed for a fixed term, whereas a covenant is eternal. Under the right conditions, one party can nullify a contract. A covenant has no such “out clause.” In a contractual relationship, if one party does something wrong, the other party can be expected to take recourse and seek compensation. **By contrast, two parties enter a covenant not to protect themselves, but to better themselves and each other.**

When we are in a covenantal relationship, our destinies are joined; our successes and disappointments are not ours alone, **but are shared with a partner.** A contract protects the individual’s rights and privileges. A covenant sets the stage for a partnership, where each person needs to create space for the other person, and the relationship itself, to grow.

**What covenants must we make with each other in order to create an attractive, nurturing, and productive environment for professionals and lay leaders? Consider the following five step approach:**

1. Develop shared, mutually-agreed upon expectations
2. Acknowledge realistic and unrealistic expectations
3. Recognize the various roles of each party
4. Re-divide the pie
5. Address these issues through a *brit* or covenant

### Questions to ask one another:

- How often will we meet (frequency and duration)?
- How should our communication be structured (telephone, face to face or e-mail) to identify agendas and prepare for our meetings together?
- Where do you like to be contacted (office, home, cell)?
- What is the best time of day for us to connect?
- How often would you like to speak?
- How quickly do you respond to email? If I send an email and do not receive a response within 48 hours, what should I do?
- How far in advance should we discuss the agenda for our upcoming meetings? Our committee meetings?
- How will we hold each other accountable for following the process we establish?

## Relationship Building

Building relationships is about understanding one another. This might be hard for you to do, but will ultimately be the most critical step towards building a strong relationship.

Ask the following about one another:

- What motivates you to get involved?
- What are some of the basic rules of the relationship that we can all agree upon?
- What happens if we can't agree on something important that involves both of us?
- What might I say or do to get your attention about something urgent if other approaches have not worked?
- How much room or license do we have to ask each other to do things differently?
- What can I do to make your day?
- How do you like to receive both positive and constructive feedback?
- What are your "hot buttons?"
- When our relationship is working well, what does it look like?
- When it is not working well, what should we start or stop doing?
- What is the biggest lesson I might be able to learn from you?
- What is the biggest lesson you think you can learn from me?
- What about our work together is likely to change both of our lives for the better?

## Exercise: Motivational Analysis\*

Each of the following questions has three choices. Choose the one in each question which most closely fits your own motivations. Remember, there are no wrong answers.

- 1) a. When doing a job, I seek feedback.  
b. I prefer to work alone and am eager to be my own boss.  
c. I seem to be uncomfortable when forced to work alone.
- 2) a. I go out of my way to make friends with new people.  
b. I enjoy a good argument.  
c. After starting a task, I am not comfortable until it is complete.
- 3) a. Status symbols are important to me.  
b. I enjoy a good argument.  
c. I work better when there is a deadline.
- 4) a. I work best when there is some challenge involved.  
b. I would rather give orders than take them.  
c. I am sensitive to others—especially when they are mad.
- 5) a. I am eager to be my own boss.  
b. I accept responsibility eagerly.  
c. I try to get personally involved with my superiors.
- 6) a. I am uncomfortable when forced to work alone.  
b. I prefer being my own boss, even when others feel a joint effort is required.
- c. When given responsibility, I set measurable standards of high performance.
- 7) a. I am very concerned about my reputation or position.  
b. I have a desire to out-perform others.  
c. I am concerned with being liked and accepted.
- 8) a. I enjoy and seek warm, friendly relationships.  
b. I attempt complete involvement in a project.  
c. I want my ideas to predominate.
- 9) a. I desire unique accomplishments.  
b. It concerns me when I am being separated from others.  
c. I have a need and desire to influence others.
- 10) a. I think about consoling and helping others.  
b. I am verbally fluent.  
c. I am restless and innovative.
- 11) a. I set goals and think about how to attain them.  
b. I think about ways to change people.  
c. I think a lot about my feelings and the feelings of others.

*\*Source: David McClelland*

## Understanding Your Questionnaire

1) a. Achievement  
b. Power  
c. Affiliation

2) a. Affiliation  
b. Power  
c. Achievement

3) a. Power  
b. Affiliation  
c. Achievement

4) a. Achievement  
b. Power  
c. Affiliation

5) a. Power  
b. Achievement  
c. Affiliation

6) a. Affiliation  
b. Power  
c. Achievement

7) a. Power  
b. Achievement  
c. Affiliation

8) a. Affiliation  
b. Achievement  
c. Power

9) a. Achievement  
b. Affiliation  
c. Power

10) a. Affiliation  
b. Power  
c. Achievement

11) a. Achievement  
b. Power  
c. Affiliation

## David McClelland's Theory of Motivation

### Characteristics of Achievement/Achiever Types:

- Make to-do lists and check-off items
- Like to organize and create systems
- Want clear instructions
- Like pressure and hard work
- Seek specific, tangible achievements
- Can work alone easily

In your organization, what kind of volunteer opportunities would be appropriate for "achiever" types?

### Characteristics of Affiliation/Affiliator Types:

- Focus on relationships with others
- Enjoy teamwork and collaboration
- Avoid tension and conflict with others
- Measure success by how happy people are
- Need to be accepted and liked
- Want to know co-workers

In your organization, what kind of volunteer opportunities would be appropriate for "affiliator" types?

### Characteristics of Power Types:

- Want to impact, affect and influence others
- Love to create something new
- Love a challenge
- Success = change and improvement
- Can work alone or form coalitions
- Want to get things done

In your organization, what kind of volunteer opportunities would be appropriate for "power" types?

# Stop, Start & Continue

## Mid-Year Assessment

The mid-year check-in is an important time to evaluate your relationship with your lay leader. A mid-year check-in involves:

- Taking an honest look at what has been achieved and how the lay-professional relationship is, or is not, working. You can use the “STOP. START. CONTINUE. “technique,” as a “check-in” tool (see below).
- Determining what course of action should be taken if the relationship has gone off track; seeking out resources (advice, coaching, etc.) if help is needed to strengthen the relationship.
- Creating a succession plan – what needs to happen next in order to maintain Federation’s work, and who will be next to take on the mantle of leadership.

## The STOP. START. CONTINUE. Technique

You can use the **STOP. START. CONTINUE.** technique during your work with your partner to observe activities, strategies, and processes that you have been employing and evaluate how they are (or are not) moving you towards your goals. This simple and powerful technique compels people to identify their concerns, their expectations of change, and the solutions they can create to support their work.

**With your partner, ask yourselves the following questions:**

**At this time next year (or in 6 months):**

- **What will be in place?**
- **What will we be experiencing?**
- **What will we have accomplished?**
- **What will have shifted?**

### STEP 1

State one of your development goals for the upcoming year.

### STEP 2

**STOP** – Things that are getting in the way. What do you need to stop doing right now in order to move towards your goals? What are you doing that has nothing to do with your goals, or is working against your goals? How are you getting in your own way? What is not serving your interests? What negative things have you been tolerating (e.g. other people’s behaviors, your own behaviors, low standards) and how can you stop tolerating those things as you move forward?

**START** – Things you want to put into place in order to improve the situation and achieve your goals. What can you start doing in order to achieve your goals? What new activities, attitudes, or behaviors can you initiate in order to move in the right direction? What do you want to bring forth in yourself in this new chapter? What can you start doing right now that will make a difference?

**CONTINUE** – Things that are working that you should keep doing. What do you want to continue that will help you to achieve your goals? What has been working well up until now, and how can you continue doing that? What are you currently doing that is consistent and aligned with the stated goals?

## **Be sure you have reviewed the following points with your lay leader:**

### **Program/Committee Assessment**

- Are we on track and achieving our goals?
- What's working well?
- What can be improved upon?
- What should we keep doing? Start doing? Stop doing?
- How do we define success for our committee/program/work? How can we achieve it?

*\*Review outcome measurements/ bench marks that were established at beginning of year and make necessary adjustments.*

### **The individual (Chair)**

- How are you enjoying the work? Is it meeting your expectations?
- Is it what you anticipated? If not, how is it different?
- If it's not meeting expectations or positive, discuss ways to improve

### **The lay-pro relationship**

- How do you feel about our working relationship?
- What works well in our relationship? Where can we improve?
- Discuss communication style; any issues of concern
- Opportunity for mid year lay-pro “re-contracting”

*\*This is a good opportunity for a course correction discussion in your working relationship, in the program/ committee, etc.*

### **Assess make up of committee**

- Is the committee accomplishing its overall goals? If not, what's missing and how can we get there?
- Are members clear on expectations, roles and responsibilities and meeting them?
- Are committee members fulfilled? Empowered through this experience? Feel valued and appreciated?

### **Succession planning**

- Are the right people at the table? If not, what type of person/skill/demographic is not represented that should be?
- Who are the rising stars?
- Discuss next steps for succession planning – having conversations with potential leadership

### **Individual's next steps**

- Discuss other involvements – past, present and future
- What do you want to do next? Where do you see yourself next year?
- What type of role do you want to take on? What are your interests? (Committee leadership positions, agency boards, campaign, hands on volunteering, work with a specific population, etc.). What are you passionate about?
- Where do you see yourself and your involvement in 5 and 10 years?
- What skills or knowledge could you use? Discuss how to obtain.
- Good opportunity to discuss long term giving as well

*\*Continue the conversation after the meeting – ongoing cultivation/ stewardship.*

# Reflection

## End-of-year Evaluation

Before your chair transitions off your board or committee, take some time to reflect:

- Evaluate what has, or has not, been achieved over the course of the lay-professional relationship.
- Make an honest assessment of each partner's contributions to the shared work.
- Appreciate each other's contributions.

## Evaluate the Program

Work with your chair to develop a memo to be sent from the chair to the entire committee. This memo/letter should review your overall committee accomplishments for the year. This memo should also thank the committee members for their service and commitment, letting them know that you will be following up individually to speak with committee members about their overall experience and their next steps, if applicable. (This conversation should take place regardless of whether they are transitioning off of the committee at the end of this year).

## Recognition

Each year, THE ASSOCIATED prepares a thank you postcard to all chairs and committee members from the Chair of the Board and President Marc B. Terrill. Traditionally, it is mailed in June. In addition, the following is recommended:

- If a committee member is rotating off, make sure that you send a personal thank you note from you and/or the Chair. At this time of year, it is very important that each volunteer feels appreciated for the time they served on a committee.

## Transitioning

### What's next for the outgoing leader?

Creating plans for outgoing leaders helps to ensure their future involvement while gleaning important lessons learned from their tenure in their leadership position.

- Meet in person with your chair(s) to thank him/her, discuss the year as a whole, accomplishments, challenges, their overall experience, etc. Also discuss his/her interests going forward. **(If he/she is concluding the term, determine what the individual wants to do next. Get a range of interests.** (If he/she is not completing the term, it is never too early to begin this general conversation). Following the meeting, should the individual require a new placement, you work with Bonnie Garonzik on the placement process; be sure to fill out the referral form (Appendix 3).

During your exit meeting, consider asking the following questions:

- What did you learn during your tenure in this leadership position?
- Are there particular aspects of the work, or new things that you saw/learned that piqued your interest? What should we be aware of in future planning?
- What do you think is next for you?

Remember, THE ASSOCIATED offers the “cultivation form” to help you with this process. The form can be downloaded from the Internet at [www.associated.org/CCEL](http://www.associated.org/CCEL).

*The professional and/ or chair should also reach out to each committee member to have a similar conversation. Each lay leader should have a next step for involvement. CCEL will facilitate the placement process, however CCEL relies on the professionals to tell it who is rotating off a committee or ending tenure.*

# Succession Planning

1. Don't leave it to chance. Plan.
2. Professional and volunteer leaders or executive committee should discuss and determine goals and timeline and appoint a nominating chair (often the immediate past president is made the nominating chair).
3. A nominating committee should be developed to bring on new board members and determine who will fill vacant offices each year. Often the nominating committee is comprised of three board members and two non-board members. This is often stated in the by-laws.
4. How will you communicate the process? Who do you need to communicate with?
5. Include the entire board in the search for ideal candidates.

## What is the Nominating Committee?

- Is it a standing committee or does it meet all year round? Advantages to meeting all year round include the ability to meet with new people and engage them on a committee, the ability to deal with a problem as it arises.
- Is it called by another name? Governance Committee, Board Development, HR Committee?
- Do members of the nominating committee have a job description? They should.

## Ideal Nominating Committee

- Understands the mission of the organization and how the organization functions.
- Diverse members – knows a broad segment of the community. Because the nominating committee is typically a small group, you want people involved that will know various community members.
- After a board member needs assessment is complete, the nominating committee should understand board and organization's needs.
- Knows the five Ws – Work, Wisdom, Wealth, Wit, Wallop influence.
- Knows the current slate of officers or board members and their strengths.
- Considers skills that are needed on the board.
- Is trained to know how to ask new members to join the board or current members to take on additional responsibilities. This may involve training:
  - You may include a board member offer sheet.
  - You may include a board member profile sheet.
  - You may include a job description.

## Identify the Needs of the Organization

- What are the current and future needs for board members, committee chairs and committee developers? Do they have to be knowledgeable of Judaism? Do they need certain skills – marketing, accounting or legal?
  - Use your board member profile sheets to help determine.
  - Work with the executive committee to determine the needs.
- Think about the overall strategy of your organization/agency/synagogue/school and determine if that strategy might help you define requirements or competencies for key positions. A “competency” is the capability to effectively apply a set of related knowledge, skills and abilities to another setting.

- Will the traits or competencies needed for the position bow be any different three to five years from now?
- What is the size of your board? Is that what is needed to run most efficiently and effectively?

To help you with this piece, you board may choose to conduct a SWOT Analysis. This identifies and categorizes **Strengths, Weaknesses, Opportunities** and **Threats**. Strengths and weaknesses represent dynamics in the organization and opportunities and threats represent environmental dynamics that either impact your organization today or will in the future.

#### **Examples of each:**

**Strength** – Great Executive Director

**Weakness** – Not enough fundraising

**Opportunities** – A local grant maker giving out additional funds in the coming year

**Threat** – An impending economic recession

#### **Assess Talent**

- For each position, think about possible candidates who may be ready now or in the near future to fill the position.
- Utilize a nominating committee or your board to identify people already in your organization or rotating off other boards. At THE ASSOCIATED, Bonnie Garonzik keeps track of those people and can tell you if people are currently serving on board or who is rotating off. She, or one of her committee members, has spoken to rotating board members and has assessed future interests.
- Consider what each person brings with them – competencies, knowledge, traits.
- Consider bringing in new people who will balance the five Ws and who will complement the board and help with the board’s mission.

#### **Engage People**

- Actively involve people in their development. You will probably want to talk with the likely candidates to assess their level of interest and help with a plan that will enable them to be a more visible leader.
- The Executive Director along with the Executive Committee should meet with each board member at least one time during each year to find out their thoughts about the organization.
- Provide regular coaching so that they can discuss their experience. Ask questions and get feedback.

#### **Track Your Data**

- You should have some historical memory or record keeping from year to year. It should include:
  - Key positions and competencies needed or responsibilities.
  - Likely candidates, their interests and why they were overlooks in the past.
  - Developmental assignments and what the person achieves as a result of the assignment.
  - Use exit interviews to help you determine strengths and weaknesses.

#### **Evaluate Performance**

- Did the person attended meetings when needed?

- Did he/she fulfill the roles and responsibilities as expected? How so and how not?
- Is the person ready to take on more responsibility?
- How was the person viewed as a leader? Where did he/she succeed? Fail?
- Was he/she effective in what was trying to be achieved?

## Exercise: Determining who you need

<b>Categories to Consider if Relevant:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Personal Information</b>								
<i>Geographic location/Focus</i>								
Local								
Regional								
National								
International								
<i>Financial History/Position</i>								
Salaried								
Self-Employed								
Philanthropic Reputation								
Prospective Major Donor								
<b>Personal Skills/Strengths</b>								
Strategic Thinker								
Problem Solver								
Visionary								
Asks Good Questions								
Open-Minded								
Passionate About Philanthropy								
Good Speaker/Presenter								
Strong Facilitation Skills								
Cultivates Relationships								
Works Well in Groups								
Time Management								
Conflict Resolution								
Other (specify)								
<b>Organizational Skills/Strengths</b>								
Board Development								
Board-Staff Relations								
Collaboration								
Community Convener								
Discretionary Grants								
Evaluation								
Family Dynamics								
Grantee-Grantor Relations								
Grants Management								
Public Policy								
Strategic Planning								
Technical Assistance to Non-Profits								
Other (specify)								
<b>Career Experience</b>								

Development/Fundraising								
Entrepreneur								
Financial – Accounting								
Financial – Investments								
For-Profit Executive								
For-Profit Program Staff								
Foundation Management/Admin.								
Foundation Governance								
Foundation Program/Grant-making								
Legal – Attorney								
Legal – Legislative								
Marketing/PR								
Media/Journalism								
Membership Recruitment/Retention								
Non-Profit Executive								
Non-Profit Program Staff								
Organizational Development								
Technology								
Other (specify)								
<b>Service With Other Non-Profits</b>								
Board Member								
Committee Member								
Consultant								
Funder/Fundraising								
Grantee								
Other (specify)								

**Personal Characteristics to Consider:**

**Ability to:** Listen, analyze, think clearly and creatively, work well with people individually and in a group

**Willingness to:** Prepare for and attend board and committee meetings; ask questions, take responsibility and follow through on a given assignment; contribute personal and financial resources in a generous way according to circumstances; opening doors in the community; evaluate oneself

**Develop certain skills if he/she does not already have them, such as the ability to:** Cultivate and solicit funds; cultivate required board members and volunteers; read and understand financial statements; learn more about the substantive program areas of your non-profit

**To possess:** Honesty; sensitivity to and tolerance of different views; a friendly, responsive and patient approach; community-building skills; personal integrity; a development sense of values; concern for your non-profit's development; a sense of humor

**Other characteristics that may be important:** People who will work; well-known people who may lend their names; people who are “on the way up” in our community, but not already overcommitted; well-positioned community leaders who will contribute “time, talent and treasure/work wealth and wisdom;” leaders who can and will give and get

*This packet was created with the help of sources from The Ringel Group*  
[www.ringelgroup.com](http://www.ringelgroup.com)