Measurement Scale for the *Action Orientation* Competency

Definition of "Action Orientation":

Targets and achieves results, overcomes obstacles, accepts responsibility, establishes standards and responsibilities, creates a results-oriented environment, and follows through on actions. Marked by a "do what it takes" attitude.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Defensive or shifts blame and fails to accept responsibility for shortcomings. Allows small barriers to become immovable obstacles. Others are unable to depend on employee to follow through on assignment.	Does not achieve desired results. Does not take initiative or follow through on actions. Does not follow established standards or protocols.	Achieves results through following established standards and protocols. Follows through on commitments and has a "do what it takes" attitude.	Targets and achieves results. Is considered highly dependable. Accepts responsibility for shortcomings and is able to overcome obstacles.	Is recognized as one who is proactive actions facilitate achieving corporate goals and is able to remove not only personal obstacles, but those that are inhibiting actions of others.

Measurement Scale for the *Communication* Competency

Definition of "Communication":

Communicates well both *verbally and in writing*. Effectively conveys ideas and shares information and ideas with others. Listens carefully and understands the details of difficult points of view. Presents ideas clearly and concisely and understands relevant detail in presented information.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Poor listener. Excessive grammatical mistakes in written communications. Does not use agreed upon language and terminology to communicate church strategy.	Does not adapt communications to audience. Written communications have basic grammatical mistakes. Does not adhere to established communications policies as per communications manual.	Understands the importance of and demonstrates good oral, listening, and writing skills. Adapts communications to audience requirements to optimize understanding.	Promotes open expression of ideas and encourages communication without retribution. Leads others to do the same.	Is recognized as one who effectively clarifies and communicates key/strategic information.

Measurement Scale for the *Creativity / Innovation* Competency

Definition of "Creativity / Innovation":

Generates novel ideas and develops or improves existing and new systems that challenge the status quo, takes risks, and encourages innovation.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Risk-averse and content with status quo. Does not push new ideas and combats those new ideas that are put forward by others.	Does things simply because "that is the way we have always done it." Does not contribute new ideas and is frequently waiting for direction on what to do next.	Always looking for ways to "do things better" through new ideas or new systems. Questions status quo in search of better ways to do his/her job.	Regularly makes small tweaks to how he or she works to improve efficiency or effectiveness. Occasionally puts forward major new initiative or idea.	Is recognized for putting forward new ideas, risk taking and encouraging others to do the same.

Measurement Scale for the *Mission / Goal Orientation* Competency

Definition of "Mission / Goal Orientation":

Possesses the ability to define issues and focus on achieving workable solutions consistent with fulfillment of church mission (connect to Christ, one another and service) and consistent with the church's ministry process (big → medium → small).

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Pursues own goals in ministry, not those of the church at large or implements programs without consideration for ministry process.	Operates a ministry, program or event without consideration of alignment to church's mission and ministry process.	For every job function, considers how it is aligned with connecting people to Christ, one another or to service.	Consistently revisiting ministries / programs / events for their alignment to the mission and are willing to modify the ministry to match the ministry process. Explicitly defines "the win" in terms of the mission and ministry process.	Is recognized as developing strategies and systems that push forward the church's ministry process.

Measurement Scale for the *Interpersonal Skill* Competency

Definition of "Interpersonal Skill":

Effectively and productively engages with others and establishes trust, credibility, and confidence with others.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Not considered trustworthy or credible by others. Does not learn names and has reputation for not being likeable or approachable.	Fails to learn names or establish trust and credibility with others.	Connects with people. Is polite. Works to learn names. Makes people feel cared for.	Approachable, available and trustworthy. Learns names well. Effectively connects with others.	Is recognized as trustworthy and credible. Inspires confidence in others and effectively engages with them.

Measurement Scale for the *Leadership* Competency

Definition of "Leadership":

Motivates, empowers, inspires, collaborates with, and encourages others. Develops a culture of cultivating people (both staff and volunteers). Builds consensus when appropriate. Focuses team members on common goals.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Does not build consensus and inhibits a culture of people development. Does not inspire others to act.	Not focused on common goals or aligning others to those goals. Does not collaborate well or empower others to act.	Focuses on goals and works to align others with those goals. Builds consensus as appropriate.	Collaborates well. Encourages others. Actively seeks to focus others on common goals. Cultivates people well.	Effectively develops the people around him/her and is recognized as one who motivates, empowers and enables others to do their job better. Facilitates others doing the same.

Measurement Scale for the *Teambuilder* Competency

Definition of "Teambuilder":

Knows when and how to attract, develop, reward, and utilize teams to optimize results. Acts to build trust, inspire enthusiasm, encourage others, and help resolve conflicts and develop consensus in creating high-performance teams.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
When this person utilizes teams, conflict abounds. Does not trust others or effectively delegate to them. Results of teams are poor.	Prefers to act alone. Does tasks that could be better accomplished through a team. Teams led by this person frequently have unresolved conflict.	Successfully recruits volunteers to serve. Builds ministry teams. Knows what to do and what to delegate.	Attracts others to serve and prefers to work in and through teams. Resolves conflicts and knows how to encourage and reward team for their service. Trains team well for their assigned function.	Excels at building trust and working through teams. Is recognized as one whose teams are high-performing, frequently achieving the stated goals. Celebrates "the win" with team.

Measurement Scale for the *Technical / Functional Expertise* Competency

Definition of "Technical / Functional Expertise":

Demonstrates strong technical/functional proficiencies and knowledge in areas of expertise, as defined by the employee's job description. Consistently does the right thing by performing with reliability.

Greatly below expectations	Below expectations	Meets expectations	Exceeds expectations	Greatly exceeds expectations
Poor knowledge of the requirements or skills of the particular position. Does not desire to grow in role. Frequently has poor results.	Knows how to do assigned tasks. Not known as a learner and occasionally does the wrong thing or acts unreliably.	Performs reliably and well understands the skills and requirements of the position.	Up-to-date with the latest trends. Always seeking to learn from others to improve skills in assigned job function.	Knows when and how to implement different techniques / skills in job area. Considered an expert in the job function.