

THE USE OF GOALS IN HIRING AND EVALUATING
DENOMINATIONAL ADMINISTRATORS

by
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ABSTRACT

The American Baptist Churches in the U.S.A. (ABC), with its related organizations, constitutes an institution with an annual budget exceeding 100 million dollars and employing thousands of persons around the world. However, few of its administrators are professionally trained, even though such training is valued by many. One reason for this is that guidelines for the recruitment and selection of denominational administrators neglect the importance of establishing tangible organizational goals in creating skill oriented position descriptions and goal oriented evaluation criteria, which, in turn, would suggest critical areas of training for administrators.

This report reviews management literature on the recruitment, hiring, and evaluation processes and compares it with actual practices in the ABC. On this basis, recommendations are made for improvement of ABC practices.

The review of literature highlights the importance of clear, difficult goals, and goal based job fit and job satisfaction. It is further noted that using goals for selection and evaluation increases the motivation of the organization and its employees. The survey of ABC hiring practices and related documents reveals, however, that even though there is an attempt to clarify goals for applicants and to link jobs to goals, the goals seldom have outcome indicators. Therefore selection and performance evaluation is generally unrelated to goal accomplishment. The most consistent exceptions to this are crisis situations where concern for institutional survival seeming makes goals and evaluation criteria self-evident.

To resolve this problem a goal driven hiring process model is created, based on management literature, that links the establishment of goals with position descriptions, skill requirements, and performance evaluation criteria. It is argued that this model will assist the ABC in choosing the most qualified persons for administrative positions and increasing productivity. Additionally the model can serve as a basis for continuing job redesign and encourage a systematic program of professional development among ABC administrators.

CHAPTER I

Introduction To The Problem And The Client

This paper develops a hiring process model, to be used when employing administrators for the American Baptist Churches in the U.S.A. (ABC), that is meant to enhance the performance of the organization and its employees. Adoption of this process would increase satisfaction with the hiring process by all involved, enhance employee job satisfaction, and raise the level of satisfaction among church organization members with employee performance.

This chapter introduces the reader to the problem for which the proposed hiring process offers a solution. By means of a brief review of the history and polity of the ABC it will also acquaint the reader with the organizational context into which the hiring process model must fit.

Problem Statement

The ABC is the denominational structure which links together local American Baptist congregations. This denomination, and others, are multi-million dollar organizations hiring hundreds of persons and supporting projects around the world. Yet few of the administrators of these large corporations have management training when they are chosen for the task; nor do all of them pursue training in administrative skills after they are on the job.¹ Though most of the administrators

are chosen from the ranks of local pastors, and some pastors desire eventually to serve in a denominational administrative position, very few make academic preparations for these positions.²

Some of these persons are mentored by experienced administrators once they are on the job.³ Others engage in management training while they are working as an administrator, out of a sense of necessity.⁴ But many have taken only a few courses or attended a few seminars and cannot be considered to be professionally trained administrators.

Sometimes persons not formally trained for their jobs have caused serious problems. Within the ABC, retirement homes, Regions/State Conventions/City Societies (R/S/C) units and more than one seminary have verged on bankruptcy. The national organization is still recovering from committing the money from a capital fund drive before the result of the campaign was known.⁵ These situations were overseen by well meaning persons who had performed admirably in other types of ministry, but who were inadequate administrators.

The need for formally trained administrators is likely to remain unmet so long as the selection process is incoherent. Hanson writes,

The process of selecting and engaging administrators in our church structures is so erratic and illogical. In most instances our search committees are composed of persons without personnel or administrative experience, the results are unpredictable, even bizarre.⁶

The selection process generally used in the ABC is not sensitive to the need and value of management training for its administrators. Bill Cober, the Executive Director of the Board of National Ministries of the ABC commented concerning the selection process, "You have put

your finger on what may be one of the weakest areas of concern and strategy, which is the selection of executive leadership."⁷

The selection process within the ABC is staffed by dedicated and concerned persons. But most of them do not have skills in selecting personnel. From the author's experiences as a member of selection committees, and as an applicant, it is clear that there are many places for the hiring process to fail, largely because the process models generally used by selection committees neglect important personnel management principles.

A prior condition to recruiting trained persons is for an organization to figure out what it is trying to do. Yet the two primary places where the selection process breaks down are: (1) the establishment of clear and measurable goals for the organization, and, (2) the use of those goals to drive the hiring and evaluation processes. This breakdown can result in a number of problems.

Some of the problems are that untrained administrators do not give the church the best quality management possible. Thus decisions are made that do not use the resources of people and money in the most effective ways. This in turn creates problems for: those persons who are not well managed; those who are trained for management and who must compete for those management jobs with those who are not trained; people in jobs where they don't really feel fulfilled; and the whole church, whose resources are always meager when compared to the task.

These problems pose the question, "Why aren't persons with administrative training sought and chosen for administrative positions with the ABC?" There seemed to be two major reasons. First, the independent

Second. A concerted effort should be made throughout the denomination to increase the planning skills of persons within the ABC. These efforts should focus on the motivational influences seen in Chapter II and especially on goals which describe desired situations and actions.

It is the opinion of the author that the benefits of rationalizing the selection process would grow. Goal driven selection of persons with skills to achieve the organization's goals would coordinate the use of resources and result in a more productive organization. Through the presence of these persons and their opportunities to teach planning and administrative skills to others the whole organization would be improved. Also as the organization became more efficient in using its resources the impact of its ministry would be felt in ever widening circles. As persons became aware that the ABC was improving its efficiency they might be more willing to share their resources with the organization. Therefore the organization would see that improved administration would result in improved stewardship and that would result in more resources for ministry.

If this hiring process model were implemented it would be interesting to see if the organization and its employees were more productive after a few years. It is the belief of the author that there would be increases in the number of measurable organizational goals, the number of goals accomplished, job satisfaction, and satisfaction with employee performance. Also benefits would be seen in church growth, resources for ministry, length of tenure for administrators and pastors, and in loyalty and support for the denomination.

stand better this model's client group a short summary of the ABC's history and polity follows.

History And Polity

The ABC traces its heritage back to the Anabaptists of the Reformation movement in the 16th century. Anabaptists were distinct from other Reformation groups, such as the Lutherans and Calvinists, because of their insistence on believer's baptism. In practical terms this meant adult baptism. Because the earliest Anabaptists had been baptized as infants in some church practicing pedobaptism they were rebaptized after becoming believers. Thus they were "ana" (ana means "re" or "again", Gk.) baptized. To pedobaptist churches (child baptizing churches) this was an affront attacking the theological efficacy of their teaching, sacrament, and salvation. Also because of the close ties between church and state in that era, being re-baptized was seen by many states as a threat and sometimes punished as treason.

Even though, "The Protestant Reformation was essentially an attack upon the worldliness and authoritarianism of the papal court at Rome,"⁸ and though Luther, Zwingli and others stressed the priesthood of the believers in contrast to the teaching of the Roman church with its hierarchy of ordained priests, the Anabaptists believed the early reformers did not go far enough. They argued this position because the earliest reformers did not entrust the rule of the local congregations to the believer-priests, rather they only moved control of the local congregations from Rome to some closer extracongregational power.⁹ From the earliest times, when Baptists became identified as a distinct group

within the broader Anabaptist movement, they have ". . . stood diametrically opposed to the practice of hierarchical control vested in a priesthood which was regarded as superior in character and sacred office to the lay believer."¹⁰ Because of their strong views on the right of believer-priests to order their own ecclesiastical affairs Baptists have also promoted the separation of church and state.

In the United States the principles of religious liberty and the separation of church and state were first promoted by Roger Williams. In his quest for these ideals he was forced to flee the Massachusetts Bay Colony to save his life.¹² It was Williams who founded the Rhode Island Colony in 1638 with its historic guarantee of religious liberty. This guarantee was later incorporated into the constitution as the First Amendment.

With this strong fervor for independence and a great fear of hierarchy, Baptists have not always found it easy to work with each other, let alone other Christian groups. But in 1910 a declaration was made, which was reaffirmed in 1979, that well expresses the philosophy of the ABC concerning its being and identity.

Declaration - American Baptist Churches in the U.S.A. declares its belief in the independence of the local church, and in the purely advisory nature of all denominational organizations composed of representatives of churches. It believes also that in view of the growth of the Baptist denomination, and its extension throughout our country, there is need for an organization to serve the common interests of the entire denomination as state and district organizations serve their respective constituencies.¹³

According to Davis C. Woolley, "The call of foreign missions brought independent Baptist Congregations together and has been the primary centripetal force keeping them together since."¹³ Local Baptist

congregations exist for the local evangelization of the communities within which they are located, for the growth of its members in Christian discipleship, and for the support of Christian work around the world. The ABC exists to coordinate the extracongregational efforts of local congregations and to offer local congregations support and resources for ministry. Therefore, unlike denominations with a powerful hierarchy, the ABC has a powerful laity. Most of the ABC's professional staff at the denominational level are ordained clergy. But two-thirds of the members of the boards and committees of the ABC are laypersons. The power the clergy have in the denomination is the power of knowledge and experience, not the power of position. When there is a basic difference of opinion between clergy and laity, the clergy can only hope to persuade the laity. The clergy do not rule; the laity do.

Between the local congregations and the national body are 37 geographically organized administrative units.¹⁴ Some include part or all of several states. As an example, the region of the Pacific Southwest includes southern California, Arizona, Hawaii, northern Baja California, and the greater Las Vegas area of southern Nevada, but it does not include congregations within the city limits of Los Angeles. State units are mostly confined to one state. Where the geography is such that a community is isolated from the rest of its state and where it more naturally relates with communities in another state, the ABC church in that community may be served by the administrative unit of the other state. An example is the Oregon state administrative unit which serves one church in an area of Washington that is much closer to other congregations in Oregon than it is to any congregation in

Washington. Lastly, there are city units in some major metropolitan areas. These emerged as a large city developed much earlier than the rest of the state outside the metropolitan area. The administrative unit in Los Angeles developed very early compared to the rest of southern California. The congregations of Los Angeles have such peculiar needs, as compared to churches in the rest of the state, that it is more effective to have an administrative unit specializing in the concerns of the urban center than trying also to meet the needs of an area like the rural Imperial Valley.

The chief executive officer of each R/S/C unit is called the Executive Minister. Within the R/S/C units there are often smaller geographic units called areas. These areas are staffed by an Area Minister. The staff of a R/S/C unit may also have other professional members who specialize in more specific ministries such as Christian Education, Men's work, Camping, or New Church Development.

On the national, R/S/C, and area levels there are committees and boards with special responsibilities for various concerns. These groups direct the work of the professional staff. The majority of members on these groups are lay persons.

It often happens that staff persons also act together as a committee to set goals. The staff may take the lead in planning when the boards and committees do not exercise their responsibility to set goals. The pattern for setting goals varies from R/S/C unit to R/S/C unit. Some units have a pattern of operating with strong staff leadership while others have a pattern of weak staff leadership. The

author has not observed any R/S/C unit where board and committee leadership could be described as strong. Under these circumstances when professional leadership is not strong efforts tend to be focussed on maintaining the status quo. Only when there is strong staff leadership do goals get set. Guiding selection committees toward the selection of those strong professionally prepared leaders is the purpose of this paper. Because of its decentralized polity, however, this hiring process model will not be quickly adopted, if at all.

Preview Of The Paper

This chapter has given the reader an introduction to the problem and to the organizational context to which the hiring process model is addressed. Chapter II presents a summary of literature on motivation focusing on the key role of goals, job fit and job satisfaction on employee and organizational performance. This summary is used to analyze actual hiring practices within the ABC, and subsequently provides the foundation for developing a recommended hiring process model.

Chapter III presents documents from various administrative units within the ABC and data from a survey of eighteen hiring situations, which occurred within the last four years, to create a picture of the present hiring process. In this survey employees and selection committee members were asked about the importance and use of clear goals in the hiring and evaluation processes. The survey also gives data on the level of satisfaction with the selection process by employees and selection committee members, the level of employee job satisfaction and the level of selection committee member satisfaction with the em-

ployee's performance. This data plus documents from various administrative units within the ABC will create a picture of the present hiring process.

Responding to discrepancies between the literature and present practice specific recommendations are made in Chapter IV that should overcome many of the deficiencies of present practices. These recommendations are made in the form of an alternative hiring process model. This model relies on what is known about the impact on motivation of goals, job fit and job satisfaction.

Chapter V concludes the paper by recommending implementation steps for the model. It will also suggest how later research may validate the model's usefulness.

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2. Connally C. Gamble, Jr., "American Baptist Pastor's Responses to SACEM Continuing Education Survey in 1982," Report presented at the meeting of the Western Commission on the Ministry, ABCUSA, Oakland, Ca., 1984.

3. Engle, p. 14.

4. Glenn E. Camper, Executive Minister of ABC of Oregon, to H. Louis Engle, 24 Jan 1985.

5. Ibid., pp. 2, 3.

6. Grant W. Hanson, Western Director of Continuing and Theological Education Services, ABC, to H. Louis Engle, Jan. 1985.

7. William K. Cober, Executive Director Board of National Ministries, ABC, to H. Louis Engle, 14 May 1985.

8. Robert G. Torbet, A History of the Baptists, (Philadelphia: Judson Press, 1963) p. 517.

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12. By-Laws of the American Baptist Churches in the U.S.A. (Valley Forge, Pa.: ABCUSA, 1979)

13. Davis Collier Woolley, Baptist Advance, (Nashville: Broadman Press, 1964) p. 29.

14. W. Hubert Porter, The American Baptist Churches in the U. S. A., (Valley Forge, Pa.: Judson Press, 1983) p. 10.

CHAPTER II

Goals Are The Key To Productivity

The underlying concern of this paper is to minimize the disadvantages that may be caused by administrators who are not professionally trained; and maximize the advantages that may accrue by hiring professionally trained administrators. To meet this concern selection committees need to choose the best prepared person for the job, and this paper is about how to do that.

A major task for most organizations is finding and selecting persons who are motivated to do what the organization wants done. A related concern is how to keep those persons motivated. Motivation has several components that an organization can use in selecting personnel and encouraging personnel to continue growing in productivity. These are: goals, job fit, and job satisfaction. This chapter looks at these important components and concludes with a discussion on how the barriers to goal setting may be overcome.

Motivation

"Motivating personnel to achieve maximum results with maximum personal satisfaction,"¹ through goal directed selection and evaluation is the concern of this paper and of good management. Motivation, however, should be more than just a way of getting people to try harder; "It also has to do with the direction and quality of that effort."²

Herzberg points out that there are two popular theories of motivation. There is the donkey and carrot approach, which uses only economic incentives, and there is the other approach, which recognizes that man does not live by bread alone. In addition to economic incentives the latter approach uses as incentives the opportunity to build self-esteem, to increase peer recognition, to grow personally and professionally, and to fulfill personal goals through vocation. This second approach is the more desirable and the more powerful of the two. Perhaps this is because it deals with humans whereas the donkey and carrot approach deals with _____, well, you know what it deals with.³

In his analogy Herzberg demonstrates that motivation can be thought of as the individual's predisposition to perform or it can be thought of as a managerial technique. In this paper motivation will be studied as a technique to increase productivity.

In their analysis of motivation as a technique, Perry and Porter list four categories of variables that affect the motivation of individuals. These are the characteristics of the individual, the characteristics of the job, the characteristics of the work environment, and the characteristics of the external environment. One or more of these four variables must be changed to affect the level of motivation.⁴ The literature reviewed for this chapter focuses on the characteristics of the individual, the job, and the work environment. The characteristics of the external environment are not within the scope of this paper, because they are generally beyond our control. The three variables most amenable to management control and within the scope of this paper will be reviewed under the following headings: (1) Goals (a significant

characteristic of the work environment). Management can increase the productivity of the organization by establishing goals toward which workers can direct and coordinate their efforts. (2) Job fit (which includes characteristics of the individual). Choosing persons with the needed knowledge, skills, abilities and personality further increases the probability that workers will be productive. (3) Job satisfaction (characteristics of the job). Designing the job so that persons are encouraged to mature and develop further enhances the likelihood of increased accomplishment.

Goals

The most effective thing managers can do to motivate human behavior is to assure the presence of clear, measurable goals. Though it is tautologous to say, "To live we need goals," for some reason it still needs to be said. In the writings of the Old Testament we see that the ancients knew, "Where there is no vision, the people perish."⁵ Nevertheless we still find it necessary for researchers to remind us that, "The distinguishing characteristic of motivated behavior is that it is goal-directed,"⁶ And that, ". . . a cardinal attribute of the behavior of living organisms is goal-directedness."⁷

The major reason to establish goals and plan for their achievement is to coordinate resources and efforts of managers and workers. In a review of seventeen field studies on the effectiveness of goal setting Perry and Porter, ". . . attribute a 16% median improvement in performance (with a range of 2% to 57.5%) as a result of goal setting."⁸

Groups and organizations exist for a purpose. In order to fulfill that purpose it must be clear in the minds of the group's members and they must direct their efforts toward fulfilling the purpose.⁹ Setting goals and coordinating work toward goal achievement is the way groups fulfill their purposes. Shaw says,

The effective function of the group depends in large part on the degree to which the activities of group members are coordinated and directed toward achievement of group goals.¹⁰

The manager or leader of a group has the responsibility to reject the status quo and move beyond it by coordinating the group's resources and activities. In this way the manager aids the group to solve perennial problems and incorporate new ideas.¹¹ In the absence of operational goals groups tend to rely on general descriptors and laudatory adjectives for their direction. This is common, but basically useless.¹² Because goals are vital to the functional health of an organization it is important to understand several requirements if they are to serve the organization effectively. The following sections discuss these requirements. They are; goals must be clear, they should be difficult, the cost of failure should be minimized, they must be accepted, and persons need to commit themselves to accomplishing them.

Goal Clarity

Planning which leads to the establishment of goals follows the process of; diagnosis of needs, establishing a priority of needs, creating strategies to meet those needs, and establishing the indicators of evaluation.¹³ The goal is established when the statement of

need is transformed into a description of how things will be when the need is met.

Rusbult, writing of goals and planning, suggests that there are five functions in the process. Turning goals into planning requires; purpose - the basic thing to be accomplished, goal development - creating goals which will achieve the purpose, mission design - plans which will integrate the resources needed to realize the goal, mission management - doing the work of the purpose, and mission evaluation - drawing conclusions and making recommendations for future improvements.¹⁴

Rusbult's five step process makes planning sound easy but plans often fail because; 1) there are no real goals, or they are disastrously vague, 2) there are no indicators of goal achievement, 3) or there is failure to learn from experience,¹⁵

For planning to lead a group toward achieving its purpose planning needs to produce clear, and preferably, measurable goals. Without clear and measurable goal indicators groups can be fooled into thinking that they have done planning, that they know where they are going, that they know how to get there and that they will know when they arrive. Unfortunately they will not know any of these things. Plans ". . . may point to some ideal mission such as 'improve,' 'grow,' or 'increase ministry,' but words this vague result in fantasies instead of goals."¹⁶ A goal must describe a condition or a desired end-state, otherwise it is not a goal.¹⁷ Goals must be operational and capable of specific measurement whenever possible.¹⁸ This is not always easy. Crow writes,

There are a host of activities which are a part of the Region's mission which are repetitive, and whose results cannot be measured. Among these would be, pastoral placement, pastoral support groups, constituency relations, pastor/church counselling and many other similar activities.¹⁹

Drucker suggests that the way to clarify the goals of an organization or business is to ask a series of questions. "What is our business." "Who is our customer?" "What does the customer buy?"²⁰ It is important to answer these questions because without goal clarity the resulting confusion about the group's purpose dissipates its efforts.²¹ Shaw noted that goal clarity is positively related to the motivation of group members and the efficiency of the group as a whole.²² Without goal clarity and measurability it is difficult for managers to motivate employees to perform successfully.^{23, 24} Goal clarity and measurability concentrate resources on the goal and enable goal achievement to be recognized. But goals not only need to be clear and measurable, they also need to be difficult.

Goal Difficulty

Research done by Locke cited empirical data confirming what seems to be common sense. Goals which are difficult to achieve ". . . produce a higher level of performance than easy goals."²⁵ And goals which clearly specify expected results ". . . produce a higher level of output than a goal of 'do your best.'"²⁶ Furthermore, groups which faced goals of such difficulty that their failure rate was above average still out performed groups with easy goals.²⁷ Umstot, however, notes that goals with a high risk of failure are not strong motivators with all groups. They are only strong motivators with groups of emo-

tionally healthy persons.²⁸ Lawler notes that goals are most effective as motivators when the persons challenged by the goals perceive that there is approximately a 50/50 chance of success. The high risk challenge motivates because meeting the goals offers the experience of achievement and competence. These build a sense of personal and group well being and identity.²⁹ Summarizing his comments on the need for goal difficulty Lawler writes,

Thus, if achievement motivation is to be maximized, budgets, production standards, and other performance goals should be set so that employees have about a 50/50 chance of reaching them.³⁰

Goal Failure Cost Reduction

Though goals motivate persons and groups to higher productivity, many groups reject goals when there are high costs for failure. They may perceive the cost of failure to be embarrassing or punitive. These costs take on the nature of structured negative feedback and are not related to increased productivity, but in fact may result in reduced productivity. In these situations the rejection rate of imaginative and ambitious goals is especially high. If, however, management decisions are built on an anthropology which sees persons as basically good and desirous of being productive then ways can be found to reduce the cost of failure.³¹ To maximize the impact of goals on productivity failure costs should be reduced and goal difficulty increased for every task over which the employee exercises significant control.³²

Goal Acceptance

An organization's goals may be clear, difficult and offer significant personal satisfaction for goal achievement, but if the persons to

be motivated by the goals do not accept the goals they are meaningless.³³

Numerous persons have done research to find a causal relationship between group participation in goal setting and goal acceptance. Unfortunately the research has not consistently demonstrated such a relationship exists. Vroom states that participation in goal setting is necessary if goals are to increase performance levels.³⁴ Others have also noted that, "Participation affects performance through its effect on goal acceptance."³⁵ In contrast Latham and Yukl state, "... the amount of subordinate participation in goal setting is not as important as the actual setting of the goal itself."³⁶ Ivancevich further muddies the water when he notes that, it is not participation in setting goals which is the deciding factor in goal acceptance. He says, "It appears that education makes groups as responsive to assigned goals as they are to their own created goals."³⁷

If Ivancevich is correct then a contingency theory needs to be developed relating goal setting and acceptance to the amount of formal education of persons in the group. Though researchers disagree on the determinant of goal acceptance they all agree that only when goals are accepted do they increase the level of performance.

Goal Commitment

The desired end is personal commitment to the goals. Though there are many who promote subordinate participation in setting goals, Erez, Earley, and Hulin, and Bradford and Cohen, among many others, all agree that in order for the goals to encourage improved performance those

working toward the goals must accept the goals and commit their energies to achieving the goals.^{38, 39} With the exception of Ivancevich, who excludes the well educated, all others encourage the participation of subordinates in goal setting as an effective way to obtain goal commitment.

Goals are the primary motivators of human behavior. But for goals to maximally affect human behavior they must be clear and difficult, the cost for failure must be low, and the persons working toward them must accept them and be committed to them.

Job Fit

The second major component of motivation is job fit. Job fit is achieved when the knowledge, skills, abilities, experiences, and personality of the person occupying a job match the demands of the job. It is vital because it does little good to put a person in a job where their knowledge, skills, abilities, experiences and personality make high performance and satisfaction unlikely. Jobs and persons need to be fit together.

Because of the rapid changes in today's world job fit is an important concern when attempting to find or prepare tomorrow's managers. Unless job fit is well done organizations will be in deep trouble in the near future as today's managers retire.⁴⁰ The time has past when managers could successfully operate by hunches and gut-level intuition. Tomorrow's managers need greater and greater skills.⁴¹ Yet with the increasing demands upon leaders and managers in all organizations within the ABC, "... one of the weakest areas of concern and strat-

egy, . . . is the selection of executive leadership."⁴² To fulfill the need for better managers and overcome the lack of strategy in selecting executive leadership. . .

There should be careful analysis of task requirements (job analysis), careful development of the qualifications necessary to perform the various jobs (job specifications), and careful attention to the psychosocial aspects of the setting before people are recruited.⁴³

When hiring, the management of an organization should give very careful consideration to defining the required behaviors, skills and personal requirements for a person in that position. Study should be made to discover the day-to-day functions of the job and how that job should contribute to the achievement of organizational goals so a person can be hired who has the needed skills or who can be easily trained for the position.⁴⁴ Within the context of goal requirements; job analysis, leadership style, selection and training, personality type, and the weight given to the interview, all contribute to successful job fit.

Job Analysis

The first step in finding a person who will satisfactorily fit a particular job is job analysis based on the organization's goals. "Job analysis attempts to describe a job in terms of the demands made upon an individual job incumbent."⁴⁵ Therefore the most helpful job analyses are those which describe behaviors.

The job analysis aids the hiring manager to select the right person for the job and it enables the hiring manager to accurately present the job to the candidate.⁴⁶ The job analysis also assists

supervisors to direct and appraise employee performance.⁴⁷ Selection, orientation, supervision and evaluation all benefit from a job analysis which describes the expected job behavior.

The answers to four questions provide the information required to analyze a job. First, "How is this job to contribute to the achievement of the organization's goals?" Second, "What are the responsibilities of the job?" Third, "What abilities are required to fulfill those responsibilities?" Fourth, "How much experience is needed?"⁴⁸

Markowitz identifies four methods of gaining the information necessary for the job analysis. First, the job incumbent can be observed. This can be an effective method when skilled observers are available and the job involves many repeated physical tasks. The second method is the interview. This method is especially helpful for jobs which do not incorporate many repeated physical tasks. In the interview the job incumbent can tell things about the job which cannot be observed and which would not be known without talking to the job incumbent. This method requires skilled interviewers and careful preparation. Verifying the information increases the value of this method. A third method uses a "jury of experts." Though similar to the interview, this method benefits from the insights of several persons acquainted with similar jobs. The "jury of experts" also generates more questions for the incumbent than one person would. Lastly, there is the questionnaire given to a large number of employees with similar jobs. While it is difficult to construct the questionnaire does yield a great amount of information for a low per capita cost when used with many persons.⁴⁹

Questionnaires can also be used to gain positive and negative perceptions of the organization, and to glean the perceptions of departing employees concerning needed changes in the job and organization.⁵⁰

There is no one best method of doing job analysis. The important thing is to do job analysis and do it so as to discern the required job behaviors. The next step in fitting a person to a job is to decide which leadership style is desired.

Leadership Style

The value of job analysis goes beyond the selection and management of employees. It can also help settle fundamental questions about what leadership style the organization needs. One of the first questions organizations should ask when searching for a new staff member is, "Do we want a leader or a manager?" Leaders and managers just are not the same. "The socialization process which cultivates managers also reinforces tradition, whereas leaders succeed in making changes."⁵¹ The orientation of leaders and managers is different. Managers are primarily concerned with doing things in the right way, while leaders are mostly concerned with doing the right things. Though it is normal to anticipate finding a person who is both a leader and a manager, it is probably naive. No one is going to have primary strengths in both of these areas of human behavior.

When managers and leaders describe the challenges facing their organizations it is as if they are looking in opposite directions. "The manager is more likely to identify threats and opportunities and mobilize to respond to them in a systematic fashion through focusing on

strategy."⁵² The personality of managers is such that they try to maintain situations as they are. They see themselves as the stewards or conservators of that which has been entrusted to them. The leader, however, tends to describe the world and his/her situation in terms of superordinate goals which should be pursued.⁵³ Watson writes of the leader,

Their sense of who they are does not depend upon membership, work roles, or other social indicators of identity. They search out opportunities for change . . . to profoundly alter human economic and political relationships.⁵⁴

With these differences in mind an organization needs to decide, early in the search process, what is needed to achieve its goals, a manager or a leader. Unless this question of leadership style is on the agenda of the hiring committee an organization may find itself with a bunch of followers and no leader, or a bunch of leaders and no followers.⁵⁵ The decision needs to be made about style. Once the hiring committee has made this decision the expectations should be discussed with the job candidate. These two steps are important because, if an organization hires a person with one leadership style but acts out the desire for the opposite leadership style, frustration will be created for all persons involved.

Using the job analysis, and with the leadership style question settled, the basic job description can be written. If the job description is based on goal needs and focuses on abilities, rather than just credentials, it can greatly aid the search process.⁵⁶ But an unrealistic job description, which is neither linked to the organization's

goals nor oriented toward behavioral skills, can lead the search process on a wild-goose chase looking for someone who does not exist.

Selection and Training

There are two basic ways of getting the type of persons an organization needs, one is to select the right person for the job, the other is to train and develop a person so that they satisfactorily fulfill the job requirements.⁵⁷ Both of these approaches require careful thought and a lot of hard work.

It was noted above that when personnel are selected, the selection criteria should focus on abilities and skills rather than on credentials. This is not to say credentials are unimportant, for there is usually a link between skills and the training credentials represent. But since ". . . few training programs are systematically developed for particular needs within the organization,"⁵⁸ we can not assume that a training event listed on a resume' means that the person has the corresponding skill.

Though training is no panacea it does help fit persons for their jobs. In research done by Campbell, et al., it was discovered ". . . that most of the time management training does increase the skill of the manager and the efficiency of work they manage."⁵⁹ Job performance increased among 800 B. F. Goodrich managers who received management training.⁶⁰

Personality

Selecting a person with the right personality type for a specific job can also aid job fit, but fitting personality type to a job is not

an exact science. "Personality tests have been generally less successful in predicting job success," than measuring skills and abilities.⁶¹ Many organizations do not use personality tests because of the history of abuse and the difficulty of validating job relatedness.⁶² On the other hand some organizations find them helpful and some research has found that certain personality types perform better in some circumstances than they do in others. Furthermore the results of career counseling, which uses many personality tests, are used by many professions and organizations in their selection and training programs. Evered found that those he called "activists" were intuitive-thinkers on the Myers Briggs Type Indicator test and were greatly future oriented, seizing the opportunities presented by changes.⁶³ His description of the activist is close to the description of the leader offered by Watson. Evered also discovered that highly productive persons were judger-sensors on the Myers Briggs Type Indicator test and were primarily oriented toward dealing with the present.⁶⁴ This correlates with Watson's description of the manager.

The use of personality tests for screening is fraught with danger. Eliminating a job candidate from consideration because he/she does not match all of an organization's personality criteria is unfortunate and unwarranted. If, however, the applicant's personality does not match vital job related areas of personality needs and strengths then there may be good reason to continue the search.⁶⁵ A person who is strongly introverted will probably not be a successful salesman. And a person who is very social with many creative ideas and plans for organiza-

tional engineering and who possesses little patience for detail should probably not be hired as a bookkeeper. It should be remembered, however, that the results of personality tests are only one bit of information to be considered in job fit. When a person's experience and skills indicate effectiveness in the areas of bona fide job qualifications personality tests should not prevent hiring. While personality tests can help inform a selection decision the primary selection criterion should be the possession of the required job skills.⁶⁶

Interview

The last component of job fit to be discussed is the job interview. Cummings and Schwab warn against putting too much emphasis on this facet of the selection process which has long been given great weight. Their research demonstrated that the job interview has little validity in predicting job performance.⁶⁷ While they offer no explanation for this it is not hard to hypothesize that if the interview situation is not substantially similar to the work situation then no correlation should be expected between interview performance and job performance.

Summary of Job Fit Components

Proper job fit depends on many things. The most important are; how this job is to contribute to the organization's goals, leadership style, specific knowledge of job tasks and the skills needed to perform those tasks, proper preparation for the job, and a basic personality which will not make satisfactory job performance unlikely.

Job Satisfaction

The relationship between job satisfaction and motivation is not clearly understood nor do all researchers in the field accept that a relationship exists. Earliest studies in the field of the human relations movement seemed to indicate that persons satisfied with their jobs were more productive than persons who were unhappy with their jobs.⁶⁸

It was typically assumed by most people connected with the human relations movement that job satisfaction was positively associated with job performance. In fact human relations might be described as an attempt to increase productivity by satisfying the needs of employees.⁶⁹

Continued research, however, not only showed that "happy" did not equal "productive," but that the relationship between job satisfaction and productivity is far more complex than first expected.⁷⁰ While empirical evidence does not confirm the progression from satisfaction to performance, there is empirical evidence for the progression from performance to satisfaction.⁷¹ When performance results in rewards, satisfaction increases. This leads back to increased performance. When Likert ". . . suggested that the relationship between satisfaction and performance becomes more positive as the level of skill required by the job increases,"⁷² one more link was forged between job satisfaction and job performance, that of job design. Vroom offers still other links when he states that productivity rises primarily through longer tenure on the job, fewer absences, and less time lost due to accidents.⁷³ Petty, et al., combine many of these ideas and suggest that performance and job satisfaction are related in a loop which also includes job design, experience and the reward system.⁷⁴ "Thus, there is a very

'practical' economic reason for organizations to be concerned with job satisfaction, since it can influence organizational effectiveness."⁷⁵

The intent of job design is to provide opportunities for personal and professional growth, achievement, and a sense of accomplishment.⁷⁶ Experiments at the Travelers Insurance Co., with key punch operators, resulted in a 40% increase in productivity.⁷⁷ Opportunities for growth are valued by all workers, and when jobs offer these opportunities employees are more satisfied with their jobs and therefore more productive.⁷⁸ Job satisfaction also increases when the individual considers the job to be intrinsically important and when it enables the worker to fulfill his/her own personal needs for self-actualization.^{79, 80} A way of increasing task significance is by linking the task to the organization's goals. Lawler notes that the field of psychology gives evidence that job design influences job satisfaction which in turn motivates workers to higher productivity.⁸¹ By providing employees opportunities to grow as persons and productive members of the organization their level of motivation is raised.⁸² Increasing skill variety, task identity, task significance, autonomy and feedback provides growth opportunities.⁸³ And when job enrichment through job design is combined with goal setting further increases in performance and satisfaction can be anticipated.⁸⁴

Feedback

Of the five variables mentioned above feedback is the most problematic. "Only under an objectives-oriented system does performance appraisal lead to increased motivation."⁸⁵ This points out one of the

main difficulties of providing feedback, the lack of crisp goals.⁸⁶ Though feedback is difficult, when it is goal based, accurate, frequent, specific and non-aggressive it becomes an important managerial technique to increase employee performance. Despite its difficulty, formal feedback must take place to maximize the potential of job design.⁸⁷

It seems safe to say that nobody enjoys the experience of formally appraising another person's performance. But there are five things to be kept in mind which can improve the situation. (1) Because employees are not very motivated by criticism and only slightly more motivated by praise, specific goals should be used to stimulate increased performance. (2) Employees should be involved in goal setting to increase goal acceptance and goal commitment. (3) Feedback should be given on an almost daily basis rather than only at the time of annual or periodic reviews. (4) Managers should be more a coach than a boss. (5) Performance appraisals should not be tied to discussions about raises or promotions.⁸⁸ Each of these steps increase the effectiveness of feedback and makes appraisal time more pleasant and constructive for everyone. As suggested in 1. and 2. above, feedback should be tied to goal achievement. Blanchard and Johnson make one further recommendation; feedback should focus only on the behavior of the person and not on personal characteristics or attitudes.⁸⁹

Performance appraisal is difficult for both the manager and the employee whose job lies in the balance.⁹⁰ But if the appraisal is made an opportunity jointly to discuss growth in productivity and the pro-

fessional development of the employee, then it can be an effective tool for increasing job performance and job satisfaction. These increases happen because the person's self-esteem grows through hearing about the good things accomplished and the assistance offered to overcome performance deficiencies.

Feedback will probably always be difficult, but when it is done at the wrong time and using the wrong criteria it is more an impediment to performance than an aid. Performance appraisal can be very important in bringing about and sustaining high and increasing performance in three ways. First, it lets the employee know how they are really doing. Second, it identifies areas where job fit may be improved through job redesign or training resulting in increased employee performance. Third, when it sets specific standards of expected performance it motivates the employee.⁹¹

Summary of Job Satisfaction Components

In Lawler's model the five characteristics which greatly contribute to an employee's job satisfaction are; (1) opportunity to learn and use a variety of skills, (2) opportunity to be identified with the complete task or at least know how one's job contributes to the purpose of the organization, (3) the feeling that one's task has intrinsic value, (4) the autonomy to lay out and organize one's work, and (5) accurate feedback about how he/she is performing.⁹² Planning for skill variety, task identity, task significance, autonomy and feedback are managerial techniques which increase job satisfaction and lead to increased productivity by the job holder. Without goals, however, there

can be no job fit or job satisfaction, for they are dependent upon goals.

Goal Setting Is The Key

Goals are vitally important to the productive success of any group. They help clarify purpose, and focus the resources and energy of the group. Knowing what the group is about enables it to choose persons with the skills and abilities necessary to assist the organization to meet its goals. And goals assist management to direct and evaluate employee performance. It is hard to visualize a successfully productive group without goals being central in its life. Many times, however, the author has observed groups and individuals are reluctant to establish goals. They question, "What if things change?" Perhaps knowing there are "... two types of planning, each of which can be appropriate in particular situations,"⁹³ would ease these groups into setting goals and thus coordinating their efforts toward a common end resulting in greater productivity. First, there are directional goals which give basic directions but do not describe specific results. These are particularly appropriate in a new organization, or where the situation is in a state of flux and frequent rapid change can be anticipated. Second, there are the more traditional goals which described specific results, often in great detail. These are appropriate goals when the situation is stable and the organization has reached a state of internal coherence and equilibrium.⁹⁴

It is important to know which planning mode to use. To impose rigid and specific goals on a situation which is dynamic and uncertain

can create a false sense of security and reduce the organization's capacity to respond to the dynamics of the situation. But failing to develop specific and measurable goals when it is possible to do so is also inappropriate and can lead to a loss of direction and low performance. "Just rolling along with the tide is not good management."⁹⁵ The desired balance between rigidity and flexibility is created by establishing relatively firm short-term plans under a group of long-term superordinate goals. In this way ". . . planning can be improved by acknowledging that there is more than one way to plan and by using a contingency approach to specify what type of planning is appropriate when."⁹⁶

When the history of an organization is viewed it may be noted that there were cycles of stability and change when either one type of planning or the other was the most appropriate and successful. It is even likely that in large organizations both types of planning will be used concurrently depending on the needs of various subsections within the organization.⁹⁶

Summary

This chapter started with a concern to increase the performance of employees and organizations within the ABC. It was discovered that to increase performance motivation must be increased. Motivation is increased by; goal clarity, difficulty and commitment; goal driven job fit; and increased job satisfaction.

In this literature key ideas were discovered which can be used to increase performance through increased motivation. First, a person

tends to be most productive where goals are clear and challenging, provided the employee accepts and is committed to them. Second, a person tends to perform best in jobs where her/his employer has a clear and realistic idea of what the job is, where the employee has the necessary skills to do the job and where his/her personality type is not in conflict with the demands of the job. Third, a person tends to be most productive in jobs where there are high levels of skill variety, task identity, task significance, autonomy and where he/she receives ongoing, clear, helpful and goal related feedback.

From what has been gleaned concerning goals, job fit, and job satisfaction, a hiring process model will be presented in Chapter IV which, if used, would increase the productivity of the organizations and administrators in the ABC. To this point the study has dealt with the concerns for goals, job fit, and job satisfaction in the abstract. The model will deal with these issues in the concrete as it is specifically oriented to the needs of committees and persons searching for church administrators.

In the next chapter the present hiring practices used within the ABC will be presented and related to the key ideas presented above concerning goals, job fit and job satisfaction. The hiring process will resolve the discrepancies between theory and present practices.

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CHAPTER III

How Goals Are Used In The ABC

This chapter pictures the degree to which goals are used in the ABC, and how they are used in the selection and evaluation processes. This picture is drawn from documents of the ABC and data gathered from eighteen hiring situations. (See the Appendix for a complete presentation of the survey data.)

This picture of goal use is compared to the literature in order to identify areas in the selection and evaluation processes where improvements can be made. These improvements should result in a more efficient and effective organization. Chapter IV presents a hiring process model, based on the literature, that incorporates these improvements.

Published Goals

Lack of goal clarity was expected by the author, and this was confirmed by the goal statements of the administrative units contacted, by documents created to guide selection committees, by job descriptions, and by performance evaluation materials. Lack of goal clarity begins with the national ABC organization and continues through the other levels of the institution. The goals of the national organization are superordinate in nature and provide an umbrella under which many short term goals could be created. Each goal is vague and, as far as the author could discover, has not been made clear and measurable;

e.g., "That we develop and support effective lay and professional .pa leaders for on-going and emerging roles in our total mission."¹ As presented, none of these goals include indicators of goal achievement.

As an example of the unmeasurability of R/S/C goals the American Baptist Churches of the Northwest have nine superordinate goals with sixty-three subgoals, but of these subgoals only three include standards by which progress toward goal accomplishment can be measured. One goal says, "... experience 20% numerical growth by December 31, 1981 (or 2 years after program is initiated)."² The second goal of note appears measurable but is still so vague that goal accomplishment can not be known.

... the Region (is) encouraged to provide adequate resources so that, by 1990, at least 80 congregations will implement intentional discipleship programs to equip people for their vocation of Christian ministry in the world.³

The last goal is very clear and measurable, "To establish five new congregations by 1985."⁴

The goals of the American Baptist Churches of the Pacific Southwest come closer to being measurable. Their goal statement is composed of three short and interdependent statements of concern - superordinate goals. These are; evangelism, discipleship, and church growth. Each of these are broken down into subgoals to be accomplished by the region, its areas, and local congregations. These subgoals are measurable. The goal indicators, however, measure input not outcome. For example: Hold an evangelism work shop in each area of the region during the year 1984.⁵ Whether the workshop was held can be measured. But whether the workshop resulted in more persons being brought into the faith is not

measured. Certainly, it is difficult to measure outcome in some areas of goal concern, but outcome indicators could be developed for some goals. At the very least the numerical growth of the church could be assigned projected quantitative indicators.

The lack of clear and measurable goals is also evident at the level of program departments that are charged with carrying out the organization's goals. In the region of the Northwest the departments of Program Development and Outreach, Educational Ministries, and World Mission Support each have a list of activities or concerns but none of these are written in the form of a clear and measurable goal; e.g., "Macedonian Ministries Training, Small Group Leader Training, New Site Acquisition."⁶ Mostly the concerns are just listed.

Documents created to guide selection committees also lack a concern for goals. They neither suggest that goals direct selection nor that goal accomplishment be the basis for evaluation. A document used in calling a pastor instructs, ". . . study the needs of your church with respect . . ."⁷ to its greatest present need. Further it suggests that the person called should be called based on the evaluation of his/her work by those who know his/her work.⁸ A more detailed document used to guide local congregational pulpit committees does offer some suggestion of the role goals could play in the selection process when it asks about what attempts have been made to set goals for the congregation in the last three years and what committee members think the goals of the congregation ought to be for the next three years. But the goals of the congregation are not tied to the skills they should

look for in a person to be hired.⁹ Even the eleven page document which guides R/S/C selection committees in choosing an Executive Minister contains neither explicit instructions, nor suggestions, that clear and measurable organizational goals should be the basis of the selection process. The following three paragraphs are the clearest statements about goals contained in the document. These are under the major heading, "Necessary Information the Board Should Provide the Search Committee."¹⁰

Requirements

What are the function, job description, and analysis of the position at present? What changes, if any, would the Board like in the next Executive's method, style, etc., of functioning? Who is responsible for authorizing the job description for the new Executive?¹¹

Guidelines

Are there any guidelines the Board wishes followed regarding the selecting of a person? Are questions regarding administrative style, planning ability, program skills, relational skills, and necessary attitudinal qualifications in reference to the full constituency of the R/S/C the sole responsibility of the committee?¹²

Priorities

The committee should know the priorities of the administrative unit, and have knowledge of the major programs to which the new Executive would be expected to give leadership.¹³

The documents used to guide selection committees at various levels within the denomination do no more than imply that organizational goals could be referred to in the selection process. The mention of goals seems more a matter of information for prospective candidates than something to be used in screening the candidates, or establishing the job description and evaluating performance. From this review of

documents it seems safe to say that clear organizational goals do not generally guide the selection process within the ABC.

The documents guiding selection processes within the ABC are signally silent whereas personnel literature suggests that discussion of goals is imperative if a position holder is to contribute to the productivity of the organization. Unless selection process documents give instructions to use organizational goals it is unlikely that goals will be used to shape the position, establish selection criteria, and provide for the evaluation of personnel. Yet the presence of such documents implies that they will direct a committee to do all that is necessary to hire the best person available.

When the ABCNW was seeking an Executive Minister a few years ago a survey instrument was used with the laity and clergy of the region that asked, "What Should We Look For In A Regional Executive?"¹⁴ The questionnaire asked the respondents about their definition of the role of the Executive Minister.¹⁵ It asked what knowledge, skills and abilities the person ought to have.¹⁶ It further asked what activities the Executive Minister ought to be involved in. And it asked about the experience, background and leadership style of the Executive Minister.¹⁷ All of this information is valuable for job fit and it provides guidance for the selection committee. Nowhere, however, did the questionnaire suggest that the person ought to be goal oriented, understand the region's goals and be committed to them, or that the person would be evaluated by goal accomplishment.

Asking what people want in an Executive Minister, or other administrator, is wise. It gives them opportunity to reflect on the position

and it involves them in the search process. It also gives guidance to the search committee for these preferences are useful in the screening process and in that way aid job fit as it relates to informal expectations. Furthermore, when there are no clear and measurable goals this is probably as good an alternative as there is, but informal expectations do not move the organization toward defining and accomplishing its goals.

The lack of expressed concern for goals carries through to job descriptions. The job description for the Executive Minister of the ABCNW lists nine areas of major responsibility, including implementing policies of the Board, initiating evaluation of the Region and Area staff, and convening staff meetings.¹⁸ Nowhere, however, does the job description say anything about working toward region goals, holding staff members accountable for goal achievement, or taking responsibility for region planning. The job descriptions for Area Ministers and for the Minister of Educational and Camping Ministries also lack any statements about setting goals or working toward goals.^{19, 20} From the author's personal knowledge of this region and its staff, he knows that the individual staff members set goals for their own work but there are no goals set for the various departments of the region, and to the best of the author's knowledge, the staff is not held accountable for accomplishing their own work goals.

There is more emphasis on goals in some regions than in others. The general job description for Area Ministers of ABC of the South states,

In collaboration with the leadership and churches of the area, work in full cooperation with them in helping to achieve our mutual goals, objectives and strategies in our ministry together.²¹

In addition to the above statement ABCS lists as a selection criterion that the person should be an effective planner, implementor, and enabler.²²

Even without clear and measurable goals professional staff are evaluated. Part of the evaluation process is a self-evaluation which tends to focus on personal attributes such as flexibility, strengths, weaknesses, and team relationships with other staff.²³ There is, however, no reference to whether or not the employee perceives that he/she did or did not make progress toward organizational or personal goals.

The documents used when non-staff persons evaluate the professional staff are more goal oriented. Both instruments provided by the national headquarters for the evaluation of Executive Ministers and the evaluation form used for regional professional staff members ask the evaluator to rate their perception of the employee's knowledge and acceptance of the organization's goals.^{24, 25} Yet the instruments do not ask if the individual being evaluated has made progress toward the goals. The evaluation process is stopped in mid-stream when the evaluator is asked if the employee knows of the organization's goals and accepts them without asking if he/she is doing anything to achieve them.

It is apparent from the procedures document for performance evaluation that the personnel committee of ABCNW understands the value of performance evaluation, for they write,

Appraisals or performance reviews by themselves seldom produce sustained improvement in an employee's work accomplishments. Such benefits as do accrue in this aspect, result primarily from a participative approach that provides job clarification, priority identification, the increased commitment toward objectives which one had a part in establishing, and the satisfaction of knowing where a person stands with his management. But at best the appraisal review is a minor tool in the executive role of optimizing performance.²⁶

This statement manifests a good understanding of the purpose and style of performance evaluation. It would be an even more helpful statement if the organization established measurable goals or objectives. Then it could measure the employee's progress toward goal accomplishment.

From this review of documents it can be concluded that goals with output indicators are exceedingly rare among those administrative units studied. It can also be concluded that goals do not drive selection and evaluation criteria. The following questionnaire data confirms this picture. Furthermore, when written comments from respondents are combined with the raw data the picture drawn from the documents is further confirmed.

Goals In Selection And Evaluation

Because the picture presented by documents may be different from what is actually happening, a questionnaire was created to test the degree of goal involvement in selection and evaluation. In this section of the chapter data from the questionnaire is related to the literature.

A questionnaire was sent to eighteen ABC denominational administrators hired within the last four years to learn their perceptions of

the role of goals in their selection and evaluation. A corresponding questionnaire was sent to a member of fourteen of the selection committees which hired the administrators. The author was unable to contact a committee member in four hiring situations. This questionnaire sought committee member perceptions of the use of goals in the selection process.

Respondents were asked to respond to each question with a rating of 1 - 5. In this chapter ratings of 1 - 3 are summarized as "Low/Med." and ratings of 4 - 5 are summarized as "High." Presenting the data in this summary fashion simplifies its analysis while depicting the two basic response categories. A full listing of questions and responses is presented in the appendix.

The literature reviewed in Chapter II suggests that productivity will increase under the following conditions: First, when there are tangible difficult goals and when employees understand and commit themselves to accomplish these goals. Second, when the employer has a clear idea of what the employee is to do, and when persons are selected with the necessary skills to do the job. Third, when job performance evaluation is based on job related behaviors and goal achievement. Fourth, as job satisfaction is improved through greater skill variety, task identity, task significance, and autonomy, and when feedback is ongoing, clear, helpful, and goal related.

Measurability of Goals

The literature suggests that productivity will increase when persons are challenged with measurable goals that they understand. Do

employees understand and commit themselves to tangible, somewhat difficult goals?

Data in Table 1 suggests that in most cases the goals of the organization were clarified for the prospective employee during the interview.

Table 1. Clarification of Goal Expectations.

Employee Question: Were R/S/C or Area goals expectations clarified for you as part of the selection process?

Committee Question: Was the relationship between job expectations and goal achievement discussed with the person hired?

	Low/Med.	High
Employee Totals*	7	12
Committee Totals@	1	12

* One area minister answered twice and gave a low rating to R/S/C goals and a high rating to area goals.

@ One committee person was not involved in this part of the process.

In the majority of cases, according to Table 2, there were no tangible measures of goal achievement tied to the goals discussed.

Table 2. Goal Measurability.

Both groups were asked: Were there standards of measurement for R/S/C or Area goals, which would tell you how much of the goals have been accomplished?

	Low/Med.	High
Employee Totals	13	5
Committee Totals @	9	4

@ One committee member didn't know - 1

Perusal of the written comments indicates, however, that there may have been some confusion over the meaning of this particular question. Either respondents failed to understand what "standards of measurement" actually referred to, or the question was ambiguous or unclear. Worthy of note were the responses of three Area Ministers from the same R/S/C unit. To the question, "Were there standards of measurement for R/S/C or Area goals, which would tell you how much of the goals have been accomplished?" these three persons answered, "No," "For some," and "Yes, for all." Obviously each respondent read the question differently.

Other written comments, however, suggest that under unique circumstances tangible goals will arise. Four R/S/C units were recovering from situations in which liabilities surpassed assets, and staff and financial resources were lost. When the written comments of persons in these situations were coded, a marked increase in the use of goals was noted as compared to other R/S/C units. The comments indicated that the

situation itself made measurable goals self-evident. One person wrote, "Survival was first, then recovery, then rebuilding of structure, goals and processes. We are amid this latter stage now, with gusto!" Only one R/S/C unit in the study that was not in a crisis situation has highly measurable goals. Table 3 makes it clear that those who were hired during a crisis in the organization had clear, tangible, and unambiguous goals. This data suggests that these situations may be representative of the "difficult" goals that are vital to high job satisfaction and productivity.

Table 3. Goal Measurability and Crisis.

Employee Question: Where there standards of measurement for R/S/C or . Area goals, which would tell you how much of the goals have been accomplished?

		Goal Measurability	
		Low/Med.	High
Org. Crisis	Crisis	0	4
	Non-Crisis	13	1

It appears that crisis situations either; force hiring groups to be more conscious of goals in their work, or the goals emerge by themselves in crisis situations. Survival and rebuilding are institutional goals which are easy to measure. The institution either survived or it didn't. The clear and difficult goals also contribute to job satisfaction through goal based feedback. Either the person put the institution back on its feet or he/she didn't.

Although the literature emphasizes the importance of clear and tangible goals, the study shows that goals are generally not measurable. Furthermore, employees are often less sure of what an organization's goals are than selection committee members seem to be. We may conclude, then, that in the ABC hiring process organizational goals are discussed with prospective employees, but there is some reason to believe that except in crisis situations these goals tend to be intangible, in the sense that measures of accomplishment were not discussed. These data points out an important opportunity for improving the selection process.

Job Fit and Goals

Productivity should increase as an employer bases the job description on goal needs and selects employees with appropriate skills to accomplish the goals. Does the prospective employer have a clear goal related idea of what the employee is to do, and is selection based on job related skills?

Table 4 indicates that in a majority of the cases in the sample the job description was seen to derive from organizational goals; though there was more agreement to this among the interviewers than among those hired, 79% as opposed to 53% for those hired.

Table 4. Job Description Related to Goals.

Employee Question: To what degree was your job description related to R/S/C or Area goals when you were hired?

Committee Question: Was the job description structured to achieve the R/S/C or Area goals?

	Low/Med.	High
Employee *	9	10
Committee Member	3	11

* One employee gave answers for R/S/C and area goals.

The data in Table 5 suggests that a large majority of the interviewers confirmed, as well, that specific job skills used as selection criteria were chosen by reference to the job description. It was not anticipated that there would be such a high degree of linkage between chosen job skills and the job description.

Table 5. Job Skills Related to Job Description.

Committee Question: To what degree were the required job skills specifically chosen to fulfill the job description?

	Low/Med.	High
	3	11

Performance Evaluation and Goals

When employees are evaluated by criteria based on job related behavior and goal related achievement productivity increases. Therefore the question arises: Is performance evaluation based on job related behavior and goal related achievement?

Despite the expressed concern for objective, goal related, job descriptions and job related skill requirements during the hiring process, Table 6 indicates that among the successful job applicants only a minority feel that they are currently evaluated predominantly by reference to actual job expectations. This suggests that organizational goals (however intangible) and job related skill requirements may be used in hiring, but that performance evaluation on the job is often based on factors unrelated to the employee's perceptions of the actual job expectations. In other words, there is often little follow through on the employer's initial assertion of formal goal related job expectations.

Table 6. Evaluation and Informal Expectations.

Employee Question: Do the formal job performance evaluation criteria measure the informal job expectations which others have of you?

Low/Med.	High
12	5

The difference between what an employee is held accountable for on a performance evaluation and the expectations communicated to the employee through daily encounters relates to job fit, and it relates to job satisfaction.

Job Satisfaction and Goals

The last area of concern is that of job satisfaction and how it relates to goals and goal based evaluation. The literature tells us that productivity should increase with greater job satisfaction. The

question then is: Is job satisfaction improved through greater skill variety, task identity, task significance, and autonomy, and when feedback is ongoing, clear, helpful, and goal related?

The data do not permit an adequate exploration of the many factors that are assumed to lead to higher job satisfaction. This is because practically all of the employees interviewed claim high levels of job satisfaction. Hence there is little difference among respondents on this variable that actually requires an explanation by reference to these or other independent variables. Table 7 illustrates this difficulty.

Table 7. Job Satisfaction and Goal Based Evaluation.

Employee Question: Are you satisfied with your job?

Employee Question: Is your job evaluation based on measurable R/S/C or Area goals? (There are standards of measurement which will tell you how much of the goals are accomplished.)

		Job Satisfaction	
		Low/Med.	High
Goal Based Evaluation	Low/Med.	3	9
	High	0	6*

* Four of these are crisis situations.

We find that when we correlate the experience of "goal related feedback" (evaluation based on organizational goals) with claims of job satisfaction, practically everyone is highly satisfied, whatever the basis for feedback. It is important to note, too, that among the six respondents who confirm our literature based expectation four were

hired during an organizational crisis. This suggests that the challenge of the job (i.e., goal difficulty) may have an independent bearing on both the incidence of goal related evaluation and job satisfaction.

The apparent ambiguities in the data on the causes of job satisfaction may be resolved if one adds a further variable that was not discussed explicitly in the literature cited; i. e., professionalization. A number of components of job satisfaction; skill variety, task identity, task significance, autonomy, and feedback, are characteristic of occupations or vocations that have a strong professional orientation. The ministry, as a vocation, is included among the "classic" professions.

Data Summary

To comment briefly on the survey data: The literature suggests that productivity will increase when goals are the foundation for the selection and evaluation of employees. In the ABC that foundation is usually missing. Because of this; goal clarification for prospective employees cannot fulfill its potential to motivate, the motivational value of feedback is basically lost, and the validity of performance evaluation becomes doubtful. Even so, job satisfaction is very high and so is satisfaction with employee performance. While there is not the expected relationship between the lack of measurable goals and low job satisfaction there is a positive correlation between measurable goals in crisis situations and high job satisfaction.

Summary

In conclusion three things are seen. First, organizations within the ABC generally do not have goals by which accomplishment can be measured. The goals which do exist are too vague and numerous to integrate the resources of the institution or act as motivational factors for its paid and volunteer workers. Second, even though selecting employees and shaping job descriptions is usually goal related, except in crisis situations these goals are rarely measurable. This is not unexpected. Persons cannot be hired to do a job which is related to tangible goals when the organization does not have tangible goals where accomplishment can be measured. In this chapter it has been shown that the ABC does not put much stress on measurable goals. There are few national or R/S/C goals which have goal accomplishment indicators. Chapter II, however, suggested that productivity benefits can be anticipated when tangible, difficult goals are used to select, direct, and evaluate employees. Combining the confusion about what measurable goals are with the strong presence of job satisfaction components and the high degree of professionalism among administrators, makes it difficult to demonstrate that widespread use of measurable goals would significantly increase productivity in the ABC. This difficulty is compounded by the absence of productivity indicators. The literature on management and the data from the crisis situations, however, continue to give strong support to the argument for the establishment and use of measurable goals.

In the next chapter a hiring process model will be presented which is based on knowledge about human motivation in organizational set-

tings. It will specifically show how goals could be used to increase employee motivation through a goal driven selection and evaluation process.

Notes

1. General Board of the American Baptist Churches in the U.S.A., ABC Goals, (Valley Forge, Pa.: ABCUSA, 1981) p. 1.

2. American Baptist Churches of the Northwest, American Baptist Churches of the Northwest Goals, (Seattle: ABCNW) p. 1.

3. Ibid.

4. Ibid. p. 2.

5. American Baptist Churches of the Pacific Southwest, Goal Statements and Objectives Evangelism, Discipleship and Church Growth, (Covina, Ca.: ABCPSW, 1980).

6. Department of Program Development and Outreach, Goals, (Seattle: ABCNW, 1983).

7. The Commission on the Ministry, Suggested Procedures For The Calling Of A Pastor, (Valley Forge, Pa.: ABCUSA) p. 1.

8. Ibid.

9. American Baptist Personnel Services, Church Self Study of Goals and Leadership Needs, (Valley Forge, Pa.: ABPS, 1981) p. 6.

10. American Baptist Churches, U. S. A., Suggested Guidelines for Search Committees For the Executive Minister of Regions/State Conventions/City Societies, (Valley Forge, Pa.: ABCUSA 1981) p. 2.

11. Ibid.

12. Ibid.

13. Ibid., p. 3.

14. American Baptist Churches of the Northwest Personnel/Nominating Committee, Questionnaire: What Should We Look For In A Regional Executive?, (Seattle: ABCNW.) p. 1.

15. Ibid.

16. Ibid., p. 2.

17. Ibid., p. 3.

18. American Baptist Churches of the Northwest, Job Description Executive Minister of American Baptist Churches of the Northwest, (Seattle: ABCNW, .1983).

19. American Baptist Churches of the Northwest, Area Minister Job Description, (Seattle: ABCNW).

20. American Baptist Churches of the Northwest, Job Description Minister of Educational and Camping Ministries, (Seattle: ABCNW).

21. American Baptist Churches of the South, General Job Description Area Minister, (Laurel, Md.: ABCS) p. 2.

22. Ibid.

23. American Baptist Churches of the Northwest, Self Evaluation, (Seattle: ABCNW).

24. American Baptist Churches in the U. S. A., Executive Minister Appraisal/Evaluation and Development Summary Form, (Valley Forge, Pa.: ABCUSA).

25. American Baptist Churches of the Northwest, Appraisal And Development Form Area Minister/Regional Staff, (Seattle: ABCNW).

26. American Baptist Churches of the Northwest, Performance Review Procedures, (Seattle: ABCNW) p. 2.

CHAPTER IV

The Hiring Process Model

So far this study has dealt with the concerns of goals, job satisfaction, and job fit from the literature on management and as these concerns are dealt with in the ABC. In this chapter the study deals with the discrepancies between the literature and practice. A hiring process model will be specifically oriented to the needs of committees and persons searching for church administrators. It can also be used to identify areas for job redesign or to direct the professional development of present employees.

Preview Of The Model

This proposed hiring process model is divided into eight steps which are previewed here and more fully discussed later.

(1) Establish clear organizational goals that include quantitative indicators of goal achievement.

(2) Clarify the role of professional staff in goal achievement.

(3) Use the goal derived role expectations to write a job description which includes performance evaluation criteria.

(4) Identify the behaviors needed to accomplish the job.

(5) Use the list of required behaviors as selection criteria.

(6) Discuss with the applicants the goals and the role of staff in goal achievement.

(7) Hire the person best suited for the job, considering their knowledge, skills, abilities, experience, and personality.

(8) Create a behaviorally oriented goal derived job performance evaluation instrument.

It can be seen from this preview of the model that clear and measurable goals are the driving and integrating force; clear goals for the organization, clear goals that shape the job description, and clear goals to provide a tangible basis for job performance evaluation.

Management literature indicates that goals are the most important motivator of human behavior. The questionnaire data and the written comments of respondents, however, show that, except in crisis situations, goals in the ABC tend to lack indicators of accomplishment. Therefore measurable goals are not strongly linked to the job description, selection criteria, or performance evaluation. And in fact there seems to be a goodly amount of confusion about what measurable goals are. The hiring process model presented below would be of great assistance in overcoming these deficiencies.

Stages In Hiring

Begin With Goals

First. When a group has the opportunity to select a new staff person the first thing it should do is establish clear goals for the organization, with the present staff. Organizations seldom look at themselves to discern if they are accomplishing their mission as long as things are going reasonably well. Considering the mission of a new staff person in an organization is an excellent time for the organiza-

tion to reconsider its own mission. It need not wait for a crisis to clarify its goals. We saw in Chapter II that groups and individuals need clear and preferably measurable goals to be most productive. Furthermore, we saw in Chapter III that often these goals do not exist in the ABC and now is a good time to establish them. Without clear goals the organization does not have a clear picture of what it is trying to do and therefore it can not be confident of hiring a person who will help it accomplish its goals. Despite a possible sense of panic for lack of leadership, now is not the time just to hire someone who will fill the position. It would be wiser to have a person in the position for an interim time than choose a new person before the organization has clarified its goals.

The first goals to be established should be superordinate. These may not be easily measured, or perhaps they will be unmeasurable; e.g., That we fulfill the biblical mandates of love and justice for all people and God's creation. These will be long range goals. Sometimes these are supplied for an organization in its constitution and bylaws. An organization should review such guiding documents, study them, reaffirm them, or change them. There should only be a few of these goals because if there are more than a few it is unlikely that they will have any directive affect on the life and work of the organization.

Making goals measurable is difficult but, knowing there is a need suggests that you have measured that need in some way. When a group can

identify how it knows a need exists it may have determined how to measure goal accomplishment.

After these few long term superordinate goals have been established specific short term goals with deadlines should be adopted. Though goal achievement indicators may not be possible for the superordinate goals, quantitative indicators must be included in the short term goals. Without indicators, efforts may never result in goal accomplishment. These short term goals should be written so that the indicators measure results rather than merely efforts. To illustrate: It is easy to have a superordinate goal of increased evangelism and establish the short term goal of offering evangelism workshops. But holding a workshop does not mean evangelism has been increased. When the focus is on results very different actions may be chosen than when the focus is on input. Evangelism may be increased by motivating persons to invite their neighbors to church. More visitors will mean more prospective members and that will result in more new members. But holding a workshop on evangelism may not result in new members. The number of workshops held is a measure of effort rather than results.

Asking results oriented questions may also lead to productive actions. Some helpful questions are: How would you know evangelism has been increased? What would be different? What would be happening? When the long and short term goals have been clarified in this manner the organization is ready to proceed with step two of the process.

Clarify Staff Contribution

Second. Clarify how professional staff are to contribute to goal achievement. This should be done jointly with the present staff. It should also be done for applicants, and then repeated after the new person has been on the job for a few months. The author has never seen this step carried out. Nor has the author heard of any church organization within the ABC that clarified what staff was to contribute toward goal achievement, and how. This is, however, very important if staff members are to be motivated by goals and evaluated by their contributions to the achievement of goals.

The church is an unusual organization because of its mixture of volunteer and professional workers. Lay persons in the church organizations of the ABC are both the board of directors and the line workers. This makes for very confusing lines of authority. Because of this inherent confusion in which a board can hold an employee responsible for something that he or she does not have the authority to direct others to accomplish, it is imperative to clarify just what the staff persons are expected to do. This will reduce a lot of grief caused by confusion over job expectations.

The clarification of roles needs to focus on behaviors and results. What are staff persons expected to accomplish? It was noted in Chapter II that job fit depends on job analysis, which begins with questions about how the job contributes to the organization's goals. It was also seen in Chapter III that many employees are unsure about the relationship between the description of their job and the goals of the organization. Clarity about goal achievement expectations enables the

organization to hold staff persons accountable only for those things they can control.

Base Job Description on Goals

Third. Use the list of goals and expected staff contributions to write a job description which includes job performance criteria. With goals and contribution expectations for staff clarified the expected contributions of the position to be filled can be identified and listed. The knowledge of what the position holder is to do becomes the job description, and it should be as outcome oriented as possible. The more outcome oriented the job description is the more useful it will be. One important use of a specific job description is to help the organization know if the job is realistic, or even feasible. As an example: A church board expected its pastor to make 40 calls per week. When they looked at the time required to make those 40 calls, and the time required for the other tasks of the job, they reduced their expectation to 3 - 5 calls per week.

A specific job description also aids in the performance evaluation. When that church board determined what a reasonable number of pastoral calls was it had a basis for evaluating the pastor's performance.

Identify Needed Qualifications

Fourth. Use the job description to identify the needed behaviors, leadership style, and personality. With the job position fully and accurately described the required and preferred knowledge, skills,

abilities, style, and temperament can be identified and listed. For example, if a R/S/C Christian Education Director is to be hired it would be important to select a person with training in educational theory and curriculum design, and experience training teachers in educational techniques.

Screen Applicants

Fifth. Use the description of this ideal person to evaluate applicants. It is wise, at this point, to differentiate between required and preferred skills and personal characteristics because it is unlikely that a person will be found who possess all of the skills and characteristics sought. Identifying the required skills and characteristics will assist in discovering persons who will do a good job, even if they are not the ideal person. Especially at this point in the process a selection committee should recheck the organization's goals to answer the question, "Do the skills of the applicants relate to goal achievement?" This iterative loop helps maintain the focus of the process on skills needed to fulfill goals, rather than allowing it to shift toward the prestige and reputation of the better known applicants.

Discuss Expectations

Sixth. Discuss with job applicants the organization's goals and what this position is expected to contribute to achieving them. Identify the necessary skills and traits. Discuss how goal achievement and employee's performance will be measured. This responds to the concerns, discussed in Chapter II, for goal clarity and acceptance, and an objectives oriented feedback system. The literature promotes these as

requirements for top performance. In the ABC, however, though goal expectations are often clarified for job applicants, evaluation is generally not on goal accomplishment.

Hire for Skills

Seventh. Hire the person with the greatest number and most highly developed job related skills whose personality does not illsuit him/her for the job. By focusing on job fit an organization increases the probability of assembling a staff of complementary persons who will make significant contributions to the achievement of the organization's goals.

Evaluate Performance

Eighth. Use the goal related evaluation protocol to create, with the employee, a goal based job performance evaluation system. This will greatly increase the employee's understanding of how he/she will be evaluated, their commitment to the goals, and it will help prevent the employee from being evaluated on things over which he/she has no control. Furthermore evaluation by goal accomplishment will resolve some of the ambiguity between formal evaluation criteria and informal expectations. Or if the ambiguity is not resolved at least the employee will know whether they did what was expected. As was noted in Chapter III, presently there is a lot of confusion about this issue. Once an evaluation system based upon the organization's goals has been jointly created the supervising person or group needs to keep close and constant contact with the employee to guide that person's efforts and, as

needed, redirect her/him and give assistance. Furthermore, this close contact will facilitate updating the goals. It can also help in redesigning the job as warranted, and in directing the professional growth of the person. These benefits of the hiring process model would also be useful with present employees.

Other Uses Of The Process

This entire process, excluding the hiring step, can be useful at any time during the life of an organization or an employment relationship. Clarifying goals and the contribution staff are expected to make, shaping jobs realistically, discussing goals with employees, and jointly establishing evaluation criteria all use the motivation contributions of goals, job fit, and job satisfaction. The difference is, a focus on development rather than selection. Instead of choosing a new person the organization redesigns an employee's job and directs her/his professional development so that new skills are acquired to meet the changing job requirements.

Summary

If the organizations of the ABC set clear goals with output indicators and used those goals and indicators to describe jobs, screen applicants, and evaluate new and current employees it would increase its productivity. This would be more effective than present practices because the organization would know what it is trying to do and thus could select more specifically qualified persons to help it accomplish its goals. The employees would also be more productive because they would know what was expected of them and could focus their efforts

accordingly. In short, this model would increase productivity through the motivating influences of goals, job fit and job satisfaction.

CHAPTER V

Summary And Recommendations

This paper is concerned with providing the ABC with the best prepared and most competent denominational administrators possible. This concern emerged because of the expensive and unnecessary mistakes made by some administrators who were not adequately prepared to fit the demands of the job, and because many denominational administrators believe professional training is desirable. A hiring process model is presented in this paper which goes a long way toward resolving that concern.

The product of this project is a set of guidelines for the use of selection committees that would lead them to use goals as the driving principles of their selection and evaluation procedures. The hiring process model created is built on what the literature on management teaches about human motivation in organizations. From questionnaire data, written comments, and documents of various ABC organizations it was concluded that clear goals are rarely used. Because of their scarcity they seldom drive the selection and evaluation of personnel. This is in contrast to the management literature which shows that the productivity of an organization increases when it has outcome descriptive goals and when these goals are used to choose and assess personnel. Furthermore, additional increases in productivity are realized when

employee development is coordinated with the evolving needs and goals of the organization.

The fact that organizations within the ABC seldom use goals when selecting and evaluating personnel was anticipated. What was not anticipated was the discovery that not only does the ABC not use clear goals, but that there is great confusion about what clear goals are. This lack of understanding was revealed when questionnaire data from persons working in the same R/S/C unit was compared with goal statements. The confusion was further noted when written comments were compared to the numbered responses on the questionnaires. The responses to specific questions by some respondents indicated that the goals were measurable, but written comments indicated that the goals were actually ambiguous. The biggest surprise was the positive influence which a crisis situation has on goal clarity, evaluation and job satisfaction.

This study has shown that there is room for improvement in the use of goals in the ABC. In order for the benefits of this study to be experienced two major approaches should be pursued.

First. Selection committees should be encouraged to use this hiring process model. The model should also be circulated to agencies that wish to evaluate employee performance with an eye to professional development. By beginning with organizational goals and then determining needed employee skills the model could be very helpful in choosing continuing education experiences. Setting goals also helps members identify and prioritize their own concerns and will result in increased performance.

Second. A concerted effort should be made throughout the denomination to increase the planning skills of persons within the ABC. These efforts should focus on the motivational influences seen in Chapter II and especially on goals which describe desired situations and actions.

It is the opinion of the author that the benefits of rationalizing the selection process would grow. Goal driven selection of persons with skills to achieve the organization's goals would coordinate the use of resources and result in a more productive organization. Through the presence of these persons and their opportunities to teach planning and administrative skills to others the whole organization would be improved. Also as the organization became more efficient in using its resources the impact of its ministry would be felt in ever widening circles. As persons became aware that the ABC was improving its efficiency they might be more willing to share their resources with the organization. Therefore the organization would see that improved administration would result in improved stewardship and that would result in more resources for ministry.

If this hiring process model were implemented it would be interesting to see if the organization and its employees were more productive after a few years. It is the belief of the author that there would be increases in the number of measurable organizational goals, the number of goals accomplished, job satisfaction, and satisfaction with employee performance. Also benefits would be seen in church growth, resources for ministry, length of tenure for administrators and pastors, and in loyalty and support for the denomination.

This paper has stressed that the benefits of goal specification, job fit, and job satisfaction could be used to improve the performance of the organization and its employees. In the process of gathering data for this paper several denominational administrators spoke and wrote of their belief that they would be more productive if they more clearly knew what the organization was trying to accomplish and how their jobs related to that. Setting goals with output indicators would clarify what the organization was trying to do and benefit its lay and professional workers through improved job fit and job satisfaction. Choosing persons with the skills to achieve those goals would benefit all concerned. Setting goals is difficult in a organization as diverse as the ABC, but the degree to which clarification takes place is the degree to which the ABC would be more efficient in its use of material and human resources.

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Appendix

In order to gather data on the present use of goals in driving the hiring and evaluation processes within the ABC a questionnaire was sent to two groups of persons. The first group were eighteen administrators who were hired within the last four years. (This time span was chosen in the belief that beyond four years too many details of the selection process would have been forgotten.) The second group of persons was composed of one member from fourteen of the committees which selected the employees in the first group. It was not possible to contact a selection committee member for each hiring situation. While this made it impossible to compare the answers of every hiree with a person on the corresponding selection committee, there are enough matches and enough total data to describe and evaluate the role of goals in the normal hiring practices for denominational administrators within the ABC.

In each situation the person hired was asked for his/her perceptions of the use of goals in the hiring process, if goal achievement is the basis of their performance evaluation, and his/her degree of satisfaction with the job, and the hiring process. The selection committee members were contacted to learn the degree to which, goals were used in formulating selection criteria, goals were discussed with prospective employees, and if the respondent was satisfied with the selection process and the person hired.

Ten of the persons hired are Executive Ministers of R/S/C administrative units, seven are Area Ministers and one is the Executive Director of an agency in the national organization. The ten Executive Ministers were chosen by R/S/C committees in conjunction with the national organization. In the selection process the selection committee and the national General Secretary, who is the chief executive officer of the national organization, each have one vote. For a person to be chosen he/she must receive both votes.

The seven Area Ministers were chosen by R/S/C or area committees in conjunction with the R/S/C Executive Minister. The selection of an Area Minister is similar to the selection of an Executive Minister. There must be agreement between the selection committee and the Executive Minister.

These eighteen hiring situations were fairly evenly distributed across the county. Six were in the eastern part of the country, five were in the mid-section, and six were in the west.

This appendix presents all the questionnaire data from the employees and selection committee persons. First, the data from the employees is presented, then the responses of selection committee members. Lastly, some identical or complementary questions were asked of both employees and selection committee persons. These responses are presented together so that direct comparisons can be made.

Employee Responses

Table 8. Question 1. Were R/S/C or Area goal expectations clarified for you as part of the selection process?

	No 1	2	Somewhat 3	4	Yes 5
Totals	2	1	4	4	8

Total responses - 19*

* One area minister gave answers for R/S/C goals and area goals.

Table 9. Question 2. Were there standards of measurement for R/S/C or Area goals, which would tell you how much of the goals have been accomplished?

	No 1	2	For Some 3	4	For All 5
Totals	9	1	3	2	3

Total responses - 18

Table 10. Question 3. To what degree was your job description related to R/S/C or Area goals when you were hired?

	No Degree 1	2	3	4	Totally 5
Totals	1	3	5	7	3

Total responses - 19*. One area minister gave an answer for both R/S/C and area goals.

Table 11. Question 4. To what degree is your job description related to R/S/C or Area goals now?

	No Degree 1	2	3	4	Totally 5
Totals	1	0	4	9	3
Total responses - 17					

Table 12. Question 5. Is your job evaluation based on measurable R/S/C or Area goals? (There are standards of measurement which will tell you how much of the goals are accomplished.)

	No 1	2	Somewhat 3	4	Entirely 5
Totals	3	3	6	5	1
Total responses - 18					

Table 13. Question 6. Do the formal job performance evaluation criteria measure the informal job expectations which others have of you?

	No 1	2	Somewhat 3	4	Entirely 5
Totals	2	1	9	5	
Total responses - 17					

Table 14. Question 7. Are you satisfied with your job?

	No 1	Barely 2	Yes 3	Very 4	Extremely 5
Totals		1	2	5	10
Total Responses - 18					

Table 15. Question 8. Are you satisfied with the selection process?

	No 1	Barely 2	Yes 3	Very 4	Extremely 5
Totals	2	1	3	6	6
Total responses - 18					

Selection Committee Member Responses

These responses are presented in the same format as the employee responses.

Table 16. Question 1. Were the job requirements, for the position to be staffed, understood by the committee before they determined the skills to be sought?

	General Idea 1	2	3	4	In Detail 5
Totals				5	8
Total responses - 13					

Table 17. Question 2. To what degree did the committee understand the R/S/C or Area goals before determining the required job skills?

	No 1	2	Some 3	4	Completely 5
Totals	1			7	5
Total responses - 13					

Table 18. Question 3. Were there standards of measurement for R/S/C or Area goals, which would tell you how much of the goals had been accomplished?

	No 1	2	For Some 3	4	For All 5
Totals	2	1	6	4	
Total responses - 13					

Table 19. Question 4. Was the job description structured to achieve the R/S/C or Area goals?

	No 1	2	Some 3	4	Yes 5
Totals		1	2	8	3
Total responses - 14					

Table 20. Question 5. Were the required job skills specifically chosen to fulfill the job description?

	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	1	1	4	7
Total responses - 14					

Table 21. Question 6. Was the relationship between job expectations and goal achievement discussed with the person hired?

	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	0	6	6
Total responses - 13					

Table 22. Question 7. Are you satisfied with the selection process?

	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	1	6	6
Total responses - 14					

Table 23. Question 8. Are you satisfied with the person hired?

	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	1	6	2
Total Responses - 14					

Comparison Of Responses

Related questions are arrayed below to allow for the direct comparison of employee and selection committee member responses. The questions are presented as written. Where the questions were identical it is written over the top of the responses. Where the questions were complementary the employee question is presented first and then the committee member question.

Table 24. Were there standards of measurement for R/S/C or Area goals, which would tell you how much of the goals have been accomplished?

Employee	No 1	2	For Some 3	4	For All 5
Totals	9	1	3	2	3
Com. Person	No 1	2	For Some 3	4	For All 5
Totals	2	1	6	4	

These figures show that in most administrative units the persons involved in these hiring situations do not believe indicators existed to measure all goals. Only about 30% of each group believe that outcome indicators exist for most goals, 28% for employees and 31% for committee members.

Table 25. Relationship of Job Description to Goals

To what degree was your job description related to R/S/C or Area goals when you were hired?

Employee	No Degree				Totally
	1	2	3	4	5
Totals	1	3	5	7	3

Total responses - 19. One area minister gave an answer for both R/S/C and area goals.

Was the job description structured to achieve the R/S/C or Area goals?

Com. Persons	No	Some		Yes
	1	2	3	4
Totals		1	2	8
				3

The majority of both groups believe that the job related to the goals with a smaller percentage of employees responding affirmatively, 53% to 79%. Relating these responses to those of the previous question one wonders about the value of relating a job to goals when goal achievement is not measurable.

Table 26. Were Goals Clarified for Applicants

Were R/S/C or Area goal expectations clarified for you as part of the selection process?

Employee	No 1	2	Somewhat 3	4	Yes 5
Totals	2	1	4	4	8

Total responses - 19. One area minister gave an answer for both R/S/C and area goals.

Was the relationship between job expectations and goal achievement discussed with the person hired?

Com. Person	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	0	6	6

Once again we see the consistent difference of opinion between employees and selection committee members concerning the use and clarification of goals. While the majority of both groups responded with ratings of 4 or 5 to these questions the percentages were markedly different, 63% of the employees responded that the goals were clarified while 92% of the selection committee respondents indicated that the goals had been clarified for the candidates.

Table 27. Job Satisfaction

Are you satisfied with your job?					
Employee	No 1	Barely 2	Yes 3	Very 4	Extremely 5
Totals		1	2	5	10
Are you satisfied with the person hired?					
Com. Person	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	1	6	2

This data reveals wide spread satisfaction with the job and the person hired. The one employee who responded that he/she was barely satisfied with the job commented that the job had been presented to her/him as a pastoral job but that it is administrative. This person has resigned since this survey was completed.

Table 28. Satisfaction with Selection Process

Are you satisfied with the selection process?					
Employee	No 1	Barely 2	Yes 3	Very 4	Extremely 5
Totals	2	1	3	6	6
Are you satisfied with the selection process?					
Com. Person	No 1	2	Somewhat 3	4	Definitely 5
Totals	1	0	1	6	6