

# MDP Preparation Resources

Prepared by Rev. Brian Wallace  
Associate Minister, Pittsburgh Presbytery  
Revised October 2023

## Helpful Links:

1. [Guide to the Competency Survey & Match Criteria](#) - This resources explains how the Competency expectations selector works, and why. Use this tool to know the background of the survey and the traits that PNCs will be working with.
2. [A Complete Guide for Creating and Matching an MDP](#) - This provides all the ins and outs to get your MDP released and start matching with screenshots.

*Additional forms, guides and webinar videos can be found by visiting [pcusa.org/clc](https://pcusa.org/clc)*

## MDP Competency Information

**Introduction:** One of the critical components of the Church Leadership Connection is the matching feature. The matching system takes the criteria for a given job posting and compares it against the same criteria supplied by candidates. What may be confusing is the first line on Pg. 7 of the blank MDP form that says, "Please note, this section is not part of the MDP." What this means is that the public form - the form candidates can see - will not contain this information. It will only be used to match with potential candidates.

**Recommendations:** There isn't a "right" way to develop the match criteria, but you should avoid a few things.

1. You should not make each of these 100% important. While all of these competencies need to be present at some level for any pastoral candidate, no one will be able to evaluate themselves at 100% in every category. **In fact, putting everything at 100% will decrease the quality of your matches.**
2. You should think of this as a 50 = average scale rather than a grading scale (where a 70 = average)
3. Words may be easier to use than numbers. Here's a sample scale for you to consider using:
  - 90 - Essential, 70 - Important, 50 - Necessary, 30 - Potentially helpful, but not necessary, 10 - Unnecessary

Do feel free to use the mid-point steps. So if your committee feels like a particular competency is more than important, but maybe not quite essential, you can put in 80.

4. For every competency you move up a step, you should also consider moving another one down a step to keep your competencies balanced. Put another way, the average of all your entries should be at 50% (necessary level) when you've finished filling these out.

## MDP Competency Preparation Methods

Here are three suggested methods for preparing the competencies for your MDP

### Method 1: Line by Line (Worksheets provided on Pgs. 3-5)

- Go through each competency line by line and assign it a ranking using the scale on Pg. 1. Try to keep your competencies balanced, where if you increase the importance of one, you decrease another by the same amount.
- Then use the summary sheet provided on Pg. 4 to double check your work.

### Method 2: Rank Order (Worksheet provided on Pg. 6)

- Rank the individual competencies from 1-14.
  - Have every member of the committee rank the competencies from 1-14 (where 1 is most important, 14 is the least important)
  - Total up the ranking for each competency by adding together each individual's score. The competency that receives the lowest numerical score would then be the highest priority
  - Assign the most important competency a percentage, then set the least important competency to a percentage such that the two percentages equal 100.
    - Example: If Good Communicator is the most important competency and you assign a percentage of 80%, then your least important competency should be set to 20%.
  - Continue this pattern with each pair of competencies (2-13, 3-12, 4-11, 5-10, 6-9, 7-8)

### Method 3: Categorization (Worksheets provided on Pgs. 7-8)

- Decide which of the following categorizations you want to use for the competencies.
- The worksheets initially set every competency to Necessary (50%). To make an adjustment, mark the corresponding box or use an arrow to show that you've shifted it's priority.
  - Three-Category Approach
    - Using this approach, each competency will be classified as important, necessary, or potentially helpful but not necessary (the final percentages will all be between 30 and 70)
    - Identify four competencies that are most important and the corresponding four competencies that are less important.
  - Five-Category Approach
    - This approach will use all five categories, requiring some competencies to be rated very low (unnecessary).
    - Identify the 1 or 2 essential competencies and an equal number of competencies to be categorized as unnecessary.
    - Then identify the 3 to 5 competencies to be categorized as important and an equal number as helpful but not necessary.
    - The remaining competencies should be left at necessary (50%)

## MDP Competency Worksheet - Line by Line Approach

Competency	Unnecessary	Potentially helpful	Necessary	Important	Essential
<b>Good Listener:</b> Expresses concentration in a conversation by being attentive, making good eye contact and not interrupting other, showing interest and showing empathy for what is being said.					
<b>Good Communicator:</b> Analyzes their audience before talking to them, adjusting to different circumstances and audiences, so to make each individual feel as they are speaking to them.					
<b>Leads Change:</b> Can communicate the observations they make when identifying weaknesses within ministry, themselves or the community in a wise and discerning way, explaining their vision and responding why and what kind of change is required.					
<b>Values Tradition:</b> Embraces the humanity and Christian principles from the values, stories and objectives passed through generations, using Reformed Theology as their root of principles and vision, using traditions in worship or ministry as a means of comfort and belonging.					
<b>Mentoring:</b> Takes time to examine the task, needs and capabilities of the situation and people, choosing the best way to respond to each one by assessing their approach to lead a team, and shares their plans with the members of the team.					
<b>Problem Solver:</b> Self motivated individual that takes the initiative to start and finish a task given, while working towards a goal, so they can enjoy the rewards of solving a problem.					
<b>Learner:</b> Values their experience in life, they continue their education, builds on strengths and seeks assistance to develop the weak traits.					

Competency	Unnecessary	Potentially helpful	Necessary	Important	Essential
<b>Teacher:</b> Creates learning opportunities for active participants and as a collaborative way, by designing lesson plans that teach concepts, facts and theology.					
<b>Adaptable:</b> Contributes intentionally to the happiness and wellbeing of others, by having genuine interest in seeing others thrive, providing honest and genuine feedback and acknowledging relationships.					
<b>Empathetic:</b> Thrives in challenges with humility and vulnerability, recognizing that asking for help makes them better at their job and surrounding themselves with people that can be smarter at different things.					
<b>Self-Aware:</b> Recognizes how their emotions affect their performance, their inner resources, abilities and limits, and are honest in their positive and negative biases, and own strengths and weaknesses.					
<b>Socially Aware:</b> Sees the differences in society as values for ministry and recognizes the strengths and weaknesses in each by studying, talking and involving themselves in the discussion of issues.					
<b>Organizational Manager:</b> Defines roles clearly in an interdependent environment forming trust form others in their future planning, goal setting/defining and finds the means along the way to produce a vision with creative work and play.					
<b>Visionary:</b> Communicates goals and expectations clearly, delegating onto others certain tasks they acknowledge to have a better result and is able to plan, prioritizing and studying the capabilities of the organization financially or in human resource.					

## MDP Competency Match Summary

- In the boxes below, put the number of competencies you placed in each category
- Multiply that number by the number in line 2 and place that number in line 3.
- Add the numbers from line 3 together.
- You are not required to balance your competencies, but it is strongly recommended. If your competencies are balanced, your total should be 42.

Line	Not Necessary	Potentially Helpful	Necessary	Important	Essential	Total
<b>1</b>						
<b>2</b>	1	2	3	4	5	
<b>3</b>						

MDP Rank Order Approach Worksheet	Ranking (1-14)
<b>Good Listener:</b> Expresses concentration in a conversation by being attentive, making good eye contact and not interrupting other, showing interest and showing empathy for what is being said.	
<b>Good Communicator:</b> Analyzes their audience before talking to them, adjusting to different circumstances and audiences, so to make each individual feel as they are speaking to them.	
<b>Leads Change:</b> Can communicate the observations they make when identifying weaknesses within ministry, themselves or the community in a wise and discerning way, explaining their vision and responding why and what kind of change is required.	
<b>Values Tradition:</b> Embraces the humanity and Christian principles from the values, stories and objectives passed through generations, using Reformed Theology as their root of principles and vision, using traditions in worship or ministry as a means of comfort and belonging.	
<b>Mentoring:</b> Takes time to examine the task, needs and capabilities of the situation and people, choosing the best way to respond to each one by assessing their approach to lead a team, and shares their plans with the members of the team.	
<b>Problem Solver:</b> Self motivated individual that takes the initiative to start and finish a task given, while working towards a goal, so they can enjoy the rewards of solving a problem.	
<b>Learner:</b> Values their experience in life, they continue their education, builds on strengths and seeks assistance to develop the weak traits.	
<b>Teacher:</b> Creates learning opportunities for active participants and as a collaborative way, by designing lesson plans that teach concepts, facts and theology.	
<b>Adaptable:</b> Contributes intentionally to the happiness and wellbeing of others, by having genuine interest in seeing others thrive, providing honest and genuine feedback and acknowledging relationships.	
<b>Empathetic:</b> Thrives in challenges with humility and vulnerability, recognizing that asking for help makes them better at their job and surrounding themselves with people that can be smarter at different things.	
<b>Self-Aware:</b> Recognizes how their emotions affect their performance, their inner resources, abilities and limits, and are honest in their positive and negative biases, and own strengths and weaknesses.	
<b>Socially Aware:</b> Sees the differences in society as values for ministry and recognizes the strengths and weaknesses in each by studying, talking and involving themselves in the discussion of issues.	
<b>Organizational Manager:</b> Defines roles clearly in an interdependent environment forming trust form others in their future planning, goal setting/defining and finds the means along the way to produce a vision with creative work and play.	
<b>Visionary:</b> Communicates goals and expectations clearly, delegating onto others certain tasks they acknowledge to have a better result and is able to plan, prioritizing and studying the capabilities of the organization financially or in human resource.	

Unnecessary	Potentially helpful	Necessary	Important	Essential
		<b>Good Listener:</b> Expresses concentration in a conversation by being attentive, making good eye contact and not interrupting other, showing interest and showing empathy for what is being said.		
		<b>Good Communicator:</b> Analyzes their audience before talking to them, adjusting to different circumstances and audiences, so to make each individual feel as they are speaking to them.		
		<b>Leads Change:</b> Can communicate the observations they make when identifying weaknesses within ministry, themselves or the community in a wise and discerning way, explaining their vision and responding why and what kind of change is required.		
		<b>Values Tradition:</b> Embraces the humanity and Christian principles from the values, stories and objectives passed through generations, using Reformed Theology as their root of principles and vision, using traditions in worship or ministry as a means of comfort and belonging.		
		<b>Mentoring:</b> Takes time to examine the task, needs and capabilities of the situation and people, choosing the best way to respond to each one by assessing their approach to lead a team, and shares their plans with the members of the team.		
		<b>Problem Solver:</b> Self motivated individual that takes the initiative to start and finish a task given, while working towards a goal, so they can enjoy the rewards of solving a problem.		
		<b>Learner:</b> Values their experience in life, they continue their education, builds on strengths and seeks assistance to develop the weak traits.		
		<b>Teacher:</b> Creates learning opportunities for active participants and as a collaborative way, by designing lesson plans that teach concepts, facts and theology.		
		<b>Adaptable:</b> Contributes intentionally to the happiness and wellbeing of others, by having genuine interest in seeing others thrive, providing honest and genuine feedback and acknowledging relationships.		

		<b>Empathetic:</b> Thrives in challenges with humility and vulnerability, recognizing that asking for help makes them better at their job and surrounding themselves with people that can be smarter at different things.		
		<b>Self-Aware:</b> Recognizes how their emotions affect their performance, their inner resources, abilities and limits, and are honest in their positive and negative biases, and own strengths and weaknesses.		
		<b>Socially Aware:</b> Sees the differences in society as values for ministry and recognizes the strengths and weaknesses in each by studying, talking and involving themselves in the discussion of issues.		
		<b>Organizational Manager:</b> Defines roles clearly in an interdependent environment forming trust form others in their future planning, goal setting/defining and finds the means along the way to produce a vision with creative work and play.		
		<b>Visionary:</b> Communicates goals and expectations clearly, delegating onto others certain tasks they acknowledge to have a better result and is able to plan, prioritizing and studying the capabilities of the organization financially or in human resource.		