

PROPOSAL FEEDBACK SURVEY

INSTRUCTIONS TO THE STUDENT TAKING THE IS/LM COMPETENCY EXERCISE.

- Getting congregational feedback is an important part of competency exercises, given that the MDiv curriculum at LTS is skills-based. You will note in the questions asked in the survey that not all areas covered by the competency receive attention in the survey. This focus keeps the survey manageable for the volunteers completing it. The faculty only seeks congregational input about some ministerial skills taught in courses. You should recognize the substance of the questions asked from course content even if the language used in the survey is different. This approach to the survey is not meant to signal in any way that other areas of the exercise or your technical knowledge are unimportant for either your grade or your work in the church.
- At the heart of this competency exercise is your presentation of a proposal to the body in your congregation that ordinarily would decide to implement the program (whether a committee or council or board). They do not have to approve or adopt the proposal, but you need to present it as if they were going to make such a decision. Then each member of that group should complete an evaluation form that provides feedback on how you did. So you need to ask the relevant committee, council or board if they will agree to do this, and then you need to give these evaluation forms to the chair or some other member of that group to distribute and collect. Pick someone who is responsible and will follow through!
- You should provide this person with the following (*read carefully*):
 - 1) Enough copies of the surveys for all members of the committee/council/board to complete following the your presentation
 - * Copies of the survey proper (the final two pages of this document) should be made on one page, double-sided.
 - * Copies of the instructions for the people completing the survey (the third page of this document) should be stapled to the front of the survey proper. (So make sure you do not copy part of the survey on the back side of the instructions.)
 - 2) An envelope large enough to hold all of the completed surveys, with postage paid and addressed to one of the professors administering this competency exercise using the seminary address (230 Lexington Green Circle, Suite 300, Lexington, KY 40503)
 - 3) The instructions for the survey administrator on page 2 of this document.
- Once you have assembled these materials and given them to the volunteer administering the survey, you should have no further role in the survey. This helps guarantee that the survey remains anonymous and free of influence. Your faculty will use the results of the survey not to determine your grade but to shape the feedback they provide and to help you analyze how congregations receive and reflect on your skills in interpreting Scripture and leading through adaptive change.

PROPOSAL FEEDBACK SURVEY

INSTRUCTIONS TO THE VOLUNTEER ADMINISTERING THE SURVEY.

- In advance of the gathering in which the Lexington Theological Seminary student is presenting a proposal for consideration, she or he has asked you to administer a survey seeking feedback on that plan and presentation. You should have been provided with
 - 1) enough copies of the surveys for all the members of the committee/council to complete following the presentation; and
 - 2) an envelope large enough to hold all of the completed surveys, addressed and with postage paid.

- Once the student has given you these materials, he or she should no longer be involved in the process of administering the surveys. This helps guarantee that the survey remains anonymous and free of influence. Seminary faculty will use the results of the survey in shaping the feedback they provide to the student. The data of the surveys (excluding all personal information provided) will be shared with the student to help him or her analyze how congregations receive and reflect on his or her skills in interpreting Scripture and leading through adaptive change.

- In advance of the meeting when the student will present the proposal, docket enough time on the agenda and make sure that the committee/council members are willing to commit to complete the surveys.
 - The survey should only take them 15-20 minutes to complete.

- For the meeting itself:
 - Have pens/pencils available.
 - Once everyone has completed the survey, place them in the envelope provided and drop them in the mail as soon as possible so that the students can get timely feedback from the faculty. Do not share them with the student; the faculty will discuss the results as part of their conversation with her or him.

PROPOSAL FEEDBACK SURVEY

Thank you for taking time to complete the attached anonymous survey.

Getting honest, helpful feedback about what was strong in the student's work and what needed improvement is the best way for pastors to improve their knowledge and skills in serving a congregation. Exaggerated praise or critique does not offer ministers a true picture of their skills.

The survey asks your assessment of the student's bible study, the student's presentation of the proposal, and the proposal itself.

There are two types of questions in the survey:

1. Rating Questions

Some questions ask you to rate an aspect of the student's leadership on a scale of 1 to 10 (with 1 being the lowest and 10 being the highest score). Two descriptions of what the lowest and highest numbers mean are offered for each question as guides.

2. Comment Questions

Following each rating question is one or more open-ended questions related to the same category. There is no right or wrong answer to these. Please respond according to how you experienced the bible study and presentation.

Please provide the following personal information to help faculty analyze the results of the surveys. This information will be removed before students see any data from the surveys.

Age (Mark one)

- 10-19
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70-above

Gender (Mark one)

- Female
- Male

Church Role (Mark all that apply)

- Lay person
- Clergy
- Church Staff
- Congregational leader/officer

Lexington Theological Seminary is grateful to you and your congregation for all the ways you contribute to the preparation of this student for a successful ministry in service to God and the church.

PROGRAM PLAN FEEDBACK

Student's Name _____

THE PROPOSAL ITSELF									
I did not understand the need for change at all.			The Change Addressed				I understood and identified clearly with the need for change.		
1	2	3	4	5	6	7	8	9	10
How might the change under discussion have been better identified and explained?									
I did not understand the goals and rationale and/or was not convinced.			Goals and Rationale behind the proposal				I understood the goals and rationale and found them convincing.		
1	2	3	4	5	6	7	8	9	10
How might the goals and rationale behind the proposal been better presented?									
These were unclear, unrealistic, and/or inappropriate.			The Budget, Staffing, and Other means of implementation				These were very clear, realistic and appropriate.		
1	2	3	4	5	6	7	8	9	10
How might the means of implementation been improved?									
I saw no evidence that the student gathered data, interviewed congregation members, or directly observed our ministry(ies).			Data, conversation, and observation used in developing the proposal				The student gathered excellent data, interviewed congregation members well, and directly observed our ministry(ies).		
What data, conversation, and/or observation did the student miss?									

THE PRESENTATION

The presentation of the proposal was ineffective. **The Effectiveness of the Presentation** The presentation was very effective.
1 2 3 4 5 6 7 8 9 10

How might the presentation been more effective?

The student is not a leader. **The Effectiveness of the Student's Leadership** The student is an excellent leader.
1 2 3 4 5 6 7 8 9 10

What leadership skills would you recommend the student develop?

THE BIBLE STUDY

Provided no background or context for understanding the passage. **Background of the Biblical Passage** Provided significant background or context for understanding the passage.
1 2 3 4 5 6 7 8 9 10

In one sentence, name the background/context the preacher offered that was most helpful for understanding the biblical passage.

Did not identify the main idea of the passage. **The Main Idea of the Biblical Passage** Named the main idea of the passage clearly.
1 2 3 4 5 6 7 8 9 10

In one sentence, name what you understand to be the main idea of the biblical passage so far as the student used it in the presentation.

The Biblical theology offered was of no help in seeing the value of the proposed plan **Helpfulness of the Biblical Theology in Seeing the Value of the Proposed Plan** The Biblical theology offered was of great help in seeing the value of the proposed plan
1 2 3 4 5 6 7 8 9 10

In one sentence, name your understanding of how the main idea of the biblical passage informed the proposed plan and showed its value.

COMMENTS

In the space provided below, add any comments you would like to make about the plan and its presentation.

