

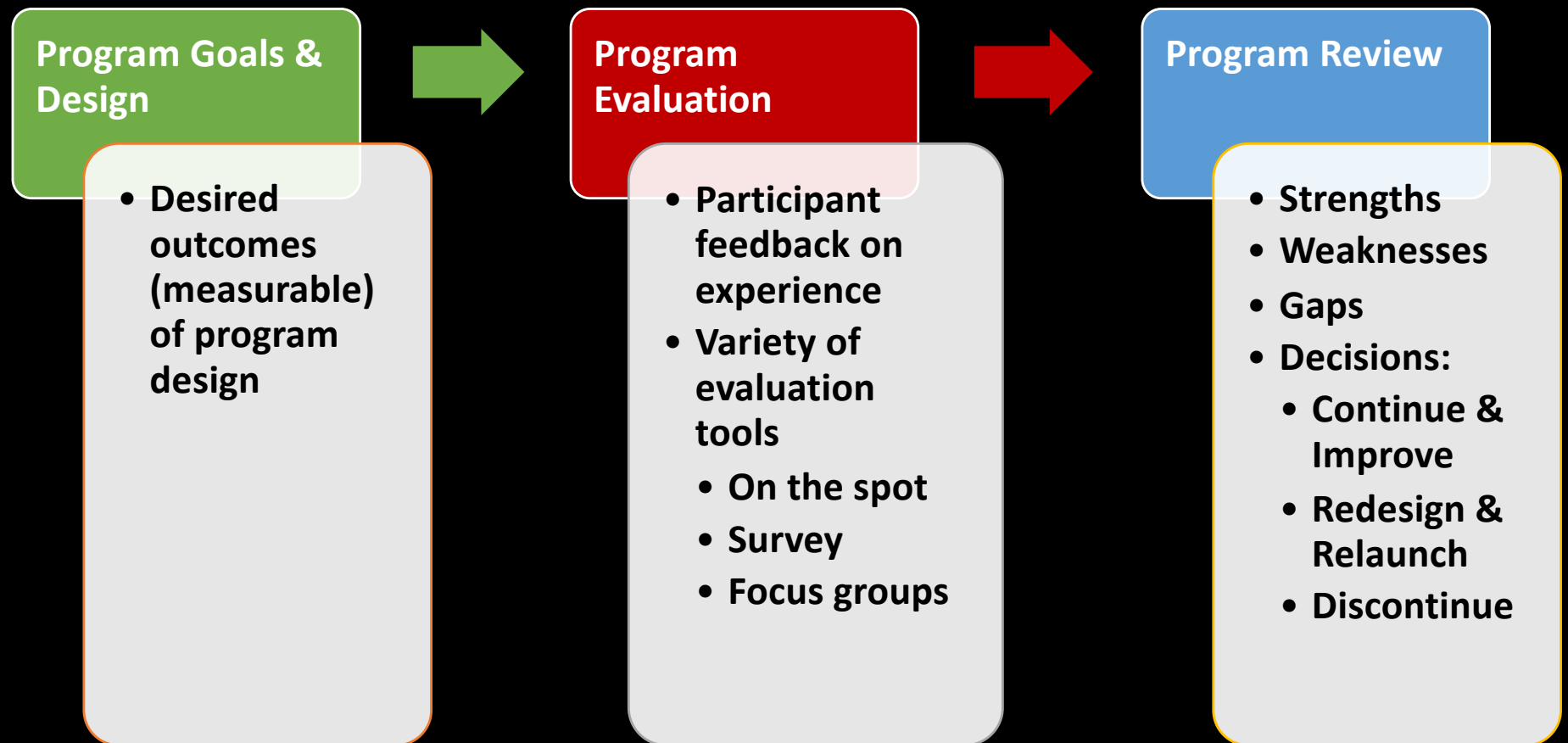


# Evaluating Programming

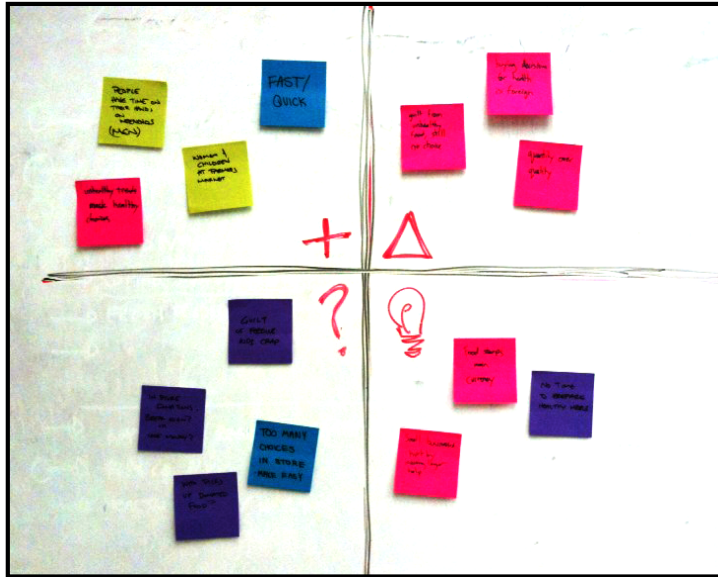


# Evaluation

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# FEEDBACK CAPTURE GRID



## WHY use a feedback capture grid

Use a feedback capture grid to facilitate real-time capture, or post-mortem unpacking, of feedback - times when presenter-critiquer interaction is anticipated. This can be used either to give feedback on progress within the design team or to capture a user's feedback about a prototype. You use the grid because it helps you be systematic about feedback, and more intentional about capturing thoughts in the four different areas.

## HOW to use a feedback capture grid

1. Section off a blank page or whiteboard into quadrants.
2. Draw a plus in the upper left quadrant, a delta in the upper right quadrant, a question mark in the lower left quadrant, and a light bulb in the lower right quadrant.

It's pretty simple, really. Fill the four quadrants with your or a user's feedback. Things one likes or finds notable, place in the upper left; constructive criticism goes in the upper right; questions that the experience raised go in the lower left; ideas that the experience or presentation spurred go in the lower right. If you are giving feedback yourself, strive to give input in each quadrant (especially the upper two: both "likes" and "wishes").



Likes, Benefits,  
Helpful, Positive



Wishes,  
Improvements



Questions,  
Wonderings



New Insights and  
Learning

# *Build Capacity*

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# Capacity Building

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## What capacities do we require to implement our plans?

- What will our plan require of the pastor and professional ministry leadership (competencies, skills, processes and procedures)?
- What volunteer leaders will be required, and what competencies (knowledge and skills) and resources will they need to perform effectively (tools , resources)?
- What material resources (facilities, communication, technologies, print and digital resources) will be required?
- What financial resources will be required?

# Capacity Building

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**What capacities (resources) do we already have available to us?**

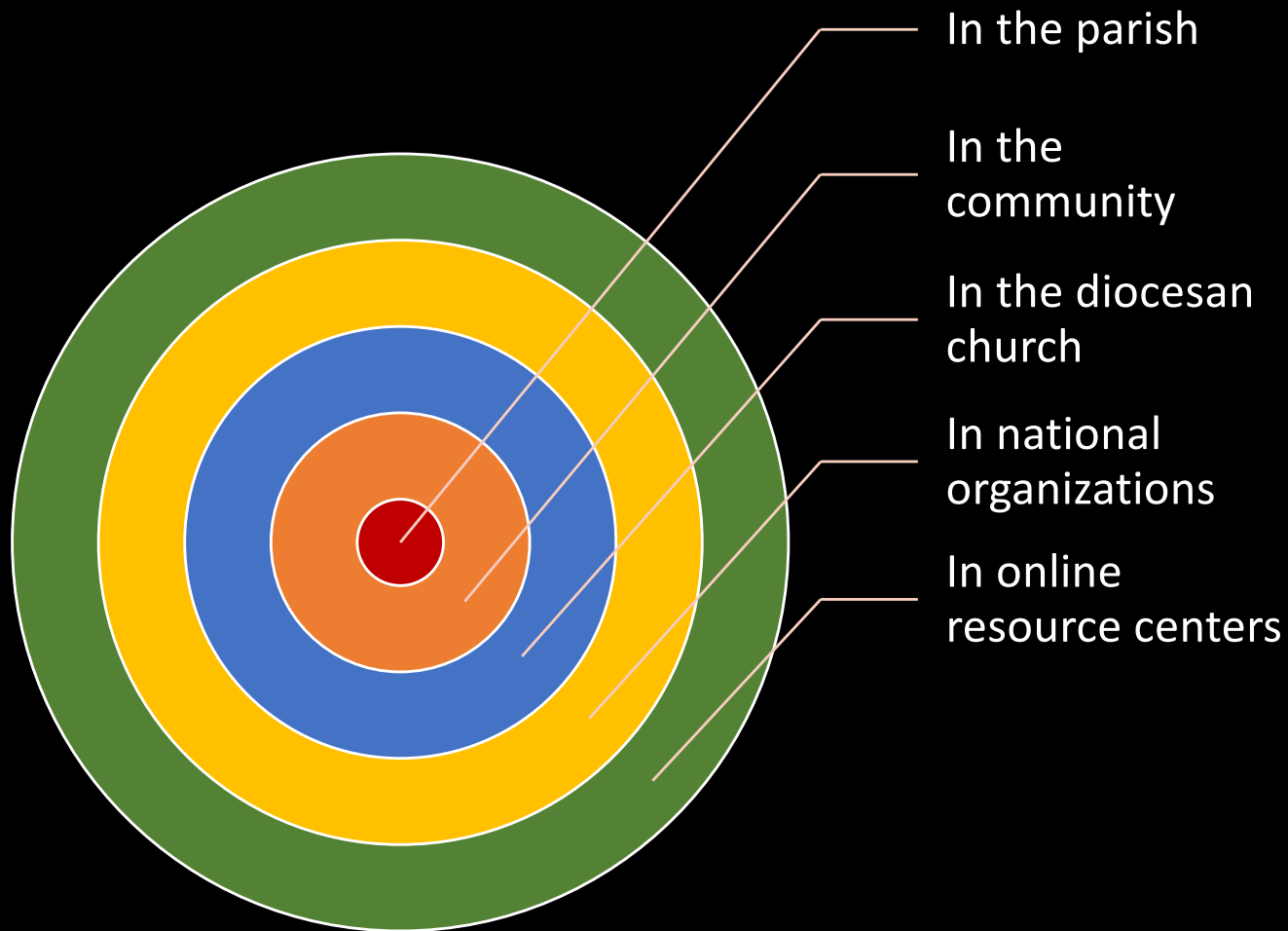
- Within our church community (people, programs, resources, finances)
- Outside our church in other religious congregations, schools and colleges, community organizations, denominational agencies— regional and national?

**What capacities (resources) do we need to develop or enhance in order to implement our plans?**

# Capacity Building

*Start with your strengths and assets*

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# Conduct a Gifts & Resources Discernment

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## My gifts are...

Check up to a dozen things you do well. Feel free to add other gifts not specifically listed.

- accounting/finances/budget
- acting/drama
- artwork/crafts
- caring and compassion
- carpentry/building
- child care
- clerical work
- communication
- computer skills
- cooking and serving food
- coordinating and organizing projects
- dancing
- decorating
- facilitating and working with groups
- faith-sharing
- fundraising
- gardening
- graphic design
- hospitality
- housekeeping
- legal services
- listening
- maintaining buildings/grounds
- mechanical work
- mediating and problem-solving
- medical/nursing care
- mentoring/tutoring
- music: instrumental or voice
- photography
- planning/visioning
- praying
- promotion/advertising
- public speaking
- researching
- social justice work
- sound recording/audio production
- teaching/training
- video and video production
- visiting others
- web design
- writing

## I have experience or interest in these areas of involvement. . .

Mark the 5 greatest areas of **experience (E)** with +  
Mark the three greatest areas of **interest (I)** with ✓

- | E     | I     | Potential Involvement               |
|-------|-------|-------------------------------------|
| _____ | _____ | arts                                |
| _____ | _____ | children's ministry                 |
| _____ | _____ | care for and dignity of the elderly |
| _____ | _____ | consolation/grief ministry          |
| _____ | _____ | communications                      |
| _____ | _____ | community outreach/service          |
| _____ | _____ | data administration                 |
| _____ | _____ | disabilities / special needs        |
| _____ | _____ | education: children                 |
| _____ | _____ | education: youth                    |
| _____ | _____ | education: adults                   |
| _____ | _____ | environment / care for the earth    |
| _____ | _____ | family ministry                     |
| _____ | _____ | finance                             |
| _____ | _____ | global mission                      |
| _____ | _____ | grief and loss                      |
| _____ | _____ | health ministry                     |
| _____ | _____ | media (photography, videos)         |
| _____ | _____ | music                               |
| _____ | _____ | new member welcome                  |
| _____ | _____ | pastoral care                       |
| _____ | _____ | prayer ministry                     |
| _____ | _____ | addiction and recovery              |
| _____ | _____ | sacramental preparation             |
| _____ | _____ | service to the poor and vulnerable  |
| _____ | _____ | singles ministry                    |
| _____ | _____ | small faith communities             |
| _____ | _____ | social justice                      |
| _____ | _____ | social/community life               |
| _____ | _____ | spiritual growth                    |
| _____ | _____ | stewardship                         |
| _____ | _____ | web ministry                        |
| _____ | _____ | worship/liturgy                     |
| _____ | _____ | young adult ministry                |
| _____ | _____ | youth ministry                      |



# Identify Volunteer Motivations

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## Identify the potential motivations of people....

1. Live their calling as a Christian
2. Contribute to the church / community
3. Use their gifts to benefit others
4. Learn something new
5. Personal fulfillment / personal growth
6. Build connections/ sense of belonging
7. Make a difference in other people's lives / in the world
8. Do something well
9. Be challenged
10. Change the way things are
11. Give back

# Re-Engaging Volunteer Leaders

## Susan Beaumont

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1. Evaluate needs and streamline roles.
2. Embrace technology.
3. Promote flexibility.
4. Move toward episodic micro-volunteering.
5. Clarify the expected outcomes of volunteer assignments.
6. Help people pursue passion.
7. Begin with the volunteer.

# Developing Volunteer Leadership

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- **Work with the time commitments that fit people's schedules.** If leaders can serve for one day or one weekend per year, then have an opportunity ready for them. If leaders can serve for a month (four weeks) in the fall and again in the spring, have four-week program options for them.
- **Offer a variety of roles.** Many people don't want to teach or lead a program but would like to mentor or guide people one-to-one or in a small group. Develop mentoring relationships for people to learn how to pray, to serve those in need, and much more.
- **Develop leadership roles with fewer tasks and divide up a large leadership role into smaller responsibilities.** It's easier to find and prepare people for a more limited and clearly defined leadership role, than to find a leader to do a large job. It is also a way to involve more leaders in a project or program.

# Developing Leadership

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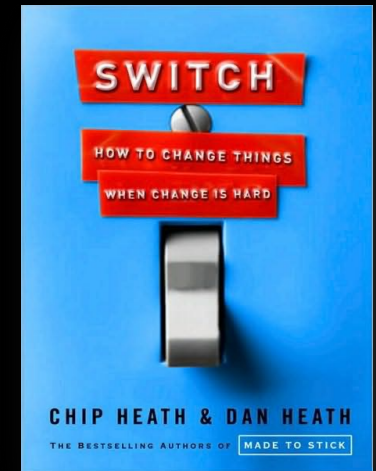
- **Design a program with a primary leadership role (teaching, presenting, facilitating activities) and support roles.** For example, a children's program might have a lead teacher (or two) and adults or youth who serve as small group activity leaders. Small group activity leaders make a four-week commitment each year. The same could apply to any other program where there are lead presenters or facilitators and small group leaders.
- **Design programming in shorter units of time.** Rather than a twenty-four-week program with one leader, create four, six-week minicourses—each with a different leader. Eight-week programs can be conducted in two four-week minicourses.



# Creating & Sustaining New Projects



# Creating & Sustaining New Projects



## 1. Follow the bright spots:

- When creating investigate what's working and clone it.
- When sustain, collect feedback (stories, audio, photos) and share it widely

## 2. Point to the destination:

- Change is easier when you know where you're going and why it's worth it.
- Paint a picture of what's happening in people's lives because of the new project.

## 3. Script the critical moves:

- Don't think big picture, think in terms of specific behaviors.
- Guide the team through the steps.

## 4. Find the feeling:

- Knowing something isn't enough to cause change. Make people feel something. Build an emotional and rational case for change.

## 5. Plan for small wins that lead to significant innovations.

# Planning

*sustain – enhance – expand – create  
(and stop things that aren't working)*



- **Short-Term Planning** – ideas that can be integrated into existing plans and programs OR can be designed and implemented quickly in the 2022-23 program year
- **Mid-Term Planning** – ideas that need more design time and that can be implemented within one or two years (2023-24)
- **Long-Term Planning** – ideas that need design time, piloting and testing, and then implementation over the next several years

# Involvement Over Time

