

Pre-Course Survey

Introduction

This Pre-Course Survey is designed to be a preliminary means of discovering some important factors about the people enrolled in your the LPM program. It is to be mailed to each individual who registers for an LPM course and should be completed in a timely manner as to allow for your processing and implementation.

Feel free to add or subtract questions about specific issues as would be appropriate to your LPM program's specific needs.

The "up front" information which the survey gathers includes:

- who each person is,
- what each person does (his/her ministry), and
- what has prepared each person to do this ministry.

The "underlying" information includes:

- the participant's expectations and
- the participant's hopes for the course.

The information gathered will assist you as the coordinator, as well as the faculty for each course, in planning the curriculum to meet the needs of your participants. It is the foundation upon which each course will be modified.

Suggestions for Tallying Information

To layout the pieces of this puzzle, make a simple grid using a spreadsheet design.

1. Across the top list each category from the Pre-Course Survey.
2. Down the left side of the grid list each participant.
3. Complete one row (horizontal) for each participant.

Here are some hints for summarizing the information.

- Set size of each "box" wide and deep as to accommodate information.
- Color-code or highlight specific responses ("organ" in red; "piano" in blue, etc.). This will help you see at a glance:
 - What the participants have in common,
 - How the participants are grouped by role and experience,
 - What common expectations the group has,

AND allows you to:

- Identify individuals with specific needs or concerns, and
- Discover talents and experiences for potential resources for teaching or demonstration.

Implementation

It is vital that you **identify the results** that you want from each course according to the information you have gathered and tallied. This allows you and the faculty to tailor each course by prioritizing instructional components in an effort to achieve your desired results.

Each course in the LPM Syllabus has specific instructional components that are clearly identified along with suggested assignments designed to offer practice or exploration of these components. Each course also has a list of requirements for completion of that course. Combining the information from the LPM Syllabus with the results you want from the course will give you the **structure** for each course.

The manner in which the selected information is presented to the participants is referred to as the **delivery**. Information is delivered in 15- to 20-minute “**chunks**.” Each “chunk” is followed by an activity which will provide a measure of how well that information has been secured by the participants. **Activities** are chosen or developed to practice skills, demonstrate understanding or insight, or provide opportunity for discussion or questioning. **Activities** can be methods to measure the effectiveness of the **delivery**.

If any **activity** reveals an insecurity, this area is presented in another **delivery** form. (Education calls this simply “reteaching.”) The important thing to remember is that if it was not mastered by one form of delivery, when it is re-taught, a different delivery should be created. Success in each **activity** will ensure success in the ability to complete the course’s requirements.

Example: If reading a passage did not achieve the desired results, try:

- discussing it with a partner or
- pair-reading, where two people actually read aloud to each other and then talk briefly about what was read.

Plan to provide a hand-out whenever you have an assignment that has specific guidelines.

NOTE: *Strategies of delivery and various activities will be available Spring 2005 in Welcome to LPM: Delivery and Activity Options; Jan Thurber Graettinger, author.*

Concerns

Most importantly—keep it simple! Do not encumber you, your faculty or your participants with information or skill development that will not be vital to the structure and delivery of the LPM Syllabus. The LPM courses need to meet the needs of the participants enrolled.

You only can do so much with the time allowed and will drive yourself “somewhat mad” by trying to include everything simply for the sake of inclusion. Be prepared for some topics of immediate importance to arise out of shared experienced. Always be open to contribute to resolution of these issues for your participants.

Allow your faculty to be empowered in the decisions about what to teach as well as when and how to teach it. You will **discover** that a few major goals will motivate most of your participants . . . and it will be a joyful challenge to choose the curriculum which will address those goals.

Summary

1. Have each participant complete the [Pre-Course Survey](#), returning it to you before the courses begin.
2. [Tally](#) information from Pre-Course Surveys.
3. Meet with each faculty member to [structure](#) each course so as to meet the needs of the participants.
4. Decide upon methods of [delivery](#) and gather [teaching materials](#). (coordinator and/or faculty)
5. Choose or develop [activities](#) to enable the participants to understand fully as well as apply information or skills taught.
6. [Present](#) material, being sensitive to which delivery and activity strategies work best with the particular group.
7. Celebrate when [success](#) is enjoyed at each session as well as at the completion of each course!

The Leadership Program for Musicians, Inc.

Pre-Course Survey *(Jan Thurber Graettinger, author)*

Thank you for taking the time to complete this questionnaire. This information is vital as we begin our work together.

Name _____ Address _____

City _____ State _____ Zip _____

Home Phone _____ Emergency Phone (last minute contact) _____

E-Mail _____

Congregation and Address _____

Pastor's name and title _____

What is/are your roles in the weekly worship in your church? (choir director, organist, pianist, liturgist. . .)

“Star” the one you most enjoy.

Place an “I” at the one you most want to improve. (They could be the same!)

Do you use:	Plainsong?	Yes	No
	Psalm tones?	Yes	No
	Canticles?	Yes	No

If you are organist, do you:

accompany from the hymnal accompaniment supplement?	Yes	No	
use simplified accompaniments from printed resources?	Yes	No	
improvise?	Yes	No	
use pedals?	____ not at all	____ one foot	____ both feet

If you are cantor, do you:

lead service music only?	Yes	No
lead service music and hymns?	Yes	No
lead other music?	Yes	No

(Please

explain) _____

In the *Leadership of Congregational Song*, participants are placed in an instructional “track” to match their needs. Rank 1 as your first interest, 2 as your second.

_____ Organ _____ Other keyboard _____ Handbells

_____ Voice

_____ Guitar

Identify the type(s) of training you have experienced to prepare you for each of your roles in the congregational worship. This could be a degree program, classes or workshops you have attended, private study or other resources (like books) you have used.

What do you expect to be the most valuable part of this opportunity for you?

What results do you expect your congregation to experience as a result of your participation in LPM?

List any special issues or concerns that you want to be addressed during these sessions.