

Profiles of Ministry Program

Models for Interpreting Group Profiles

Group profiles present the range of scores present in a group highlighting the central 50% of the scores as well as the mean. They can be interpreted in similar ways as individual profiles by considering:

- The particular strengths of a group
- The diversity present within the group indicated by the range of scores
- The particular areas where growth is needed
- The dominant perceptions of ministry present within a group

Group profiles can be used when assessing a particular class of students or a group of ministers in the following ways:

- Assessing the strengths and weaknesses of a particular group
 - Designing programming to help strengthen areas of weakness
 - Curricular and co-curricular programming for students
 - Continuing education programs for ministers
 - Strategizing ways to utilize the strengths of a particular group for the good of the institution or denomination

Group profiles of students and clergy can be used when assessing a particular institution or denomination in the following ways:

- Student groups profiles (Stage I) help to determine whether institutional assumptions of prerequisites for theological education are being met in areas of ministry skills or personal characteristics
 - Do learning outcomes for degrees address areas of weaknesses in incoming classes?
 - Do students bring resources with them that do not need to be addressed in the curriculum?
- Student and clergy group profiles (Stage II) help to determine if credentialed ministers are receiving adequate preparation for ministry in the areas of ministry skills or personal characteristics
 - What areas of preparation are not being addressed in seminary?
 - What areas of formation need to be addressed by a denominational entity rather than through theological education?
 - Are clergy from different seminaries receiving similar levels of preparation?

Group profiles of faculty can be used in the following ways:

- Faculty profiles can help assess the ministry culture of a particular faculty
 - Does the ministry culture of the faculty represent the stated culture of the institution? Of the majority denomination represented by the students? Is more diversity needed? Is any one area of ministry not adequately represented?
 - How does the diversity or unity of ministry perceptions among faculty impact their ability to work together?