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# Conflict Management Style and Burnout of Missionaries

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## Abstract

The study examined modes of conflict resolution present in a sample of missionaries as well as relationships between modes of conflict resolution and demographic characteristics. Additionally, relationships between modes of conflict resolution and burnout were investigated along with the relationships between levels of burnout and sample demographic characteristics.

The instruments utilized with the sample of 150 missionaries included an individual data form, the Thomas-Kilmann Conflict Management-of-Differences Instrument (the MODE), and the Staff Burnout Scale for Missionary Personnel (SBS-MP), an adaptation of the

Staff Burnout Scale for Health Professionals (SBS-HP) by Jones.

The conflict management mode of Avoiding was the most frequently selected mode. Correlational analysis and analysis of variance (ANOVA) were used to relate modes of conflict resolution to continuous demographic variables. None of the analyses showed significant differences between modes. Chi-square analysis were conducted on the categorical demographic variables in relationship to mode; only the gender variable showed a significant relationship. Females chose the Avoiding mode more than males.

ANOVA was calculated using the SBS-MP as the dependent variable and the preferred mode as the independent variable. Results showed no relationship between preferred modes and the SBS-MP.

ANOVA was also computed on the categorical demographic variables, and Pearson correlations were calculated for continuous variables. Significant relationships were found between age, years of service and/or candidacy status and burnout scores. Older missionaries had lower stress scores than younger missionaries. Time in candidacy was positively related to stress for missionary candidates. Significant relationships were found between burnout

scores and knowledge of conflict management skills and stress management skills.

Caution should be exercised in interpreting data from the mode scores which are interdependent. The study supports the notion that missionaries predominantly avoid conflict. Lack of knowledge about how to manage conflict and stress correlate positively with higher stress.

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# INTRODUCTION

## Statement of the Problem

Conflict management is a basic tool of organizational life. How conflict is managed has a direct bearing on the health of an organization and the well-being of its members. Missionary agencies are no exception. They are effective only if personnel manage conflict effectively. In exit interviews, missionaries leaving mission agencies report unresolved conflict and stress-related "burnout" as factors contributing to their decision to leave missionary work.

The loss of first-term missionaries, as well as longer-term missionaries, has long been a significant concern of mission boards. Missionaries who do not complete their first term or do not return for a second, for whatever reason, represent a substantial loss to the missionary cause. Not only is their potential contribution to the field lost, but the

negative impact on those who contributed to their support, the veteran missionaries and national believers who anticipated their assistance, and even upon themselves is often considerable. The investment of the mission board in their selection and training may have been substantial, and that, too, is gone (Iwasko, 1992).

Reducing the number of missionaries who leave missionary agencies to zero is unrealistic. Some leave through no real fault of their own, but rather as a result of illness, finances, policy differences or change in ministry emphasis. Some should not remain. "A system that seeks to eliminate all dropouts will either be so conservative in the selection and training process that few will ever get to the field, or will become tyrannical in attempting to keep them there" (Iwasko, 1992, p. 1).

Thoughtful measures should be taken to reduce the number of dropouts, especially those resulting from conflict and stress experienced by missionaries. The intent of this research was to produce statistics that examined the methods the missionary population used to manage conflict and stress.

## Purpose

In essence, the purpose of this research is to identify and secure information regarding stress-related burnout due to conflict in order to provide a realistic database on these aspects of missionary experience. Three instruments were used to examine specific characteristics of the study population. A demographic questionnaire was developed to obtain descriptive information about specific characteristics of the missionary population. Two standardized instruments were used to identify and secure information regarding burnout due to stress and conflict management styles. A modified version of the Staff Burnout Scale for Health Professionals (SBS-HP) designed by Jones (1980d, 1980h) was used to obtain a measure of burnout. The Thomas-Kilmann Conflict Management-of-Differences Instrument (the MODE) (Thomas & Kilmann, 1974) was used to measure conflict management styles of this population.

The intent of this study was to obtain data that describes this population and then in analysis look for interactions, if any, between conflict management style and burnout. The three instruments yielded a typical profile of the selected population of

missionaries. That profile helped to establish the degree to which this population is subject to burnout and identified styles of conflict management.

## Assumptions

Several assumptions guided this study. They are as follows:

1. Conflict exists in everyone's life, even that of missionaries.
2. Missionaries approach conflict in a typical manner.
3. Data that describe the typical manner in which people respond to conflict can be obtained through standardized tests.
4. Data can be collected that pertain to the degree of burnout people experience through available tests.
5. Population findings obtained through testing can be compared to one another.

## Research Questions

The specific questions this research will address include the following:

1. Which modes of conflict resolution are characteristic of this test group?

2. What, if any, relationships exist between modes of conflict resolution and demographic characteristics for this sample?

3. What is the relationship between modes of conflict resolution and burnout for this sample?

4. Do relationships exist between level of burnout and sample demographic characteristics?

## Definitions

For the purpose of this study, the following definitions will be used:

1. Burnout: A "syndrome of physical and emotional exhaustion involving the development of negative job attitudes, a poor work-related self-concept, and a loss of concern for clients" (Jones, 1981d, p. 1).

2. Candidacy: A designated status of individuals who have been approved by a mission board to represent them on a particular mission field, but who need to raise their financial support before they are able to go. Candidacy status lasts for an average of about 2 years.

3. Conflict: The result of two or more people recognizing that their needs and interests are incompatible. Common types of conflict involve roles, values, methods, goals, emotions, and facts.

4. Conflict management: A broad term referring to the approach or assistance one utilizes when faced with conflict. It implies assistance in conflict, but not necessarily a complete resolution (Lowry & Meyers, 1991).

5. Dispute resolution: A term used most often by the legal system which means to quantify an injury or wrong into an identifiable "dispute." Dispute resolution resolves conflict through an adversarial process in a manner whereby a winner or loser is determined.

6. Dropout: A concept that describes missionaries who terminate their contract with a mission agency. Comparing active missionaries with dropouts is not within the scope of this research.

7. Field: A particular geographical region of the world such as South America.

8. Missionary: The people of God whose activities cross any and all cultural boundaries to present and solicit response to the message of the gospel (Tallman, 1989).

9. Missionary agency: An incorporated organization that has as its purpose to provide a variety of religious services and support at home or abroad. They generally recruit and provide logistic support to those who go abroad under their auspices.

10. Missions: Denotes "the activity of the people of God and His church to communicate the gospel message across any and all cultural boundaries for the purpose of leading people to Christ and establishing them into viable fellowships which are also capable of reproducing themselves" (Tallman, 1989, p. 17).

11. Modes: "Flexible conflict-handling methods" (Womach, 1988, p. 322). Instead of having "a single, rigid style of dealing with conflict" (Womach, 1988, p. 322), people are capable of using a number of styles (or modes). We use modes that we tend to be better at more often.

12. Reconciliation: A process that seeks not only to resolve a conflict, but also to restore the relationship of the people involved.

13. Scores: Raw descriptive data analytically derived from testing instruments.

14. Stress: A generalized response of the body to any demand made upon it. A natural by-product of all our activities, stress is thus a normal part of

everyday life. Too much stress results in eventual breakdown (Selye, 1976).

15. Term: A concept that describes a length of time a missionary will serve overseas. It may vary in length, but typically a term is four years in length. Missionaries generally describe their careers in numbers of terms.

## Review of the Literature—Conflict

Conflict is viewed as a pervasive, vital, but often troublesome aspect of organizational life. A variety of studies and a number of perspectives have resulted in a significant body of literature on conflict resolution. The literature includes studies on how conflicts affect business (Thomas, 1976), industry (Bernarden & Alvarez, 1975), communications (Rahim, 1986) and interpersonal relationships (Hardy, Orzek, & Heistad, 1984). Conflict management has also become a major thrust for training programs in business and industry (Lippett, 1982; Shockley-Zalabak, 1981).

Discussion about conflict typically includes material on the abuses of conflict, the analytical processes for understanding them, and the effective

uses of conflict resolution strategies. The most pertinent literature for the purpose of this study is that which relates to the recognition and resolution of conflict in a given population of missionaries. Much of this research has involved administering and interpreting a conflict style instrument, the MODE.

Research on conflict resolution among missionaries has not been studied with the same depth or diversity as conflict in other professional groups. The literature in missions emphasizes conflict resolution as it relates to problems arising out of living in a foreign culture. The principles of conflict resolution as applied to missionaries are most commonly described in biblical terms. For example, Dye (1988) suggested:

> A daily preventive technique and cure is available to anyone who wants to practice it . . . it is adequate to completely eradicate unacceptable emotions, guilt and emotional conflict. It is found in a prayer . . . "forgive us the wrongs that we have done, as we forgive the wrongs that others have done to us (Mt. 6:12)." (p. 372)

In specific conflicts, missionaries are expected to follow biblical guidelines suggested in Matthew 18:15-20:[1]

> If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector.

A growing awareness by mission agencies has led to this and other interest in understanding how missionaries can be more effective managers of conflict. Little reliance on specific instruments exists to help missionaries identify their approach to resolving conflict so that they might assess their effectiveness.

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[1] The New International Version of the Holy Bible (1978) is the source for all references to Scripture.

Britt (1983) suggested that research is needed to help missionaries be more aware of conflict and help in resolving it. Ineffective conflict management skill has been hypothesized as being a predictor of stress in missionaries' lives (Gish, 1983). One purpose of this research is to establish data that describe the study population's conflict management style. In this study the MODE (Thomas & Kilmann, 1974) will be used to identify the typical conflict management style of the selected missionary population.

## Developing a Definition of Conflict

The literature supports the view that conflict is inevitable in human interaction (Chasnoff & Muniz, 1985). One of the first accounts of human experience recorded in the bible is the conflict between Cain and Abel (Gen. 4:1-12). This conflict led to Abel's death and significant impact on Cain's family. Thus, one must understand what conflict is and know how to recognize it. Stepsis described conflict as "a daily reality for everyone" (Stepsis, 1974, p. 139). Swensen (1973) characterized conflict as a universal quality of life, stating, "people have been social beings from the beginning, and they have had problems

with their social relationships from the beginning" (Brown, Yelsma, & Keller, 1981, p. 1103). For any group to grow and develop, it will have to process a certain amount of conflict (Kormanski, 1982).

Few scholars agree on the definition of conflict. In the simplest terms, "conflict exists whenever incompatible activities occur" (Deutsch, 1969, p. 7). Bossart (1980) asserted that conflict exists when two people try to occupy the same place at the same time. One can assume that varying complexities of conflict exist. For the purpose of this study, the definition developed by Thomas and Kilmann (1974) was used. They defined conflict situations as "situations in which the concerns of two people appear to be incompatible" (p. 11).

The literature after 1969 recognizes conflict to have both positive as well as negative functions (Zumpetta, 1987). Thomas (1976) recognized constructive and destructive effects, adding that the outcome of conflict resolution depends upon its management. Thomas equated conflict to power, viewing it as a fascinating human phenomenon that is frequently abused and misunderstood. Conflict unchecked can lead to chaos (Kormanski, 1982). Whether or not conflict is avoided because it goes

unrecognized or because of other, more deliberate choices is unclear.

Assertiveness is considered a positive manner to address conflict, while aggressiveness is considered a negative method of resolution (Mauger, Adkinson, Zoss, Firestone, & Hook, 1980). Clearly, methods used to deal with conflict also affect the positive or negative connotations associated with it.

Shaller (1973) reported that on any given day of the week in three quarters of all churches, the ministry effectiveness of the congregation is reduced significantly as the result of nonproductive and even destructive conflict. Conflict is so severe that in one fourth of those churches, conflict must be reduced before the church can redirect its energies and resources in accordance with its goals (Shaller, 1973).

In their book The Body, Colson and Vaughn (1992) stated:

> Over an eighteen-month period, ending in early 1989, more than twenty-one hundred Southern

> Baptist pastors were forced out of churches.[2] For doctrinal reasons in the church debate? No. According to one survey, 58% cited personality differences (that's spelled "split in the church"); 46%, failure to live up to expectations (not enough growth); and 42%, leadership style too autocratic (power-hungry pastor). All that church strife in one year in just one denomination. (p. 101)

Missionaries are assumed to be no less vulnerable to conflict and the stress that their circumstances create.

The importance of recognizing and constructively dealing with conflict in religious settings may be accentuated because of the level of intimacy characteristic of religious organizations. Cupach (1980) believed that the greater the intimacy between partners, the greater the potential for conflict. Additionally, unbalanced biblical teaching about conflict may inhibit conflict from surfacing and/or

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[2] Data from: Goldman, A. L. (1990, January 27). Religion notes. New York Times, p. 2.

lead to spiritual abuse (Enroth, 1991; Summerville, 1987).

Colson and Vaughn (1992) indicated that "the more confident people are of the truth, the more grace they exhibit to those who don't agree." "Tolerance is the natural endowment of true conviction," (p. 34) wrote Paul Tournier. "Remember, Jesus said, referring to his disciples: 'By this all men will know that you are my disciples, if you have love for one another'" (John 13:35) (Tournier, 1964).

The ability of the missionary to recognize conflict is an important management skill. Its resolution and maintenance is a determining factor that sets the value of the conflict experience (Burke, 1969; Deutsch, 1969). Deutsch (1969) considered conflict as a part of the process of assessing and testing oneself that may be highly enjoyable and expand one's capacities. Stepsis (1974) believed the ability to resolve conflict successfully is probably one of the most important social skills that an individual can possess. Management of conflict can bring creativity and a sense of usefulness to the people involved in the conflict situation. An appropriate view would be to look at conflict as an impetus to promote involvement of the parties and an

incentive to find the best decision for an organization (Hermone, 1983).

Early recognition of conflict situations is a basic need of organizations. Lippett (1982) determined that managers spend 24% of their time dealing with conflict, ranking it equally or higher in importance than planning, communication, motivation and decision making. In a study conducted for the Christian Conciliation Service of Orange County, California, Regier (1989) reported that ministers asserted that 20% of their time is spent attempting to resolve acute conflict. The necessity for possessing skills in this area may be intensified for missionaries who serve in a cross-cultural environment.

Terms used frequently in discussion involving conflict resolution include dispute resolution, conflict management, and reconciliation. Dispute resolution, most commonly used by the legal system, refers to the process of quantifying an injury or wrong into an identifiable dispute, usually in economic terms. The system seeks to resolve such disputes, usually through an adversarial process that adjudicates the correctness of positions in a circumstance where one is a winner and one is a loser

(Miller & Sarat, 1989). Viewing conflict from the perspective of dispute resolution limits assistance to only the most acute and concrete conflict.

Conflict management is viewed as more useful than dispute resolution. Placing an emphasis on resolution, as in the legal system, implies that all conflicts can, in fact, be resolved; common sense tells us otherwise (Leas, 1982). Conflict management views conflict from a wider perspective. It allows for freedom to consider a broader range of problems. Emphasis is upon assistance to resolve conflict but not necessarily to complete resolution (Leas, 1982). Religious organizations or individuals manage conflict when they do their best under the circumstances to oversee, direct, and control differences.

Relevant to this research is the common ground shared by conflict management and dispute resolution. Both represent problem-solving processes and connote a number of communication and facilitation skills directed toward the needs of the people involved. They are processes that deliberately attempt to manage and resolve differences in a way that preserves or enhances relationships. Both processes are guided by cooperation, not competition (Lowry & Meyers, 1991).

A third response to conflict which is characteristic of missionary service is to accomplish reconciliation when conflict surfaces. The objective of reconciliation is not only to resolve the conflict, but to restore the relationship of the people involved. This is in contrast to conflict management which has as its minimum objective to contest the differences in a way that allows the individuals or organization to function or dispute resolution; the objective is to conclude conflict through some process. Reconciliation, however, is not always accomplished even though a conflict may be resolved. Use of problem-solving skills when confronted with a conflict can set the stage for reconciliation that may come later.

Conflict can be viewed as a method for an organization to produce ideas of superior quality, an instrument to facilitate goal-oriented behavior, and a method to call attention to systemic problems (Thomas, 1976). A classic representation of this process effectively used is documented in the missionary accounts of V. Olsen, M.D. (Olsen & Lockerbie, 1973) who served in Bangladesh. The missionary outreach in Bangladesh was an ongoing saga of a full complement of conflict management methods. Dr. Olsen's ability to

establish a hospital ministry in Bangladesh was greatly dependent on his personal faith as well as his ability to manage conflict with the bureaucracy there. Animosities toward the doctor would often require him to reconcile with those who were most eager to block his ministry, especially as providence would require him to minister as a physician to them. Blake and Mouton (1964), who have stimulated much of the literature on conflict management, suggested that a manager's job is to cultivate positive, constructive aspects of conflict resolution. Blake and Mouton's (1964) suggestion that managers seek to perfect a "team culture" can be applied to missions.

Zumpetta (1987) suggested that a team culture: (a) promotes and sustains efficient performance of highest quality and quantity; (b) fosters and utilizes creativity; (c) stimulates enthusiasm for effort, experimentation, innovation, and change; (d) turns a problem-solving situation into a learning advantage; and (e) looks for and finds new challenges. Organizations and individuals who foster a team culture view conflict as an opportunity to grow and develop.

In summary, for growth to occur, a certain aspect of one's experience will involve conflict. How

conflict is managed will effect either a positive or negative outcome. If conflict is ignored or is absent, an organization becomes dysfunctional. Handled inappropriately, conflict can result in the organization ceasing to function.

The literature reveals two opposing viewpoints on the usefulness of conflict. Thus, a synthesis of these positions is necessary. A realistic view of conflict is that it has potential for being both productive and destructive (Deutsch, 1969).

Hart (1981) identified the constructive and destructive outcomes of conflict as follows:

Conflict is destructive when it:

Diverts energy from more important activities and issues.

Destroys the morale of people or reinforces poor self-concepts.

Polarizes groups so they increase internal cohesiveness and reduces intergroup cooperation.

Deepens differences in values.

Produces irresponsible and regrettable behavior such as name-calling and fighting.

Conflict is constructive when it:

Opens up issues of importance, resulting in their clarification.

Results in the solutions of problems.

Increases the involvement of individuals in issues of importance to them.

Causes authentic communication to occur.

Serves as a release to pent up emotion, anxiety and stress.

Helps build cohesiveness among people by sharing the conflict, celebrating in its settlement and learning more about each other.

Helps individuals grow personally and apply what they learned to future situations. (p. 12)

The above discussion has direct bearing on the selected population, as it suggests that social conflict has both positive and negative consequences. By observing how conflict is dealt with, individuals and groups can measure their progress. "Social progress is in this respect like individual progress; we become spiritually more developed as our conflicts rise to higher levels" (Follet, 1940, p. 35). The Bible states, "As iron sharpens iron, so one man sharpens another" (Proverbs 27:17). The missionary

team culture offers a context within which conflict may be used to foster and advance the missionary vision. Such was the outcome of a conflict between the biblical personalities of Paul and Barnabas over the character and use to missionary work of the youthful Mark. After sharp disagreement, a solution was arrived at that benefitted the people and mission of the church (Acts 15:37-41).

## Development of Conflict Resolution Theory

Conflict resolution theory has its origin in the early research in scientific management by Frederick Taylor and the human relations movement of Elton Mayo (Hersey & Blanchard, 1982). Taylor focused his research on maximizing output by improving employee efficiency, while Mayo emphasized the need to focus on human feelings as a way to maximize performance. These two opposing views created tension in management perspectives.

The task emphasis became associated with authoritarian technique and the valuing of relationships as democratic. Tannenbaum and Schmidt (1957) expressed the different perspectives in the form of a continuum with the relationship-oriented manager at one end and the task-oriented manager to

the extreme right. The Bureau of Business Research was the first to plot a task concern and people concern on a two-axis, grid-forming quadrant (Zumpetta, 1987).

Much of the recent literature on conflict resolution is based upon Blake and Mouton's book, The Managerial Grid. Blake and Mouton (1964) stressed the development of a team culture and performance by cultivating the constructive aspects of conflict. Blake and Mouton (1964) developed a grid whereby people's concerns were contrasted with task concerns, identifying five major management styles and five corresponding methods of conflict behavior. The five methods were: withdrawing, soothing, compromising, forcing, and confrontation.

Thomas and Kilmann (1974) developed a classification of five specific interpersonal conflict-handling modes based on the early work of Blake and Mouton. The Thomas-Kilmann model reversed the grid of Blake and Mouton. Their configuration was conceptualized by an instrument that asks individuals to use two dimensions—assertiveness and cooperativeness—to assess conflict (see Figure 1). Assertiveness refers to an attempt to satisfy one's own concerns, while cooperativeness is an attempt to

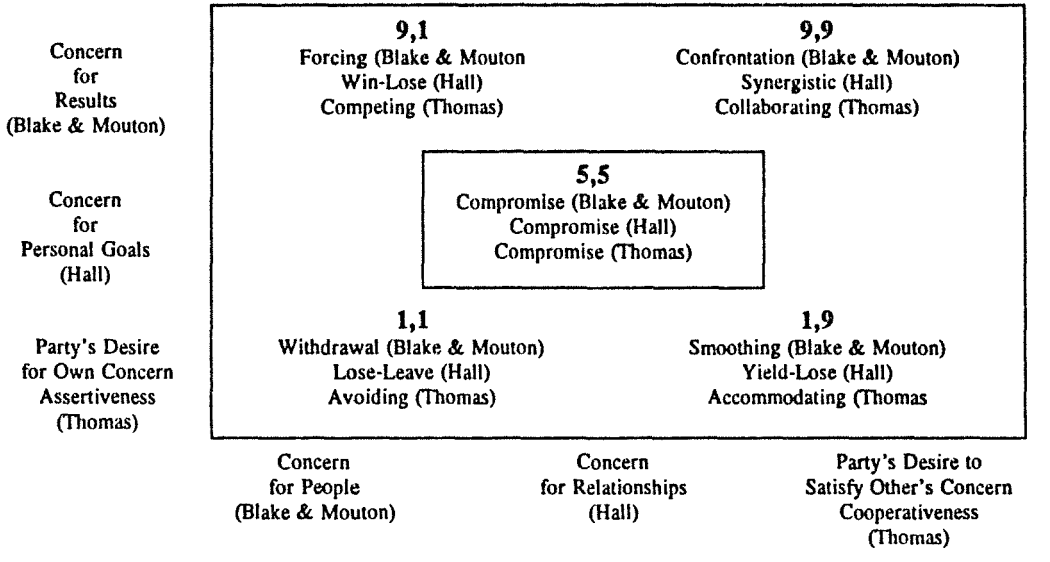


Figure 1. Model of grids related to conflict management instruments.

Note. From "Assessing the Hall Conflict Management Survey" by P. Shockley-Zalabak, 1988, Management Communication Quarterly, 1(3), p. 304.

satisfy the concerns of the other. The five modes, or ways of managing differences to satisfy one's own and others' concerns, are located on the assertiveness and cooperativeness axes:

1. Collaborating—assertive and cooperative, mutual problem-solving to satisfy both party's needs.

2. Compromising—intermediate in both assertiveness and cooperation, or changes concessions.

3. Competing—assertive and uncooperative, tries to win own position.

4. Accommodating—unassertive and cooperative, satisfies the others' goals.

5. Avoiding—unassertive and uncooperative, postpones or avoids unpleasant issues.

To measure these conflict-handling styles, Thomas and Kilmann developed the MODE. Modes are viewed as flexible, conflict-handling methods. Instead of having "a single, rigid style of dealing with conflict," each person is capable of using all five modes (see, for example, Burton & Dukes' Business Programs That Make Business Better, p. 11). Nevertheless, the questionnaire booklet indicates that each person uses some modes better than others and, as a result, tends to rely on those preferred modes. The

positions of these modes on the Managerial Grid are depicted in Figure 1.

Figure 1 illustrates the two-dimensional model introduced by Blake and Mouton and the modifications suggested by Hall (1969) and Thomas (1976). Hall (1969) viewed the two dimensions for conflict behavior as concerns for personal goals and concerns for relationships, while Blake and Mouton (1970) labeled the dimensions as concerns for results and concern for people. Thomas (1976) portrayed the dimensions as desires to satisfy others' concerns (cooperativeness) and a party's desire to satisfy own concerns (assertiveness). Blake and Mouton (1970), Hall (1969) and Thomas (1976) all detail five similar conflict styles that result from various combinations of the two dimensions. Figure 1 synthesizes the five conflict-handling styles in the two-dimensional models depicted by Blake and Mouton, Hall, and Thomas (Shockley-Zalabak, 1988).

The five methods of conflict resolution suggested by Blake and Mouton (1970), Thomas and Kilmann (1974), and Hall (1969) have been re-examined by others. Emphasis was placed on how conflict resolution strategies could benefit an organization (Musser, 1982). Preferences for different modes were found

amongst managers who favored the collaborating mode (Bell & Blakeney, 1977), though no single style of conflict resolution is automatically better than another (Frost, 1978). Some question exists as to whether or not scores on an instrument reflect conflict-handling modes (Putnam & Wilson, 1982). Further, Putnam and Wilson (1982) considered conflict styles as simply a specialized form of communication.

## The Missionary as a Manager of Conflict

At least some of the problems which result in difficulties for missionaries can be ascribed to their not having learned to any greater degree than others how to communicate openly with each other. Evangelical churches and parachurch organizations have given many people a good biblical background, but communication skills are desperately lacking. Dyer (1985) indicated that most missionaries do not know how to resolve conflicts. He stated: "Few have learned to say, 'I was wrong; please forgive me.' Many have never learned to compromise where they can so that the whole team can benefit. Often minor issues gnaw at the life of a team, and selfishness destroys effectiveness" (Dyer, 1985, pp. 128-129).

Much of a missionary's success depends on their being able to get along with others. Comprehensive collaboration skills are needed in every aspect of missionary work, including taking leadership, team commitment, goal setting, use of spiritual gifts, and accountability, to name only a few. Success in mission work is measured as much as a result of teamwork as individual accomplishment.

Areas of conflict faced by missionaries include relationships with other team members, churches, government personnel, nationals, and other missions agencies. Conflict within one's own family may also be an issue. Some conflict may be caused by success, as success brings with it change, growth and some stress. Missionaries with conflict management skills will utilize communication skills, problem-solving abilities and conflict resolution methods. Missionaries should be taught these basic skills to reduce their stress levels (Gish, 1983). To have an effective ministry, conflict management and resolution methods are essential in many areas of the world. Without the confidence to confront issues, missionaries, as others, will forfeit the opportunity to minister to many people with any spiritual power.

The biggest danger facing missionaries is covert conflict. For any family/mission to function effectively, it must maintain communication channels in all directions. Messages must be clearly understood. Opportunity for feedback exists in the form of seeking or giving clarification, expressing favorable reactions or disagreements, making suggestions, and offering alternatives.

Fixed, dogmatic patterns force the object or the message into a one-down role. This in turn leads to the development of dependent, accommodating or rebellious, angry underlings. Dependence and accommodation stifle growth. Anger and rebellion lead to open and covert conflict (White, 1988). To teach communication and problem-solving skills is not enough; missionaries must also be helped to recognize stressful situations and respond to them appropriately (Britt, 1983).

## Review of the Literature—Burnout

Researchers studying burn-out assert that social and interpersonal pressures on the job, rather than a basic personality fault, are responsible for burnout (Daniel & Rogers, 1981). Loss (1983), in a survey of

missionaries, concluded that little evidence for discontent existed amongst missionaries with housing conditions, financial support or language learning. Instead, the struggles in adjustment came in such areas as relationships with peers and mission leaders, fulfillment in ministry, and inability to live up to expectations. "Sixty-seven percent of 152 respondents' reflection upon such conflicts, resulted in a struggle to maintain their self-esteem" (Loss, 1983, p. 5). These struggles increased missionary stress, resulting in as many as 73% "stalling out" within the first 2 years of cross-cultural transition. Stalling out referred to a less than satisfactory level of performance and/or relationships due to stress on the job.

Relevant to the present study is the effect conflict has on the stress level of missionaries. If missionaries experience a high degree of stress related to conflict, the need to include conflict management and stress management skills in in-service training may prove helpful (Collins, 1977). This need is apparent based on experiences of clergy serving in congregational churches.

Ron Oswald, a senior consultant of the Alban Institute—a non-denominational organization based in

Washington, D.C., that offers consultation, leadership training and referral services for churches and synagogues nationwide—estimates conservatively "that 17% of the parish clergy he has worked with in more than 20 years of consulting are suffering from long-term stress or burnout" (cited in Whittemore, 1991, p. 4). He further states that "the Southern Baptist Convention reported in 1990 that, after maternity benefits, the largest portion of the $64.2 million paid to pastors in medical claims during 1989 was for stress-related illness" (p. 4).

Oswald (cited in Whittemore, 1991) conveys the following about clergy stress:

> When the stress on the culture rises, people bring that pressure to their church, along with higher expectations of the clergy. But at the same time it is less clear what it means to be a pastor. As a result clergy are trying to live up to these expectations by covering all the bases, but it is never enough. They can't quit at the end of the day and feel they have done everything, because there is always someone else in need. (p. 5)

The observation might be made that missionaries may face even higher stress in that in many cases they face the same demands as clergy in the United States while living in a host culture that they do not fully understand.

What often results for clergy in the United States is that they are unable to cope and are simply fired. The Southern Baptist Convention reported that in an 18-month period ending in 1989, some 21,000 pastors were fired—a 31% increase since 1984 (Whittemore, 1991). Firings of the same magnitude are suspected of happening in other denominations, but the information is not made public. At this rate, by the end of the century many churches will be pastorless. The question remains whether pressures similar to those experienced by pastors, though possibly in less direct means, contribute to the reduction of missionary ranks. The amount of stress or how it affects clergy cuts deeply into all ministry vocations.

Perhaps the very thing that draws people to the ministry contributes most to their stress level. Evidence shows that many in the ministry initially become "healers" because of problems in their childhood (Whittemore, 1991). A substantial number

come from dysfunctional homes and have very low self-esteem. Neglecting their personal needs, they become excessively involved and absorbed in their work. They struggle with an overwhelming need to meet their own high expectations, to please and care for others in a way that will avoid conflict. At some point, it becomes too hard, and everything breaks down (Whittemore, 1991).

The literature is unclear about how missionaries' methods for dealing with conflict may contribute to their stress level. Certainly to avoid conflict affects how well one can work with others. Gish (1983) noted that poor relationships on the mission field may indicate that conflict modes are at the root of attrition problems experienced by some. Of 19 items reported as causing considerable stress for missionary respondents, "confronting others and communication difficulties caused undesirable or great stress for 30% of respondents" (Gish, 1983, p. 241).

Obscure communication leaves mission members confused about intent and expectations. It generally leads to behavior whereby the recipients of such communication try to create some sense for themselves. This, in turn, might well result in everyone doing his or her own thing (White, 1988). Such an outcome is

critical when one recognizes that success involves role renegotiation and realignment of boundaries which occurs at each stage of change and pertains to issues of interdependency and differentiation (O'Donnell, 1987).

No place of safety exists in the arena of conflict, only places of ineffectiveness. As communication remains ineffective, stress levels rise, leading to burnout. Most missionaries, as do others, find conflict and related stress manageable. "A mature human personality is one which poses alternatives of action, reflects upon such conflicts, but eventually decides and acts, abandoning the rejected course after commitment" (Burton & Dukes, 1986, p. 29). However, in preparing individuals for overseas work, attention must be given to the recognition of stress and conflict and how to manage it.

## History of the Concepts of Burnout

Freudenberger (1973), a New York clinical psychologist, offered the first description of the "burnout syndrome" (p. 54). The term "burnout" was popularized and the concept legitimized by Freudenberger as well as Maslach and Pines, colleagues

for several years at the University of California at Berkeley, and Chernis (cited in Farber, 1991) at the University of Michigan.

Freudenberger took a term that was used primarily in the 1960s to refer to the effect of chronic drug abuse ("burned-out" on drugs) (Farber, 1991, p. 5) and used it rather ironically to characterize the physical and psychological states of certain volunteers who worked with drug abusers in alternative health care agencies (Farber, 1991).

Freudenberger's (1973) original notion of burnout emphasized a state of exhaustion brought on by working too intensely without regard to one's personal needs. This condition involves the most dedicated and committed who, disregarding their own needs, felt pressured from themselves and others to spend increasing amounts of energy on their work. People most susceptible to burnout are those in helping professions, teachers being a prime example (Farber, 1991). Others include pastors and mental health workers who become caught in an interaction pattern between a need to excel in meeting the needs of others and the degree of neediness of those they are seeking to help. The product of this interaction is exhaustion.

A Social-Psychological Approach

In contrast to Freudenberger's approach, Maslach and Pines (1977) investigated the phenomenon of burnout from a social-psychological perspective, describing it as a process of dehumanization and depersonalization. They identified three central dimensions of burnout: (a) emotional exhaustion (feeling drained, used up); (b) depersonalization (feeling hardened emotionally, treating recipients as if they were impersonal objects); and (c) lack of personal accomplishment (feeling ineffective and inadequate). The most widely used measure in the field, the Maslach Burnout Inventory (Maslach & Jackson, 1981, 1986), assessed these three factors and identified burned-out individuals.

Farber (1991), comparing the contributions of Freudenberger, Maslach, and Pine in an application to teachers, suggested:

> Freudenberger hypothesized that the process of burnout was a result of an intensified work effort in response to demands leading to stress. Maslach saw greater stress leading to withdrawal, worker detachment and emotional exhaustion. Pine focused on a gradual loss of caring with an initial flight into "workaholism" as typical of

> burned-out professionals. Constant emotional stress, therefore, leads to burnout involving the loss of concern for the persons they work with and tendency to treat them in detached dehumanized ways. (p. 11)

For the missionary, this process leads to ultimate withdrawal from active missionary service.

A Definition of Burnout

In the present study, missionary burnout is defined as a "syndrome of physical and emotional exhaustion involving the development of negative job attitudes, a poor work-related self-concept, and a loss of concern for clients, patients" (Jones, 1981d, p. 1). This definition is supported by Maslach (1978) who linked emotional exhaustion with continual exposure to interpersonal relationships. Pines and Aronson (1981) reached similar conclusions emphasizing the effect of constant or repeated intense contact with people for extended periods of time.

According to Farber (1983), a common assumption of most people experiencing burnout is that this state is triggered by feelings of "inconsequentiality" (p. 25)—"a sense on the part of professionals that their efforts to help others have been ineffective, that the task is endless, and that the personal

payoffs for their work (in terms of accomplishment, recognition, advancement, appreciation) have not been forthcoming" (Farber, 1983, p. 25).

A model of burnout encompassing this point of view was developed by Heifetz and Bersani (1983): "It is not the heavy emotional investment per se that drains the provider; rather it is an investment that has insufficient dividends" (p. 58). Dividends are determined by the quality of feedback that is derived from the system or organization with which one is directly involved. Lack of positive feedback results in people working less hard, extinguishing the desire to render service and withdrawing from work.

The sense of inconsequentiality in burned-out professionals is similar to Seligman's (1975) notion of "learned helplessness." Both concepts refer to a state in which individuals feel their actions can no longer effect desired changes in the environment and, therefore, find no point in continuing to try. Both concepts also pose cognitive and emotional consequences of the condition, namely, hopelessness regarding the future, depressed affect, lowered self-esteem, and self-blame (Farber, 1991).

Various biblical personalities (e.g., Jonah, Elijah) reflect feelings of helplessness experienced

in an effort to service God (I Kings 19). Entire sections of the Bible report struggles leaders had with events that parallel the contemporary experience of "burnout" (e.g., Psalms).

Selye (1976) related the concept of exhaustion to stress, and linked adrenocortical activity to stress response. This construct has become widely known as the General Adaptation Syndrome (GAS). The GAS process can be described as the physical mustering of physical resources to resist in response to alarming stimuli perceived as a threat. If an individual continues to feel threatened, the ability to resist is eventually depleted, leaving the organism in a state of physical exhaustion or unable to resist the effects of further threat. Long-term exhaustion results in a variety of diseases of adaptation such as cardiovascular disease, cancer, and kidney disease.

Selye's (1976) theory has stimulated more precise research that contributes to understanding how psychological events activate the GAS response (Gatchel & Baum, 1983; Mason, 1975). Lazarus (1981) is credited with refining the explanation for the psychological response to stress.

## The Missionary as a Manager of Stress

The pressure of stress and burnout is thought to be high among missionaries. Experts in this field report that up to 50% of first termers take their first furlough early, or do not return to the field after their first term (Lindquist, 1982). Contrary to what these statistics might imply, research has not clearly verified that missionaries experience a higher degree of stress when compared with other professional groups (Chester, 1983).

A more difficult problem may exist for missionaries: the denial of the existence of stress. In a study of missionaries, Daniel and Rogers (1981) reported that members of the same staff, or what we would call "team members" in missions, are unaware that their colleagues are experiencing emotional exhaustion and physical symptoms of burnout. They believe denial of the existence of stress may be greater among ministers than other helping professionals.

The stress level of missionary wives is often overlooked. Feelings of isolation and loneliness are often expressed, and job limitations and childrearing are common contributors to heightened stress levels among missionary wives. Not surprisingly, they are

often the determining factor for families staying or leaving the field (Lindquist & Lindquist, 1988). The presence of stress or burnout may first be experienced as conflict occurring in the missionary's home.

Adult missionaries are thought to be prone to burnout, and the effect on their children can be devastating. Missionary children can easily get to the point of emotional burnout because of the number of transitions, separations and special requirements for living in a foreign culture. If a missionary child's parent is burned out, it may lead to yet one more premature move and living with parents who sense that they have failed as missionaries.

Gish (1983) suggested that being faced with a conflict that involves confronting others is a source of high stress for a majority of missionaries. Emotions which might ordinarily prompt an individual to confront another, simmer under the surface for years if that confrontation does not occur. Gish found that much of the stress experienced by missionaries can be traced back to a lack of confrontation skills. People who lack interpersonal confrontational skills have a hard time saying no, and they internalize their anger and guilt for feeling the way they do. In time, they exceed their ability to

tolerate the resulting stress, compromising their coping skills. Given the absence of a responsive social support system or the addition of new situations that require a response, the missionary stress can reach a crisis level.

## Summary

Missionaries face a number of conflicts that can lead to stress, and conflict can develop over roles, goals, methods, cross-cultural communication problems and personal issues, to name only a few. Missionaries frequently seem to lack conflict resolution skills, and this contributes to their stress level. If the results of this study indicate this to be the case, their service may be enhanced by on-site training to develop these skills. The literature suggests that missionary stress can be reduced to some degree by training.

Conflict and conflict resolution is viewed in this chapter as serving vital needs in facilitating the missionary task and in the adaptation of missionary personnel to the environment their organization is serving in. Conflict is also viewed as a troublesome aspect of missionary organizational

life in that without adequate styles for managers, conflict, stress, and related attrition problems can result.

The purpose of this study is to identify information regarding stress-related burnout due to conflict in order to provide data that are reflective of the experience of this missionary sample. With the use of a demographic questionnaire and two standardized instruments (the Staff Burnout Scale for Health Professionals and the Thomas-Kilmann Conflict Management-of-Differences Instrument) (Jones, 1980d, 1980h; Thomas & Kilmann, 1974), data that describes this population will be obtained and analyzed for interactions, if any, between conflict management style and burnout.

The questions addressed in this study were:

1. Which modes of conflict resolution are characteristic of this test group?

2. What, if any, relationships exist between modes of conflict resolution and population characteristics for this sample?

3. What is the relationship between modes of conflict resolution and burnout for this sample?

4. Do relationships exist between level of burnout and sample demographic characteristics?

# CHAPTER 2

# METHODS

This chapter will outline the methods used during the course of this study. Selection of the group studied and the source of the sampling frame will be discussed. The three instruments used will be discussed, including a description, administration and scoring procedures, reliability and validity information, and its specific application to the present study. Finally, the procedure for data collection and analysis will be described.

## Definition of Population and Sampling Procedure

The population for this study was comprised of all missionaries registered for the annual training conference of missionaries sponsored by the Association for Baptists for World Evangelism (ABWE) at Clark Summit, Pennsylvania, during the summer of 1992. The ABWE administration made the attendance

roster available as a sampling frame for developing a database on this population.

All ABWE missionaries present at the conference participated in the study, as it was a part of their scheduled program. The recruitment director was responsible for distributing the study survey and collecting each packet from participants.

The sample included a group of home-on-furlough missionaries, missionary candidates and missionary agency staff personnel attending an annual gathering of missionaries sponsored by the Association for World Evangelism in Clark Summit, Pennsylvania ($N$ = 150). Of the 150 protocols distributed, 146 were returned, yielding a return rate of 97%. The protocols for 25 respondents who were found to have chosen co-dominant modes were eliminated from the study to ensure strong contrasts between modes. Because of incomplete answers on the SBS-HP, four additional protocols were eliminated for use in evaluating research questions three and four.

## Instruments

Three instruments were used in this study. They include: (a) a customized individual data form (IDF) developed by the researcher, (b) the Thomas-Kilmann Conflict Management-of-Differences Instrument (the MODE) (Thomas & Kilmann, 1974) and (c) the Staff Burnout Scale for Health Professionals (SBS-HP) adapted for missionaries (SBS-MP) which was used to measure the present level of burnout for each participant. The instruments are described in the order that they were arranged in the packet and given to the participants (see Appendix A for a copy of each instrument).

### Individual Data Form (IDF)

The IDF was used to obtain personal data and background characteristics of the participants. It was constructed utilizing the principles and format suggestions of Dillman (1978), and was used to measure the chosen variables outlined in Appendix B. These variables were chosen as a result of a relevant review of the literature and upon suggestions by Dr. Robert Wright of Western Baptist College (personal communication, May 18, 1992) and Don Trott of ABWE

(personal communication, May 15, 1992) based on their experience in World Missions. In addition to basic sociodemographics, the characteristics included: (a) estimate of preparation in conflict management, (b) estimate of preparation in stress management, (c) professional years of service as a missionary, and (d) estimate of burnout in the last year. A copy of the IDF is presented in Appendix A.

This form was reviewed by Don Trott (ABWE) and Robert Wright (Western Baptist College) for clarity, format, and perceived relevance of the data collected to the research population.

## Thomas-Kilmann Conflict Management-of-Differences Instrument (the MODE)

Thomas and Kilmann (1974) developed the MODE using the theoretical framework of Blake and Mouton's Managerial Grid (1964) to measure conflict-handling methods. The MODE has been used in academic studies and organizational training. Regarding assessment, Womach (1988) views the MODE as comparing favorably with other similar instruments (Blake & Mouton, 1964; Hall, 1969; Lawrence & Lorsch, 1967). It is easy to administer and can uncover individual differences in modes of conflict management.

The MODE was developed to classify five specific interpersonal conflict-handling modes. It consists of 30 pairs of statements, or a total of 60 statements, and 12 statements for each of the five modes. Respondents are asked to indicate which best describes how they would respond when neither response is typical of their behavior; they are instructed to select the response they would be more likely to use. Respondents compare each pair with the other four modes three times. The forced choice, either "A" or "B," responses makes the list easy for the participants to use. For example, one of the three comparisons between Compromise (A) and Collaborate (B) follows (Thomas & Kilmann, 1974):

26. A. I propose a middle ground.

    B. I am nearly always concerned with satisfying all our wishes. (p. 12)

The MODE measures behavioral intentions; it does not directly indicate how one would communicate those intentions. However, some of the MODE items have a focus in that they explicitly deal with the types of messages sent. Modes and examples of communication-related statements are presented below (Thomas & Kilmann, 1974):

AVOID

Q27A I sometimes avoid taking positions which would create controversy.

COMPETE

Q13B I press to get my points made.

COMPROMISE

Q13A I propose a middle ground.

ACCOMMODATE

Q18A If it makes other people happy, I might let them maintain their views.

COLLABORATE

Q21B I always lean toward a direct discussion of the problem.

(p. 12)

An individual's score on a given mode is determined by the number of times they select statements reflecting that particular mode in preference to the other four modes. Each score ranges from 0 to 12. Respondents may graph their scores and compare them to norms from a sample of 399 middle- and upper-level managers in business and government. They can locate their scores as falling in the middle 50%, high 25% or low 25% compared to the managerial sample. Extreme scores are not necessarily bad, as: "[there

are] no universal right answers. All five modes are useful in some situations; each represents a set of useful social skills" (Thomas & Kilmann, 1974, p. 11).

Reliability

Internal consistency for each of the modes, expressed using Cronbach's Alpha, has been reported as .62 for Avoiding, .71 for Competing, .58 for Compromising, .43 for Accommodating, .65 for Collaborating, and .60 for the total scale. Test-retest reliability reflects stability of scores measured for the same population over time. Kilmann and Thomas (1977) characterize these scores as moderate (except for accommodating). They emphasize that the .60 average alpha coefficient for the MODE compares favorably with that for Lawrence and Lorsch (1967) and Hall (1969) instruments (.45 and .55, respectively. Nunnally (1978) considers the scales problematic, as a .80 is considered adequate reliability for basic research. As a result, caution in interpretation of total scores is necessary.

A major strength of the MODE is that it produces scores relatively uncontaminated by social desirability effects, especially when compared to the three oldest grid-based instruments (Womach, 1988).

It is also easier to administer than other available instruments.

Research conducted by Kilmann and Thomas (1977) indicated that instruments by Blake and Mouton, Lawrence and Lorsch, and Hall exhibited an average social desirability artifact of 90% as measured by the Crowne-Marlowe Social Desirability Scale (Crowne & Marlowe, 1960) and the Edwards Social Desirability Scale (Edwards, 1961). Approximately 17% of the variance across mode scores on the MODE can be accounted for by social desirability effects (Womach, 1988).

Validity

The validity of the MODE is inconclusive. Only two studies using undergraduate students confirmed the expected two-dimensional structure (Ruble & Thomas, 1976). This perception is shared by Womach (1988) whose view is that validity concerns for the MODE are dominated by unanswered questions about the item structure of the subscales used to confirm the five distinct conflict modes, and the use of inappropriate factor analytic procedures for ipsative data. Thus, the design and statistical methods employed by researchers using the MODE preclude definitive statements about its validity.

Rationale for Choosing the MODE

In spite of the caution that must be taken in analyzing mode scores, the MODE is the instrument most widely used in empirical studies of conflict style. It was chosen for this study in part because its reliability and validity are more consistent than for other instruments examined (Blake & Mouton, 1964; Hall, 1969; Lawrence & Lorsch, 1967). The MODE is the newest of the instruments developed to study conflict style, thus permitting the developers to improve on the shortcomings of the others. The MODE has also been used to test validity and reliability of similar instruments designed by others. Putnam and Wilson (1982) relied upon the MODE to provide construct validity for the instrument they developed, the Organizational Communication Conflict Instrument (OCCI).

The MODE, however, is susceptible to criticism. Although Putnam and Wilson (1982) found it useful in supporting the validity of their own instrument, they also made several critical points. They contend that very few managers rely upon one basic method of conflict resolution. They also criticize Thomas and Kilmann for not making an effort to verify the existence of five distinctive styles of conflict

management. Putnam and Wilson (1982) consider the internal reliability of the MODE insufficient and the information on item analysis as inconsistent.

The major advantage the MODE has over the other instruments examined was the ease with which it can be administered, scored, and interpreted. The Hall instrument, for example, takes 50 minutes to administer, compared to 12 minutes for the MODE. The forced choice, either "A" or "B," responses also made the test easier for the participants to understand than the instruments examined. The OCCI used a Likert scale. Respondents are instructed to choose one of seven levels of agreement in each of 30 statements, many of which had a potentially dual meaning, depending upon how closely the participants examined them.

Although factors that determine one's dominant grid style include the organization's values, individual values, the situation, personality, and chance, individual assumptions about why people work and how they can best be motivated influence choice of style (Thomas & Kilmann, 1974). Managers prefer their dominant styles when under stress (Blake & Mouton, 1964). According to Thomas and Kilmann, modes of conflict behavior are strongly influenced by both

personality and situational factors, and individuals can shift styles across situations (Burton & Dukes, 1986). Although Blake and Mouton (1964) believed confrontation (9, 9; see Figure 1) is the most effective dominant style, Thomas and Kilmann (1974) concluded that any mode may be effective in the appropriate situation (see Figure 1).

With exercise of an appropriate level of caution in the analysis and interpretation of the MODE data, this research will help to clarify the instrument's usefulness with this population and provide information relevant to the research questions.

## Staff Burnout Scale Development

The construct of burnout was developed by Maslach (e.g., Maslach, 1978). A scale to assess the degree of burnout among missionaries was derived from previous work by Jones (1980d, 1980h). For purposes of this study, the Staff Burnout Scale for Missionary Personnel (SBS-MP) was modeled after the Staff Burnout Scale for Police and Security Personnel (SBS-PS) (Jones, 1980e, 1980f). Both the SBS-MP and the SBS-PS were patterned after the 30-item Staff Burnout Scale for Health Professionals (SBS-HP) (Jones, 1980d,

1980h). Most of the items on the SBS-MP are the same as those on the SBS-HP except that some terminology has been changed. For example, on the SBS-HP, reference is made to "patients." On the SBS-PS, it has been replaced with "suspects," and on the SBS-MP, "nationals" is used.

The SBS-MP contains the 20 items that assess burnout syndrome and 10 distortion-scale items that provide some gauge of attempts to fake good in self-reporting. As with the SBS-HP, burnout scores can range from no burnout (20) to severe burnout (140). The test uses a 6-point Likert scale. Each item is labeled from agree very much to disagree very much.

## Review of Staff Burnout Scales for Health Professionals (SBS-HP) and Police and Security (SBS-PS)

### Description and Scoring

Jones (1980d, 1980h) developed the 30-item Staff Burnout Scale for Health Professionals (SBS-HP) to measure the burnout syndrome described by Maslach and Pines (Maslach, 1978; Maslach & Pines, 1977; Pines & Maslach, 1978). The test utilizes a 6-point Likert scale. Each item is labeled from agree very much to disagree very much.

The SBS-HP measures cognitive reactions, affective reactions, behavioral symptoms and psychophysiological dimensions. Ten items are designed to constitute a distortion scale to measure tendencies to "fake good" (Jones, 1980a, p. 1).

The SBS-HP yields a single burnout score on a range from 20 (indicating no burnout) to 140 (indicating severe burnout). The score represents the current condition of participants. It is reported to measure four factors: (a) a 7-item general dissatisfaction with work factor, (b) a 7-item psychological and interpersonal tension factor, (c) a 3-item physical illness and strain factor, and (d) a 3-item unprofessional patient relationships factor (Jones, 1980g).

Reliability and Validity

The SBS-HP measures how the examinee currently feels. Jones (1980g, 1981c) has reported a Spearman-Brown split-half reliability of .93 for the SBS-HP. All of the scale items have been found to significantly correlate to the total SBS-HP score ($p < .001$). The average item-with-total burnout score correlation was .71 (range, $r = .59$ to .82).

The stress level of nurses and other health professionals significantly correlated to the total

SBS-HP score. People in high trauma jobs, people-intensive positions and/or those who had less control over when they worked experienced higher SBS-HP scores than those in less demanding work situations. Jones (1980c) conjectured that these work situations create a greater likelihood that conflict will occur with other needs and interests in the lives of employees, thus contributing to their stress level.

Withdrawal from the work setting is found to be more common amongst those with higher SBS-HP scores (Jones, 1980a, 1980g, 1981a). Behaviors that indicate withdrawal related to stress include: (a) higher job turnover, (b) tardiness rates, (c) use of prescription drugs, and (d) extended work breaks, to name a few. More effort is expended avoiding the work setting than for those who have lower scores.

Higher burnout scores have also been related to work dissatisfaction, clinical supervision responsibilities, promotional opportunities and relationships with co-workers of nurses. Personal illness has also been found to have a significant positive correlation with high scores on the SBS-HP (Jones, 1980a). A positive correlation was also found between high scores on the SBS-HP and theft of drugs and hospital supplies by nurses (Jones, 1981a, 1981e).

Jones cautioned that one should not assume that specific correlational relationships imply a causal connection. A number of mediating factors could also explain any relationship that may exist. Research indicates that the SBS-HP is a valid and reliable indicator of burnout in a broad sample of human service providers. Split-half reliability coefficients of .76 (Jones, 1980b) and .86 (Jones, 1981b) were obtained on the SBS-PS.

Validity studies conducted on the SBS-PS indicate that the SBS-PS is a valid and reliable measure of the burnout syndrome among police and security personnel (Foltz & Jones, 1981; Jones, 1980b, 1981b). Validity studies were conducted on the SBS-PS with a sample of 53 police officers from a major midwestern city (Jones, 1981b). SBS-PS scores were found to significantly correlate with: (a) increased dissatisfaction with the job, co-workers, and promotional opportunities; (b) an increase in the consumption of alcohol during lunch/dinner breaks and during paid work hours; and (c) an increase in the number of instances where officers not only felt like assaulting suspects but actually became aggressive with them. In another study of police and correctional officers working at a county jail

($N$ = 41), Jones (1981b) found that increased SBS-PS scores were significantly correlated with increased instances of physical illness in the past 6 months and with the increased use of alcohol to cope with work stress.

In summary, both the SBS-HP and the SBS-PS have been found to be valid and reliable test measures of the burnout syndrome. Most research to date, however, has been conducted on the SBS-HP.

## Procedure for Data Collection

A survey packet was compiled for each of the 150 participants in the sample. An example of the booklet distributed to each participant can be found in Appendix A. Each packet was coded with a four-digit code number consisting of a group and participant number for accuracy in coding data for computer entry.

Two primary issues were considered in selecting the order of the instruments in the packet. They included: (1) the degree of resistance expected to the items of the instrument, and (2) the length of the instrument and its relationship to the fatigue of the participant. The hypothesis was that many of the questions in this survey would generate resistance

because of the personal nature of the inquiry and concerns about confidentiality; therefore, the survey packet was distributed at a specifically designated meeting, and were completed and returned in that meeting. An attempt was made to motivate cooperation in opening comments by the Director of Recruitment who administered the survey after explaining its purpose. Participants were assured of the confidential nature of the survey and especially that no personal name or other identifiers were to be noted on the IDF. Missionaries attending the designated meeting were given an opportunity to refrain from participating in the study simply by returning an incomplete survey form. Participants were offered a brief report of the research findings when available in order to increase ownership of the process and to overcome resistance.

The total number of items in this survey was 71. Forty minutes was estimated to be sufficient for most respondents to complete the form.

Each survey packet consisted of a brief cover letter and a uniformly ordered series of 8½" x 11" pages. The Director of Recruitment distributed the packets at the ABWE convention at Clark Summit, Pennsylvania. The respondents returned the completed packets to the Director upon completion within the

hour designated. No follow-up was necessary, as all packets were returned, and pencils were made available to participants if needed.

The Human Subjects Research Committee of the Department of Psychology at George Fox College reviewed and approved the survey packet. The Committee determined that the research process would have a positive impact on the sample and represented a minimal risk to the participants.

## Analysis of the Data—Scoring and Coding

Computer scoring was utilized for each instrument. All items were precoded, and the code was recorded in a code book to aid in the input of data into the computer (see Appendix B). Verification of computer data records was made against the original instruments to prevent errors in coding and input. All data was verified as correct prior to analysis.

### Plan of Analysis

This study was designed to explore relationships of the dominant modes of conflict management used by missionaries with their ability to work without

burnout. The nature of the variable determined the level of measurement. Therefore, a number of statistical techniques were utilized. Statistical analysis was performed by a microcomputer (AST-386) utilizing the recommended Statistical Package for Social Sciences (SPSS) (Nie, 1975). The steps of statistical analysis were as follows:

1. Step 1: Categorical variables were tabulated and frequencies were computed. To provide for further analysis, categories were collapsed to provide adequately sized cells, 15 or more respondents per cell. Non-responses were coded as other item response categories. Two or more non-responses warranted exclusion from further analysis.

2. Step 2: Cronbach's (1970) alpha was computed on all scales in the study. The minimum acceptable level of reliability was at $\underline{a} = .60$.

3. Step 3: Correlations (using the SPSS) were computed between all interval and ordinal data and the SPS-MP, the adapted version of the SPS-HP. The Pearson's Product Moment Correlation was used for all correlational analysis to measure the degree of association between variables (Gravetter & Wallnau, 1985). The significance level was set at $\underline{p} < .05$ to provide a rigorous test and reduce the potential for

error due to multiplicity of variables, sample size, and the nature of the instruments (Gravetter & Wallnau, 1985). Appendix B includes a complete listing of the variables.

# CHAPTER 3

## RESULTS

This chapter begins with a description of the sample. The frequencies of all categorical data are then reported, followed by a discussion about the statistically significant results of analysis of variance (ANOVA) performed on all interval data. Finally, significant relationships are reported between all interval and ordinal data and the dependent variable, the MODE.

### Sample Demographics

Protocols for this research were distributed to 150 missionaries. Four were not returned, and 25 were excluded from the research because of co-dominant scores. The remaining 121 respondents had a single dominant conflict management mode. This group included missionaries on furlough (39.7%, $\underline{n}$ = 48), missionary candidates (44.6%, $\underline{n}$ = 54) and missionary agency office-based personnel (15.7%, $\underline{n}$ = 19). Most

of these respondents were married (80.2%, n = 97) and had children living in their home (59.5%, n = 72).

A majority of the participants in the study identified their field of service as church planting (61.6%, n = 75), while 38.4% (n = 56) indicated education, aviation, or other mission-related programs.

The mean number of years as missionaries in active service for the sample was 10.1, with a range of 0 to 45 years among active missionaries. Those in missionary candidate status averaged 3.9 years in candidacy with a range of 2 to 5 years. Table 1 reports demographic data about the respondents.

## Scale Reliability

Internal consistency estimates of reliability were recomputed for each of the scales using data from the current sample. The SBS-MP was a new version of the burnout scale developed for this study; thus, no prior reliability data is available. Cronbach's alpha coefficient computed for the SBS-MP in this sample was .76. Utilizing data from respondents with completed responses only (n = 105), Cronbach's alpha coefficients for the Lie Scale was calculated to be .68.

Table 1

Description of the Sample (n = 121)

| Variable | Frequency | % |
|---|---|---|
| Gender | | |
| Male | 53 | 43.8 |
| Female | 68 | 56.2 |
| Type of service | | |
| Missionary candidate | 54 | 44.6 |
| Missionary on furlough | 48 | 39.7 |
| Other (e.g., staff) | 19 | 15.7 |
| Marital status | | |
| Married | 97 | 80.2 |
| Other | 24 | 19.8 |
| Field of service | | |
| Church planting | 75 | 61.6 |
| Other | 46 | 38.4 |

(table continues)

Table 1--Continued

| Variable | Mean | SD | Minimum | Maximum |
|---|---|---|---|---|
| Age | 40.9 | 12.9 | 23 | 72 |
| # children in home | 1.5 | 1.5 | 0 | 5 |
| Missionary years of service | 10.1 | 12.3 | 0 | 45 |

Item responses for the MODE were recoded to correct for item dependency caused by the forced-choice format (i.e., where the participant chooses between A and B sentences in each item). Each sentence within an item was coded "0" if not chosen and "1" if chosen (Guilford & Fruchter, 1978). The recoded items for each scale were then divided into split-half forms (six items in each half) by balancing the item content in each half-form (e.g., the sentence "I am firm in pursuing my goals" was repeated in the competing scale, and multiple appearances were divided between the split forms).

The split-half reliability estimates for each mode, corrected by the Spearman-Brown formula, were .78 for

Competing, .67 for Collaborating, .63 for Compromising, .69 for Avoiding, and .70 for Accommodating. For the total scale, only 30 nonduplicated items, recoded as described above were used and divided into two 15-item split-half forms. The Spearman-Brown corrected reliability for the total scale was .76.

## Descriptive Statistics

Table 2 shows the means and standard deviations for the SBS-MP and the stress-issue items included in the IDF calculated on the sample of dominant-mode participants ($n$ = 117). The sample mean for the SBS-MP was somewhat lower ($M$ = 46.0) than previous data reported by Moretti and Jones (1980) who found a mean of 2.74. The sample mean for the Lie Scale ($M$ = 2.7) was relatively similar to that of Moretti and Jones (1980).

Comparative data on mean burnout and the Lie Scale scores have been reported by other investigators using similar reversions of the scales as shown in Table 3. Davis (1990) studied 79 registered nurses serving as hospice care providers and found a mean burnout score (SBS-HP) lower than the present sample and mean Lie Scale scores slightly higher. Jones (1981a) studied 34

Table 2

Means and Standard Deviations of Selected Variables from the SBS-MP and Demographic Variables for the Total Sample (n = 121)

| Variable | Mean | SD | # Cases[a] |
|---|---|---|---|
| Burnout[b] | 46.0 | 12.5 | 108 |
| Lie Scale[b] | 2.7 | 2.0 | 117 |
| Stress-issue items[c] | | | |
| Stress resolution knowledge | 3.9 | .7 | 121 |
| Conflict resolution knowledge | 3.8 | .8 | 119 |
| Estimated burnout (last year) | 2.3 | 1.0 | 121 |

[a] Not all respondents responded to each item. [b] From SBS-MP. [c] From individual data form.

staff nurses and found a mean burnout score that was a full standard deviation higher than that of the present study (using the pooled SD of both samples). Although adequate normative data are not available on the SBS-PS Lie Scale (Jones, 1980h), Jones suggested that the findings of Moretti and Jones (1980) be used as a guide

for interpreting obtained scores on the SBS-PS. Moretti and Jones reported an average Lie Scale of 2.74 (SD = 2.12). An obtained score that is significantly greater than this mean (e.g., greater than 5.00) suggests an attempt at dishonesty in responding. The Lie Scale mean on the SBS-MP was nearly identical to Moretti and Jones (1980). In the final comparative study listed in Table 3, Jones (1981b) reported a mean burnout score of 61.8 for 41 jail employees, counselor, and service workers and a mean of 69.0 for 49 emergency room nurses.

Because the Lie Scale mean of the current study is at the expected level (Jones, 1980e), the respondents apparently reported their experience with stress in an honest manner. No normative data is available on the stress issue items included on the IDF (i.e., Q11: "In the past year I have experienced burnout").

## Research Question 1

Descriptive statistics were utilized in this study to answer the first research question: Which modes of conflict resolution are characteristic of this test group? Table 4 shows percentages, means, and

Table 3

Comparative Data on Burnout and Lie Scales

| Study | N | Burnout Scale Mean | Burnout Scale SD | Lie Scale Mean | Lie Scale SD |
|---|---|---|---|---|---|
| Davis (1990) | 79 | 41.39 | 15.0 | 3.03 | 2.4 |
| Jones (1981a) | 34 | 62.60 | 20.2 | -- | -- |
| Moretti & Jones (1980) | 80 | -- | -- | 2.74 | 2.1 |
| Jones (1981b) | 41 | 61.8 | 20.9 | --[a] | -- |

[a] Data unavailable in research article.

standard deviations for the MODE. These conflict mode scores can be compared because means are based on the same number of items and have approximately the same variance. The Avoiding mode was chosen much more frequently by this population: 70 participants chose Avoiding as their dominant mode (57.9%). The second most frequently chosen mode was Accommodating (16.5%, $n$ = 20), with the remaining participants choosing Compromising, Collaborating and Competing. The

Table 4

Sample Means, Standard Deviations, and Frequencies of Conflict Resolution Modes (n = 121)

| Variable | Mean | SD | Frequency | % |
|---|---|---|---|---|
| Conflict resolution mode | | | | |
| Competing | 2.4 | 2.2 | 2 | 1.7 |
| Collaborating | 4.9 | 2.4 | 9 | 7.4 |
| Compromising | 6.2 | 1.9 | 16 | 13.2 |
| Avoiding | 8.9 | 2.2 | 70 | 57.9 |
| Accommodating | 7.4 | 2.2 | 20 | 16.5 |
| Response missing | | | 4 | 3.3 |

Avoiding and Accommodating modes also had the highest means (8.9 and 7.4, respectively).

## Research Question 2

ANOVA was utilized to address the second research question: What, if any, relationships exist between

modes of conflict resolution and characteristics for this sample? Means for each conflict-mode group were compared on the continuous demographic variables: number of children in the home and years of service (excluding Competing which was too small to provide an accurate estimate of mean performance). None of the analyses showed a significant relationship between Modes and other sample variables. The mean number of children for persons preferring different modes, for example, ranged from 1.2 (Avoiding mode) to 2.1 (Compromising mode), $F(3, 111) = 1.9$, $p = .13$. Years of service varied from 5.1 (Compromising mode) to 11.2 (Avoiding mode), yet the difference was not significant, $F(3, 110) = 1.0$, $p = .39$.

Chi-square analyses were conducted on occupational status (missionary candidate versus furlough), marital status, type of service (church planting versus other), and gender variables in relationship to mode. Only the gender variable showed a significant chi-square, $\chi^2(3, n = 121) = 8.5$, $p = .04$. Table 5 presents the percentage of men and women included in the analysis who chose one of the four most frequent modes. (Once again, the Competing mode was not included because of an insufficient number of participants who preferred this mode). As is

Table 5

Percentage of Each Gender Showing Preference for Each Conflict Resolution Mode (n = 115)

| Conflict resolution mode | Male | Female |
|---|---|---|
| Collaboration | 12.0% | 4.6% |
| Compromising | 18.0 | 10.8 |
| Avoiding | 46.0 | 72.3 |
| Accommodation | 24.0 | 12.3 |

apparent, women chose the Avoiding mode at a much higher rate than men. Men showed a more diverse set of preferences, with the Avoiding mode most prevalent (46%); Accommodating was selected by 24%.

## Research Question 3

An analysis of variance was utilized to address the third research question: What is the relationship between modes of conflict resolution and burnout for this sample. A one-way ANOVA was calculated using the

SBS-MP as the dependent variable and the preferred mode (excluding Competing) as the independent variable. Results showed no significant relationship between mode preference and the SBS-MP, $F(3, 100) = 0.6$, $p = .64$.

## Research Question 4

Analysis of variance were conducted for categorical demographic variables and Pearson $r$ correlations were calculated for the continuous variables in the study to address the fourth research question: Do relationships exist between level of burnout and sample demographic characteristics?

Results of the ANOVA for gender and type of service (church planting versus other) showed no significant relationship with burnout, nor was a relationship found between occupational status (candidate versus furlough missionary) and SBS-MP, $F(1, 88) = 3.7$, $p = .057$. Missionary candidates had a mean SBS-MP score of 44.5 ($SD = 10.0$), whereas missionaries on furlough had a mean score of 49.6 ($SD = 14.7$). The mean SBS-MP score was significantly higher in missionaries on furlough, $F(41, 47 = 2.1$, $p < .01$) than missionary candidates. This is believed

to have occurred because of several very high burnout scores (> 65) among furloughed missionaries.

Pearson product-moment correlations were calculated between burnout scores and the age, years as a missionary, and years as a candidate variables. Significant relationships were found for age [$r(108) = -.16$, $p = .05$] and years as a candidate [$r(44) = .29$, $p = .03$]. Older missionaries tended to have slightly less stress than younger missionaries, and burnout scores tended to be somewhat higher for candidates with more years as candidates. A relationship was also found between perceived knowledge of how to manage stress and burnout scores. The less knowledge of stress management the respondents had, the higher they scored on the burnout measure [$r(108) = -.28$, $p = .002$]. This was also found to be true of knowledge on how to resolve conflict [$r(108) = .35$, $p < .001$]. A relationship was also found between reported experience with burnout in the past year and burnout scores [$r(108) = -.28$, $p < .001$].

# CHAPTER 4

## DISCUSSION

This research was designed to discover the preferred conflict resolution mode choices of missionaries and to evaluate how stress in their lives related to those choices. Four research questions were addressed:

1. Which modes of conflict resolution are characteristic of this test group?

2. What, if any, relationships exist between modes of conflict resolution and demographic characteristics for this sample?

3. What is the relationship between modes of conflict resolution and burnout for this sample?

4. Do relationships exist between level of burnout and sample demographic characteristics?

This chapter interprets the results of the data analysis in light of study limitations. The results are also compared to research presented in the literature review. Finally, implications of the

findings are presented, including suggestions for further research.

The sample included a group of 146 missionaries attending an annual gathering of missionaries sponsored by the Association for World Evangelism in Clark Summit, Pennsylvania ($N$ = 150). Each missionary who participated in the research was administered a three-part questionnaire. Instruments included in the questionnaire were an individual data form, the MODE, and the SBS-MP, an adaptation of the SBS-HP.

## Major Findings

### Descriptive Results

Overall, the total sample mean on the SBS-MP was 46 on the 140-point scale. This sample mean for burnout was low compared to other samples of professionals (see Table 3). However, it is a revised scale; thus the interpretation of "lower scores" must be presented cautiously. Also, the SBS-MP may not address missionary experience with stress. Missionary stress may be ameliorated by resources available in the Christian community and by peer support. The primary difference among the population was missionary status: 54 of the participants were missionary candidates, 48

were missionaries home on temporary furlough from their field of service, and 19 were office staff. Differences also existed in the number who were married ($n$ = 97) and the number of those with children living in the home ($n$ = 72). The mean age of the group was 40.9.

The results of the study should be cautiously interpreted due to several limitations apparent in this research. The sample size is relatively small and is not nationally representative, thereby limiting generalization to other samples. The study was cross-sectional. Factors which may occur for lower levels of burnout in missionaries with longer service cannot be identified. This research attempts to study missionaries at a particular point in their lives; however, the effects of averaging variables across a number of people and real-life experiences in the missionaries' work environments may serve as a control over this issue.

## Research Question 1: Preferred Modes

Missionaries in this sample preferred the Avoiding mode of conflict resolution at a rate of 3:1 to the second most preferred mode, Accommodation. Competing was the least preferred, chosen by only 1.75%

of the participants. Collaboration and Compromising modes also were chosen by a relatively few participants, 7.4% and 13.2%, respectively. The results indicate that the participants use avoidance to a significant degree to handle conflict. The scoring pattern is consistent with the literature. The Avoiding mode is considered the lose/lose mode (Brown, et al., 1981), as no benefit is gained from a conflict by anyone in this mode. This choice may be made when individuals perceive no chance for satisfying their concerns, by individuals with little power, and by those frustrated by something difficult to change (Zumpetta, 1987). This choice is common among those who work in not-for-profit organizations (Woodtli, 1982).

## Research Question 2

No differences were found between missionaries on furlough, missionary candidates, and mission agency staff in their preference for a dominant conflict management style. Nor was a preferred conflict management mode related to marital status. Significant differences were found, however, for mode preference between men and women. Almost three women in four preferred the passive modes (Avoiding and

Accommodating) in this sample, compared with one man in two. Perhaps this is a result of women being taught to be passive and submissive as part of their feminine role. No significant difference was found between men and women on the other four modes.

## Research Question 3

No significant relationship was found between level of burnout (SBS-MP) and preferred conflict mode. This may mean that either the modes do not affect burnout—and that factors other than conflict mode do—or that the SBS-MP is not sensitive to differences among conflict modes. A possible third explanation is that burnout scores are somewhat restricted in this sample. The highest burnout score was 85 out of a possible 140, which may have restricted its relationship with the conflict mode variables.

## Research Question 4

Relationships exist between burnout and perceived knowledge of how to manage stress and how to resolve conflict issues scores. The less knowledge the participants had about managing stress, the higher their burnout scores, $r = .28$, $p = .003$. Similarly, the less knowledge they had of how to resolve conflict

issues, the higher their burnout scores, $r$ = -.28, $p$ = .004. A relationship was also found between self-reported experience with burnout on the IDF and the SBS-MP, $r$ = .35, $p$ = .001. Persons who reported they had experienced burnout within the past year exhibited higher burnout scores. Experience with burnout was coded on a scale ranging from disagree very much (1) to agree very much (6). Thus the higher self-reported frequency of burnout, the higher the score on the SBS-HP.

Missionaries on furlough report experiencing stress in their attempt to readjust to the United States (Lindquist & Lindquist, 1988). This is compounded by the fact that missionaries are in need of rest prior to returning home. The constant demand to keep supporters informed, assist in family adjustment issues, and prepare for return to the field contribute to their stress level and thus may be reflected in their higher scores.

A relationship was also found between reported experience with burnout in the past year and burnout scores ($r$ = .35, $p$ = .001). No relationships were found between levels of burnout and other population characteristics: gender, marital status, and number of

children did not have a recognizable effect on burnout levels.

## Anecdotal Observations

In informal discussions, several missionaries offered their views as to why the mean score on the SBS-MP were low and why the sample in this research showed a strong preference for the Avoidance mode (informal interviews conducted at Western Baptist College, 1992). First, because missionaries are held in such high esteem by their supporters and churches, they are expected to be able to manage stress and conflict by nature of their "calling." The second reason proposed was that a great deal of pressure to avoid conflict and stressors (particularly for women) is inherent in being a part of a missionary team and/or living in a foreign culture. Third, women on the mission field perceive additional pressure to submit to male leadership; "rocking the boat" is viewed as a threat to missionary effectiveness. Fourth, missionaries tend to lack the ability to discuss conflict or stress because of a lack of training; this is especially true for older missionaries.

A fifth explanation for the study results offered in a discussion with missionary administrators is that

missionaries will not report conflict or stress unless emotional and/or physical problems develop in their lives. Also, missionaries may spiritualize conflicts (making them expected events in one's worldly life), resulting in an honest report of low levels of perceived stress.

Mission agencies report little success using exit interviews to determine what experiences missionaries encounter in the field that contribute to their leaving missionary service. Missionary leaders suspect, however, that younger missionaries have a different value system and approach missionary service in a different manner than older missionaries. These value differences, which surface in the first or second term of missionary service, ultimately lead to personal stress, conflict and a change in direction of one's vocation.

Each of the possible explanations obtained through anecdotal comments may lend support to the results of this study. Other research methods may be necessary to obtain a clearer picture of how missionaries experience conflict and stress.

## Limitation of the Research

The results of this study are limited to data collected in an empirical research design. The purpose of this study was not to assess anecdotal information of missionaries' experiences with stress and conflict obtained in interviews. Therefore, caution needs to be exercised in interpreting findings of missionary experience with stress and conflict that has not been validated by direct communication with missionaries.

## Future Research

Future study of missionary stress and conflict might best be conducted while missionaries are in their customary work environment rather than when they are "off the field." Their responses to questions would likely be different, because of cumulative work pressures experienced in their cross-cultural work settings.

Validity studies examining participants in a variety of conflict-related contexts (i.e., interpersonal, inter- and intra-organizational negotiations) would be necessary to explore the assumption that individual conflict management modes

are stable across time and situations. Designs that compare participants' scores on the preferred conflict management modes with categories based on transcripts of conflict episodes would be particularly useful. Transcripts of natural mission-related conflicts may be preferred over those generated by questionnaires.

A qualitative research design may be considered in future research, permitting a more detailed description of the experiences of individual missionaries. Such an approach is suggested by Farnsworth (1985). In addition to collecting data in an empirical manner, more subjective questions could be asked and analyzed, such as:

1. Can you think of a person (missionary) who has been unable to effectively cope with field stress? Please explain.

2. Are you aware of any unresolved pain from the past this person has experienced which may have caused stress or conflict? Please explain.

A formal assessment of responses to these and similar questions may help to identify issues that could contribute to future empirical studies.

## Summary of Findings

This research resulted in a number of noteworthy findings. Missionaries reported relatively low burnout scores, and no relationship was found between levels of burnout and choice of conflict resolution mode. The Avoiding mode was the most common for both men and women in this sample. Women chose the Avoiding mode more frequently than men, but that choice did not seem to have a strong effect on stress level, perhaps because burnout scores were relatively low overall.

Older missionaries experienced less stress than did younger missionaries. As would be expected, stress reported by missionary candidates increased as their candidacy status remained unchanged. Also, missionaries who had learned more about stress management techniques tended to experience less burnout.

## Recommendations

The following recommendations are offered for consideration based upon the results of this study:

1. Programs that offer training in conflict resolution should be used with missionary populations to expand their repertoire of available skills. Future studies may clarify the value of such training.

2. Mission agencies should develop programs that help missionaries use alternative coping strategies to avoiding conflict. Training packages that would relate the concept of conflict modes to a broad range of communication strategies and tactics would be helpful. Training missionaries in other conflict resolution modes may diminish use of the avoiding strategy. The extremely high percentage of missionaries preferring avoidance suggests that missionaries may be highly unassertive.

3. Programs that help missionary staff develop assertiveness skills should be considered. Such a program might include a staff exchange program in which trained agency staff visit agency fields to provide training.

4. Greater emphasis needs to be given to the training of missionaries. The local church, which is the basic sending sponsor of missionaries, ought to be utilized to teach and monitor potential missionaries' experience with stress and conflict. Sponsorship of seminars dealing with the following issues would be

helpful: (a) understanding stress, (b) recognizing internal stress, (c) overcoming internal stress, (d) reactions to stress, and (e) spiritual resources for handling stress. Williams (1986) prepared a video training program that might assist missionaries in developing these skills.

Similarly, training material is available dealing with the topic of conflict from the Alban Institute[2] and the Mennonite Conciliation Service.[3] Issues include: (a) awareness of conflict as an opportunity or danger, (b) responding to various types of conflict, (c) negotiating agreements, (d) biblical principles for reconciliation, and (e) managing conflict in various work and church settings.

5. Based on anecdotal comments offered by missionaries, other research designs need to be considered to more fully assess missionary conflict and stress. Possibly a qualitative research design may yield more detailed results of individual cases.

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[2] 4125 Nebraska Avenue, N.W., Washington, D.C. 20016

[3] c/o the Mennonite Central Committee, 21 South Twelfth Street, Box M, Akron, PA 17501

6. If indeed this study represents the true state of missionary experience, further research could seek to identify implicit coping skills that missionaries rely on to manage stress or conflict. These findings could assist in the prevention of stress in future missionaries. They could be trained to use the collaborative mode, equipping future missionaries with a tool for reducing conflict and stress.

7. The most important reliability estimate for the MODE is test-retest; however, because of the forced-choice format, the internal consistency estimates should be calculated as described in Chapter 3. This method corrects for item dependency in the forced-choice format. Also, the resulting reliability coefficients in the present study were higher than those reported in the literature, indicating the scale may be more internally consistent than previously believed (Womach, 1988). These reliabilities—.63 to .78—are in the range of some of the WISC-III subtests (G. Roid, personal communication, April 6, 1993; Wechsler, 1991).

9. Female missionaries may be under-represented as a focus of interest in research on conflict. Gender-specific research may serve to bring greater

awareness to this aspect of stress and missionary experience.

10. The design of the conflict-resolution instrument (the MODE) may also be problematic. The fact that a respondent scores higher in one mode and, therefore, lower in others makes interpretation more difficult since an individual's scores on the various modes are interdependent. Researchers and mission agency personnel should exercise caution in interpreting data from the MODE, since scores on the preferred modes may result from these intercorrelations rather than a person's true preference for a particular mode.

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# Appendix A

## Survey Packet and Samples of Communications With Participants

# Conflict Management/Stress Study

We are currently conducting a research project regarding typical responses of missionaries to conflict and stress. Conflict has been described as a situation in which the concerns of two people appear to be incompatible. Conflict also exists when two people try to occupy the same place at the same time. Conflict can occur over facts, methods, values or goals. What constitutes a conflict is a matter of personal perception. Conflict can be very subjective occurring within the person or between people.

For the purpose of this research, stress is defined as a substantial imbalance between demands and the capability to respond to an event. Burnout as used in this research is a result of stress where one has no "outs," buffers or support system for dealing with stress. Like conflict, stress can have both positive and negative effects and be a matter of personal perception.

Your participation in this study is essential and greatly appreciated. Please fill out the questionnaire completely. Strict confidentiality will be exercised throughout this project.

Please check this box if you would like a copy of the results.

## Part I

Some information about you would be helpful. Please complete the following by circling the appropriate number:

Q1. Your occupational title:
1. MISSIONARY CANDIDATE
2. MISSIONARY ON FURLOUGH
3. OTHER _____ (WRITE A TITLE)

Q2. Your present marital status:
1. SINGLE
2. MARRIED
3. WIDOWED
4. REMARRIED
5. DIVORCED

Q3. Your present age: ___ YEARS

Q4. Which of the following best describes your field of service?
1. CHURCH PLANTING
2. MEDICAL (DOCTORS, NURSES, ASSISTANTS, ETC.)
3. EDUCATION (MK/SEMINARY TEACHERS, INSTITUTION SUPERINTENDENT)
4. AVIATION
5. BUSINESS MANAGEMENT
6. OTHER _____

Q5. If you are a parent, how many children do you have living with you in each age group: (If none, write "0".)
1. ___ UNDER 6 YEARS OF AGE
2. ___ 6-12
3. ___ 13-19
4. ___ 20-25
5. ___ 26 AND OVER

Q6. How many years have you served as a missionary: ___ YEARS. (Write a number.)

Q7. If a missionary candidate, how many years have you served in candidacy status: ___ YEARS. (Write a number.)

Q8. Your sex (Circle a number.)
1. MALE
2. FEMALE

| | | | | |
|---|---|---|---|---|
| Q9. | To what degree do you feel you know how to resolve stress issues adequately? | Not Prepared 1 2 | Moderately Prepared 3 4 | Very Prepared 5 6 |
| Q10. | To what degree do you feel you know how to resolve conflict issues adequately? | Not Prepared 1 2 | Moderately Prepared 3 4 | Very Prepared 5 6 |
| Q11. | In the past year I have experienced burnout. | Almost Never 1 2 | 3 4 | Almost Always 5 6 |

# Appendix B

## Variables Measured Identified by Instrument, Code, and Level of Measurement

Variables Measured Identified by Code, Level of Measurement, and Statistical Technique Applied in Initial Analysis

| Variable | Code | Level of Measurement | Statistic |
|---|---|---|---|
| Occupational title | TOS | Nominal | Pearson |
| Marital status | MAR | Nominal | Pearson |
| Age | AGE | Interval | Pearson |
| Field of service | FOS | Nominal | Pearson |
| Number of children | CHL | Interval | Pearson |
| Candidacy experience | CEX | Interval | Pearson |
| Gender | GEN | Nominal | Pearson |
| Feelings about resolving stress | FAS | Ordinal | Pearson |
| Feelings about resolving conflict | FAC | Ordinal | Pearson |
| Estimate about burnout | EAB | Ordinal | Pearson |
| Burnout (work stress syndrome) | BOS | Interval | N/A |
| Burnout lie scale | BOL | Interval | N/A |
| Staff burnout scale | SPS | Interval | Pearson |
| Conflict (mode) | | | |
| Mode 1: Avoiding | CM1 | Interval | Pearson |
| Mode 2: Accommodate | CM2 | Interval | Pearson |
| Mode 3: Compromising | CM3 | Interval | Pearson |
| Mode 4: Competing | CM4 | Interval | Pearson |
| Mode 5: Collaborating | CM5 | Interval | Pearson |

# Appendix C

## Coding Information and Raw Data

```
DATA LIST FILE='MEYERS.DAT' FREE
/FORM    P1Q1     P1Q2   P1Q3   P1Q4   P1Q5A  P1Q5B  P1Q5C
 P1Q5D   P1Q5E    P1Q6   P1Q7   P1Q8   P1Q9   P1Q10  P1Q11
 P2Q1    P2Q2     P2Q3   P2Q4   P2Q5   P2Q6   P2Q7   P2Q8
 P2Q9    P2Q10    P2Q11  P2Q12  P2Q13  P2Q14  P2Q15  P2Q16
 P2Q17   P2Q18    P2Q19  P2Q20  P2Q21  P2Q22  P2Q23  P2Q24
 P2Q25   P2Q26    P2Q27  P2Q28  P2Q29  P2Q30  P3Q1   P3Q2
 P3Q3    P3Q4     P3Q5   P3Q6   P3Q7   P3Q8   P3Q9   P3Q10
 P3Q11   P3Q12    P3Q13  P3Q14  P3Q15  P3Q16  P3Q17  P3Q18
 P3Q19   P3Q20    P3Q21  P3Q22  P3Q23  P3Q24  P3Q25  P3Q26
 P3Q27   P3Q28    P3Q29  P3Q30  P4Q1   P4Q2   P4Q3   P4Q4
 P4Q5    P4Q6     P4Q7   P4Q8   P4Q9   P4Q10  P4Q11  P4Q12
 P4Q13   P4Q14    P4Q15  P4Q16  P4Q17  BURN   LIE    COMPETE
 COLLAB  COMPROM  AVOID  ACCOM  OTHER  CHECK  CHECK2.
SAVE OUTFILE='TROTT.SYS'.
COMPUTE CHILHOME = P1Q5A+ P1Q5B+ P1Q5C+ P1Q5D+ P1Q5E.
COMPUTE CMPTDOM = 2.
COMPUTE COLLDOM = 2.
COMPUTE CMPRODOM = 2.
COMPUTE AVOIDDOM = 2.
COMPUTE ACCODOM = 2.
COMPUTE CODOM = 2.
IF (COMPETE GT COLLAB AND COMPETE GT COMPROM AND COMPETE GT AVOID
 AND COMPETE GT ACCOM AND COMPETE GT OTHER) CMPTDOM =1.
IF (COLLAB GT COMPETE AND COLLAB GT COMPROM AND COLLAB GT AVOID
 AND COLLAB GT ACCOM AND COLLAB GT OTHER) COLLDOM = 1.
IF (COMPROM GT COMPETE AND COMPROM GT COLLAB AND COMPROM GT AVOID
 AND COMPROM GT ACCOM AND COMPROM GT OTHER) CMPRODOM = 1.
IF (AVOID GT COMPETE AND AVOID GT COLLAB AND AVOID GT COMPROM
 AND AVOID GT ACCOM AND AVOID GT OTHER) AVOIDDOM = 1.
IF (ACCOM GT COMPETE AND ACCOM GT COLLAB AND ACCOM GT COMPROM
 AND ACCOM GT AVOID AND ACCOM GT OTHER) ACCODOM = 1.
IF (OTHER GT COMPETE AND OTHER GT COLLAB AND OTHER GT COMPROM
 AND OTHER GT AVOID AND OTHER GT ACCOM) OTHERDOM = 1.
IF (COMPETE EQ COLLAB AND COMPETE GT COMPROM AND COMPETE GT AVOID
AND COMPETE GT ACCOM) CODOM=1.
IF (COMPETE EQ COMPROM AND COMPETE GT COLLAB AND COMPETE GT AVOID
AND COMPETE GT ACCOM) CODOM=1.
IF (COMPETE EQ AVOID AND COMPETE GT COLLAB AND COMPETE GT COMPROM
AND COMPETE GT ACCOM) CODOM=1.
IF (COMPETE EQ ACCOM AND COMPETE GT COLLAB AND COMPETE GT COMPROM
AND COMPETE GT AVOID) CODOM=1.
IF (COLLAB EQ COMPROM AND COLLAB GT COMPETE AND COLLAB GT AVOID
AND COLLAB GT ACCOM) CODOM=1.
IF (COLLAB EQ AVOID AND COLLAB GT COMPETE AND COLLAB GT COMPROM
AND COLLAB GT ACCOM) CODOM=1.
IF (COLLAB EQ ACCOM AND COLLAB GT COMPETE AND COLLAB GT COMPROM
AND COLLAB GT AVOID) CODOM=1.
IF (COMPROM EQ AVOID AND COMPROM GT COMPETE AND COMPROM GT COLLAB
AND COMPROM GT ACCOM) CODOM=1.
IF (COMPROM EQ ACCOM AND COMPROM GT COMPETE AND COMPROM GT COLLAB
AND COMPROM GT AVOID) CODOM=1.
IF (AVOID EQ ACCOM AND AVOID GT COMPETE AND AVOID GT COLLAB AND
AVOID GT COMPROM) CODOM=1.
COMPUTE MODE = 0.
IF (CMPTDOM=1) MODE=1.
IF (COLLDOM=1) MODE=2.
```

```
IF (CMPRODOM=1) MODE=3.
IF (AVOIDDOM=1) MODE=4.
IF (ACCODOM=1) MODE=5.
IF (CODOM=1) MODE=6.
VALUE LABELS CMPTDOM COLLDOM CMPRODOM AVOIDDOM ACCODOM
 1 'Yes, dominant' 2 'Not dominant'.
VALUE LABELS CODOM 1 'Codominant' 2 'Not codominant'.
VALUE LABELS MODE 1 'Compete' 2 'Collaborate' 3 'Compromise' 4
'Avoid'
  5 'Accommodate' 6 'Codominant'.
SELECT IF (CODOM=2).
RECODE P1Q2 (1,3,4=1).
VALUE LABELS P1Q2 1 'OTHERS' 2 'MARRIED'.
RECODE P1Q4 (2,3,4,5,6 = 2).
VALUE LABELS P1Q4 1 'CHURCH PLANTING' 2 'OTHERS'.
COMPUTE CHILHOME=0.
IF (P1Q5A GT 0) CHILHOME=CHILHOME+P1Q5A.
IF (P1Q5B GT 0) CHILHOME=CHILHOME+P1Q5B.
IF (P1Q5C GT 0) CHILHOME=CHILHOME+P1Q5C.
IF (P1Q5D GT 0) CHILHOME=CHILHOME+P1Q5D.
IF (P1Q5E GT 0) CHILHOME=CHILHOME+P1Q5E.
FREQUENCIES VARIABLES=MODE.
CROSSTABS VARIABLES=P1Q2(1,2) MODE(2,5) /TABLES=P1Q2 BY MODE
 /STATISTICS=1.
CROSSTABS VARIABLES=P1Q4(1,2) MODE(2,5) /TABLES=P1Q4 BY MODE
 /STATISTICS=1.
CROSSTABS VARIABLES=P1Q8(1,2) MODE(2,5) /TABLES=P1Q8 BY MODE
 /STATISTICS=1.
DESCRIPTIVES /VARIABLES CHILHOME COMPETE COLLAB COMPROM AVOID
 ACCOM BURN LIE /STATISTICS 1 5 6 9 10 11.
CORRELATION VARIABLES=P1Q3 P1Q6 P1Q7 P1Q9 TO P1Q11 WITH BURN
 /OPTIONS=2 5 /STATISTICS=ALL.
ONEWAY VARIABLES=BURN BY P1Q8(1,2) /RANGES=MODLSD /STATISTICS=ALL.
SELECT IF (CODOM=2).
COMPUTE C1A1=0.
IF (P2Q28 EQ 1) C1A1=1.
COMPUTE C1A2=0.
IF (P2Q8 EQ 1) C1A2=1.
COMPUTE C1A3=0.
IF (P2Q14 EQ 2) C1A3=1.
COMPUTE C1A4=0.
IF (P2Q22 EQ 2) C1A4=1.
COMPUTE CA15=0.
IF (P2Q6 EQ 2) C1A5=1.
COMPUTE C1A6=0.
IF (P2Q16 EQ 2) C1A6=1.
COMPUTE C1B1=0.
IF (P2Q3 EQ 1) C1B1=1.
COMPUTE C1B2=0.
IF (P2Q10 EQ 1) C1B2=1.
COMPUTE C1B3=0.
IF (P2Q25 EQ 1) C1B3=1.
COMPUTE C1B4=0.
IF (P2Q13 EQ 2) 1CB4=1.
COMPUTE C1B5=0.
IF (P2Q9 EQ 2) C1B5=1.
COMPUTE C1B6=0.
```

```
IF (P2Q21 EQ 2) C1B6=1.
COMPUTE C2A2=0.
IF (P2Q17 EQ 1) C2A2=1.
COMPUTE C3A1=0.
IF (P2Q12 EQ 2) C3A1=1.
COMPUTE C3A2=0.
IF (P2Q29 EQ 1) C3A2=1.
COMPUTE C3A3=0.
IF (P2Q2 EQ 1) C3A3=1.
COMPUTE C3A4=0.
IF (P2Q24 EQ 2) C3A4=1.
COMPUTE C3A5=0.
IF (P2Q7 EQ 2) C3A5=1.
COMPUTE C3B1=0.
IF (P2Q18 EQ 2) C3B1=1.
COMPUTE C3B2=0.
IF (P2Q26 EQ 1) C3B2=1.
COMPUTE C3B4=0.
IF (P2Q4 EQ 1) C3B4=1.
COMPUTE C4A1=0.
IF (P2Q1 EQ 1) C4A1=1.
COMPUTE C4A6=0.
IF (P2Q27 EQ 1) C4A6=1.
COMPUTE C4B1=0.
IF (P2Q23 EQ 2) C4B1=1.
COMPUTE C4B2=0.
IF (P2Q5 EQ 2) C4B2=1.
COMPUTE C4B3=0.
IF (P2Q15 EQ 2) C4B3=1.
COMPUTE C4B4=0.
IF (P2Q19 EQ 2) C4B4=1.
COMPUTE CA1=0.
IF (P2Q30 EQ 1) CA1=1.
COMPUTE CA6=0.
IF (P2Q20 EQ 2) CA6=1.
COMPUTE CB5=0.
IF (P2Q11 EQ 2) CB5=1.
RELIABILITY /VARIABLES C1A1 TO  CB5
 /SCALE(TOTAL)=C1A1 TO CB5 /MODEL=ALPHA
 /SUMMARY=TOTAL.
LIST VARIABLES=P1Q1 P1Q2 P1Q3 P1Q4 CHILHOME P1Q6 P1Q7 P1Q9 P1Q11
  MODE BURN LIE /FORMAT=NUMBERED.
```

The VARIABLES are listed in the following order:

Line 1: P1Q1 P1Q2 P1Q3 P1Q4 CHILHOME P1Q6 P1Q7 P1Q9 P1Q11

Line 2: MODE BURN LIE ("." means missing value)

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 1 | 35 | 2 | | 7 | . | 4 | 2 | 5 | 31 | 2 |
| 2 | 2 | 2 | 35 | 1 | 1 | 5 | . | 5 | 3 | 2 | 70 | 1 |
| 3 | 3 | 2 | 29 | 1 | 3 | 0 | 1 | 3 | 2 | 4 | 34 | 6 |
| 4 | 1 | 2 | 30 | 1 | 3 | 0 | 3 | 3 | 2 | 4 | 49 | |
| 5 | 1 | 2 | 33 | 1 | 4 | 0 | 0 | 4 | 1 | 4 | 62 | 4 |
| 6 | 1 | 2 | 39 | 1 | 4 | 0 | 0 | 4 | 3 | 3 | 53 | 1 |
| 7 | 1 | 2 | 39 | 1 | 4 | 0 | 1 | 4 | 2 | 3 | 41 | 3 |
| 8 | 1 | 2 | 35 | 1 | 2 | 0 | . | 5 | 3 | 3 | 37 | 4 |
| 9 | 1 | 2 | 26 | 2 | | 0 | 1 | 4 | 2 | 1 | 40 | 1 |
| 10 | 1 | 2 | 32 | 1 | | 0 | 0 | 5 | 3 | 5 | 42 | 3 |
| 11 | 1 | 2 | 26 | 1 | 1 | 0 | 0 | 5 | 2 | 3 | 45 | 3 |
| 12 | 1 | 2 | 39 | 1 | 3 | 0 | 0 | 3 | 3 | 5 | 55 | 2 |
| 13 | 1 | 2 | 29 | 1 | 1 | 0 | 1 | 4 | 4 | 4 | . | 1 |
| 14 | 1 | 1 | 28 | 2 | | 0 | 0 | 4 | 2 | 4 | 43 | 1 |
| 15 | 1 | 2 | 24 | 2 | | 0 | 0 | 5 | 3 | 2 | . | 5 |
| 16 | 1 | 2 | 31 | 1 | 4 | 0 | 1 | 4 | 1 | 4 | 46 | 1 |
| 17 | 1 | 2 | 30 | 1 | | 0 | 0 | 5 | 2 | 4 | 37 | 1 |
| 18 | 1 | 2 | 31 | 1 | 4 | 0 | 0 | 5 | 1 | 4 | 30 | 6 |
| 19 | 3 | 1 | 23 | 2 | | . | . | 5 | 1 | 4 | 33 | 4 |
| 20 | 1 | 2 | 28 | 1 | 1 | 0 | 1 | 4 | 1 | 5 | 49 | 1 |
| 21 | 1 | 2 | 57 | 1 | | 1 | 0 | 4 | 1 | 4 | 32 | 5 |
| 22 | 1 | 2 | 54 | 1 | | 1 | 0 | 4 | 2 | 4 | 33 | 7 |
| 23 | 1 | 1 | 27 | 2 | | 3 | . | 4 | 1 | 4 | 36 | . |
| 24 | 1 | 1 | 30 | 2 | | 0 | 0 | 4 | 2 | 4 | 53 | 2 |
| 25 | 1 | 2 | 31 | 1 | 1 | 0 | 1 | 3 | 6 | 4 | 48 | 1 |
| 26 | 1 | 2 | 25 | 1 | 1 | 0 | 1 | 4 | 2 | 2 | 44 | 2 |
| 27 | 1 | 2 | 35 | 1 | 2 | 0 | 1 | 3 | 4 | 4 | 53 | 3 |
| 28 | 2 | 2 | 44 | 1 | | 6 | . | 4 | 3 | 3 | 52 | 2 |
| 29 | 1 | 2 | 45 | 1 | | 7 | . | 4 | 2 | 4 | 40 | 2 |
| 30 | 1 | 2 | 33 | 2 | 4 | 0 | 1 | 5 | 2 | 3 | . | 1 |
| 31 | 1 | 2 | 26 | 1 | | 0 | 0 | 4 | 3 | 3 | 44 | 3 |
| 32 | 2 | 2 | 36 | 2 | 2 | 10 | . | 4 | 5 | 1 | 64 | 7 |
| 33 | 1 | 2 | 34 | 1 | 4 | 2 | . | 3 | 2 | 5 | 58 | |
| 34 | 1 | 1 | 27 | 1 | | 0 | 2 | 4 | 4 | 4 | 41 | 3 |
| 35 | 3 | 2 | 57 | 2 | 1 | 34 | . | 4 | 2 | 4 | 29 | 2 |
| 36 | 2 | 2 | 41 | 1 | 4 | 14 | . | 4 | 3 | 3 | 61 | 3 |
| 37 | 2 | 2 | 41 | 1 | 3 | 19 | . | 3 | 2 | 4 | 35 | 2 |
| 38 | 2 | 2 | 58 | 1 | | 34 | . | 4 | 2 | 4 | 36 | 3 |
| 39 | 2 | 2 | 57 | 1 | | 28 | . | 5 | 3 | 4 | 40 | 3 |
| 40 | 2 | 2 | 58 | 2 | | 33 | . | 4 | 1 | 4 | 26 | 5 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 41 | 3 | 2 | 69 | 2 | | 37 | . | 4 | 1 | 4 | 36 | 5 |
| 42 | 2 | 2 | 35 | 1 | 3 | 12 | . | 3 | 1 | 4 | . | 2 |
| 43 | 1 | 1 | 27 | 2 | | 3 | 1 | 4 | 2 | 4 | 39 | 4 |
| 44 | 1 | 2 | 37 | 1 | 2 | 0 | 4 | 3 | 1 | 4 | 46 | 4 |
| 45 | 2 | 1 | 37 | 2 | | 6 | . | 4 | 4 | | 44 | 1 |
| 46 | 3 | 2 | 69 | 2 | | 40 | . | 4 | 1 | 4 | 43 | 1 |
| 47 | 2 | 1 | 38 | 1 | 5 | 10 | . | 5 | 1 | 5 | 32 | 5 |
| 48 | 1 | 2 | 34 | 2 | 2 | 0 | 2 | 3 | 2 | 4 | 29 | 8 |
| 49 | 2 | 2 | 48 | 1 | 4 | 22 | . | 4 | 1 | 4 | 37 | 1 |
| 50 | 3 | 2 | 61 | 1 | | 3 | . | 5 | 1 | 2 | 40 | 4 |
| 51 | 3 | 2 | 61 | 1 | | 0 | . | 3 | 4 | 4 | 52 | 3 |
| 52 | 2 | 1 | 51 | 2 | | 25 | . | 5 | 3 | 5 | 47 | 6 |
| 53 | 2 | 2 | 43 | 1 | 2 | 17 | . | 4 | 2 | 4 | 57 | 4 |
| 54 | 1 | 2 | 31 | 1 | | 0 | 1 | 3 | 2 | 4 | . | 1 |
| 55 | 1 | 2 | 34 | 1 | 1 | 0 | 4 | 5 | 2 | 4 | 54 | |
| 56 | 1 | 2 | 34 | 1 | 1 | 0 | 4 | 4 | 2 | 4 | 53 | |
| 57 | 2 | 2 | 39 | 2 | 2 | 7 | . | 5 | 3 | 3 | 40 | 5 |
| 58 | 2 | 2 | 32 | 1 | 2 | 7 | . | 5 | 2 | 4 | 51 | 3 |
| 59 | 3 | 2 | 69 | 1 | | 34 | . | 4 | 1 | | 48 | 6 |
| 60 | 2 | 2 | 46 | 2 | 4 | 12 | . | 3 | 3 | | . | 2 |
| 61 | 1 | 2 | 29 | 2 | 2 | 0 | 2 | 4 | 1 | 3 | . | 1 |
| 62 | 1 | 2 | 45 | 1 | 1 | 17 | . | 4 | 3 | 5 | 49 | 2 |
| 63 | 3 | 2 | 63 | 2 | 3 | 36 | . | 5 | 1 | 4 | 22 | 4 |
| 64 | 1 | 1 | 26 | 1 | | 0 | 2 | 3 | 2 | 4 | 53 | 2 |
| 65 | 2 | 2 | 37 | 1 | 3 | 8 | . | 3 | 2 | 3 | 37 | 4 |
| 66 | 2 | 1 | 30 | 1 | | 4 | 0 | 5 | 2 | 3 | 40 | 1 |
| 67 | 2 | 1 | 36 | 1 | | 13 | . | 4 | 3 | 4 | . | 1 |
| 68 | 2 | 2 | 46 | 2 | 3 | 21 | . | 3 | 2 | 4 | 58 | . |
| 69 | 2 | 2 | 39 | 2 | 4 | 7 | . | 4 | 2 | 5 | 65 | 3 |
| 70 | 2 | 2 | 39 | 2 | 4 | 4 | . | 4 | 3 | 4 | 55 | 2 |
| 71 | 2 | 2 | 35 | 1 | 4 | 8 | . | 4 | 4 | 4 | 85 | 2 |
| 72 | 1 | 2 | 31 | 1 | 3 | 0 | 2 | 3 | 2 | 4 | 36 | 4 |
| 73 | 2 | 2 | 29 | 1 | 1 | 7 | . | 3 | 1 | 4 | 44 | 4 |
| 74 | 1 | 2 | 28 | 1 | 2 | 1 | 2 | 4 | 2 | 4 | 60 | 1 |
| 75 | 3 | 1 | 67 | 2 | | 30 | . | 4 | 1 | 4 | 48 | 2 |
| 76 | 2 | 1 | 42 | 2 | | 7 | . | 3 | 3 | 4 | 80 | |
| 77 | 1 | 2 | 39 | 1 | 3 | 2 | 2 | 4 | 3 | 5 | 63 | |
| 78 | 1 | 2 | 38 | 1 | 3 | 0 | 2 | 5 | 2 | 5 | 45 | 6 |
| 79 | 2 | 2 | 36 | 1 | 5 | 8 | . | 4 | 4 | 5 | 55 | 1 |
| 80 | 3 | 1 | 29 | 2 | | 0 | 1 | 4 | 3 | 4 | . | 4 |
| 81 | 3 | 1 | 35 | 1 | | 14 | . | 3 | 2 | 4 | 59 | 1 |
| 82 | 3 | 1 | 63 | 2 | | 28 | . | 4 | 2 | 4 | 49 | 2 |
| 83 | 3 | 2 | 48 | 2 | 1 | 16 | . | 4 | 3 | 4 | 39 | 4 |
| 84 | 2 | 2 | 37 | 1 | 1 | 13 | . | 3 | 2 | 3 | 53 | 4 |
| 85 | 2 | 2 | 37 | 1 | 1 | 13 | . | 4 | 3 | 4 | . | 2 |
| 86 | 3 | 1 | 72 | 2 | | 24 | . | 3 | 4 | 4 | 35 | 1 |
| 87 | 3 | 1 | 68 | 2 | | 40 | . | 4 | 2 | 4 | 51 | 7 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 88 | 2 | 2 | 42 | 1 | | 21 | . | 3 | 2 | 4 | 56 | 1 |
| 89 | 2 | 1 | 48 | 2 | | 24 | . | 4 | 3 | 5 | 78 | |
| 90 | 2 | 2 | 50 | 2 | 4 | 20 | . | 4 | 4 | 2 | 43 | 7 |
| 91 | 1 | 2 | 38 | 2 | 2 | 2 | 2 | 5 | 1 | 4 | 23 | 8 |
| 92 | 2 | 2 | 50 | 1 | 2 | 23 | . | 4 | 4 | 5 | 38 | 3 |
| 93 | 1 | 1 | 30 | 1 | | 0 | 2 | 4 | 1 | 5 | 25 | 7 |
| 94 | 3 | 2 | 55 | 1 | 3 | 16 | . | 5 | 1 | 3 | 32 | 6 |
| 95 | 2 | 2 | 35 | 1 | 3 | 13 | . | 3 | 4 | 3 | 41 | . |
| 96 | 2 | 2 | 65 | 2 | | 20 | . | 4 | 3 | 4 | 46 | 2 |
| 97 | 1 | 2 | 27 | 1 | | 0 | 1 | 3 | 1 | 4 | 40 | 1 |
| 98 | 1 | 2 | 36 | 1 | | 0 | 1 | 4 | 2 | 4 | 37 | 2 |
| 99 | 3 | 2 | 65 | 2 | | 34 | . | 3 | 2 | 4 | 63 | 2 |
| 100 | 1 | 2 | 48 | 1 | 1 | 0 | 1 | 4 | 2 | 4 | 29 | 2 |
| 101 | 1 | 2 | 48 | 1 | 1 | 0 | 1 | 4 | 3 | 3 | 39 | 2 |
| 102 | 2 | 2 | 44 | 2 | 4 | 22 | . | 2 | 1 | 4 | 57 | |
| 103 | 2 | 2 | 66 | 1 | | 37 | . | 5 | 1 | 4 | 25 | 3 |
| 104 | 2 | 2 | 55 | 2 | | 30 | . | 4 | 2 | 2 | 31 | 3 |
| 105 | 1 | 2 | 34 | 2 | 3 | 0 | 3 | 3 | 2 | 5 | 67 | 1 |
| 106 | 1 | 2 | 34 | 2 | 3 | 0 | 3 | 3 | 2 | 4 | 46 | 7 |
| 107 | 2 | 1 | 55 | 2 | | 32 | . | 3 | 2 | 5 | . | 1 |
| 108 | 3 | 1 | 69 | 2 | | 45 | . | 4 | 2 | 5 | 38 | 2 |
| 109 | 2 | 2 | 50 | 2 | 1 | 10 | . | 4 | 2 | 2 | 29 | 3 |
| 110 | 2 | 2 | 51 | 2 | 1 | 10 | . | 3 | 2 | 4 | 47 | 1 |
| 111 | 1 | 2 | 30 | 1 | 1 | 0 | 1 | 3 | 2 | 5 | 44 | 3 |
| 112 | 1 | 2 | 24 | 1 | 2 | 1 | . | 4 | 1 | 4 | 40 | 5 |
| 113 | 1 | 2 | 36 | 1 | 2 | 0 | 4 | 4 | 3 | 4 | 56 | 1 |
| 114 | 2 | 2 | 37 | 1 | 4 | 11 | . | 4 | 4 | 2 | 49 | |
| 115 | 2 | 2 | 28 | 2 | 1 | 4 | . | 3 | 2 | 4 | 65 | 1 |
| 116 | 2 | 2 | 44 | 1 | 4 | 12 | . | 4 | 3 | 4 | 68 | |
| 117 | 2 | 2 | 29 | 1 | 1 | 4 | . | 4 | 2 | 2 | 60 | 1 |
| 118 | 2 | 2 | 48 | 2 | 3 | 21 | . | 4 | 1 | | . | . |
| 119 | 1 | 2 | 36 | 1 | 1 | 5 | 5 | 3 | 3 | 5 | 53 | 2 |
| 120 | 1 | 2 | 27 | 1 | 1 | 0 | 1 | 3 | 3 | 4 | . | |
| 121 | 2 | 2 | 63 | 1 | | 37 | . | 4 | 2 | 4 | 55 | 1 |

# Appendix D

## Vita

# VITA

## Richard W. Meyers, M.A.

### PERSONAL INFORMATION

| | |
|---|---|
| Business Address: | Western Baptist College<br>5000 Deer Park Drive, S.E.<br>Salem, Oregon 97302<br>(503) 581-8600 |
| Home Address: | 3485 Dogwood Drive, S.<br>Salem, Oregon 97302 |
| Date of Birth: | November 5, 1942<br>Pittsburgh, Pennsylvania |
| Marital Status: | Married (Two children) |

### EDUCATION

| | |
|---|---|
| Present | Candidate for a Doctor of Psychology Degree, George Fox College, Newberg, Oregon |
| 1987 | Master of Arts, Clinical Psychology, Western Conservative Baptist Seminary, Portland, Oregon |
| 1972 | Master of Arts, Pastoral and Counseling Psychology, Trinity Evangelical Divinity School, Deerfield, Illinois |
| 1969 | Bachelor of Science, Psychology, California State University, Hayward, California |
| 1967 | Bachelor of Arts, Social Science, Western Baptist College, Salem, Oregon |

## PRACTICUM AND INTERNSHIP EXPERIENCE

| | |
|---|---|
| 1988–89 | Psychological Intern, Cascade Counseling Centers, Tigard, Oregon. This was a pre-doctoral clinical internship supervised by Ed Ruller, Ph.D., and Wayne Colwell, Ph.D. The caseload included individual, marriage and family cases. (2,000 hours) |
| 1986 | Supervision of practicum students in the M.A. Clinical Psychology Program, Western Conservative Baptist Seminary, Portland, Oregon. Included both individual and group supervision. Supervision provided by Dr. Wayne Colwell. |
| 1984–88 | Practicum student in the Counseling Program at Western Baptist College, Salem, Oregon. This included individual counseling. Supervision provided by Dr. Wayne Colwell. |
| 1984–88 | Practicum student at Mid-Valley Counseling Center, Salem, Oregon. This included individual, marriage, and family counseling. Supervision provided by Wayne Colwell, Ph.d., and Randy Green, Ph.D. |

## PROFESSIONAL BACKGROUND

| | |
|---|---|
| 1978–Present | Counselor, Mid-Valley Counseling Center, Salem, Oregon. Provide individual, marriage and family counseling in a general counseling practice. |
| 1975–Present | Chairman, Department of Psychology, Western Baptist College, Salem, Oregon. Established and direct psychology program. Advise and instruct 80 students in an academic program. Supervise practicums and internships. Teach a broad range of undergraduate psychology courses. Provide individual counseling in general practice of counseling to college students. |

| | |
|---|---|
| 1975–Present | Chaplain, Oregon Army National Guard. Supervise six unit ministry teams. Develop programming, provide counseling and consultation in human resource areas. |
| 1972–75 | Caseworker, Hanna Boys Center, Sonoma, California. Supervised casework team, providing group and individual counseling to adolescent boys. Specialties pursued during this practice included individual and group treatment of adolescents and their families, treatment of borderline delinquents, mileau therapy, assessment, treatment plan development and integration of intervention in all aspects of residential treatment. |

## PUBLICATIONS

Lowry, R., & Meyers, R. W. (1991). Christian's alternatives to litigation. In G. R. Collins (Ed.), Conflict management and counseling (pp. 53-63). Waco, TX: Word.