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**AN EXAMINATION OF DYSFUNCTIONAL BEHAVIOR IN
CHRISTIAN, EVANGELICAL, MISSION ORGANIZATIONS
AND STRATEGIES FOR MANAGING THE
CONSEQUENCES OF DYSFUNCTIONAL BEHAVIOR**

By
Robert Selden Barnard, Jr.
BA, MDiv, MS

A Thesis submitted in fulfillment of the requirements of the degree of

Doctor in Philosophy

In the Open University

19 November, 2004

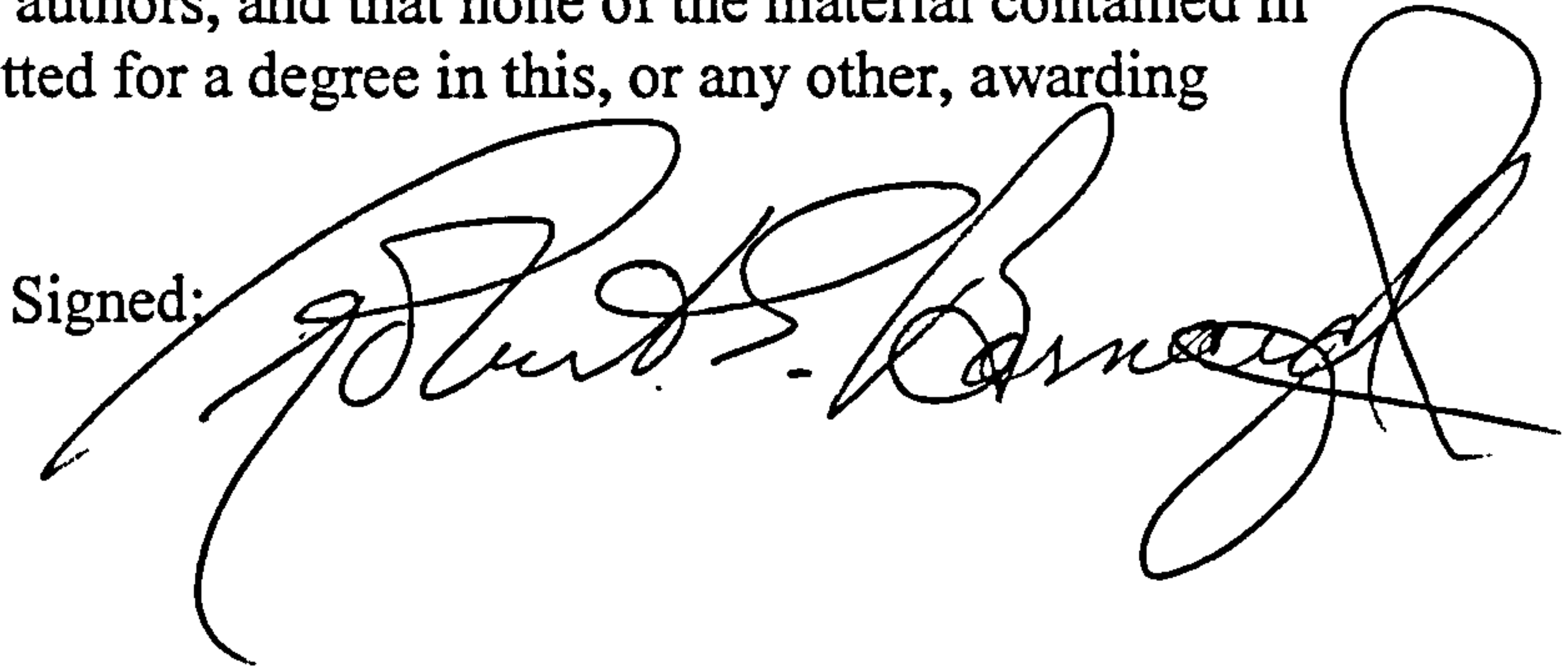
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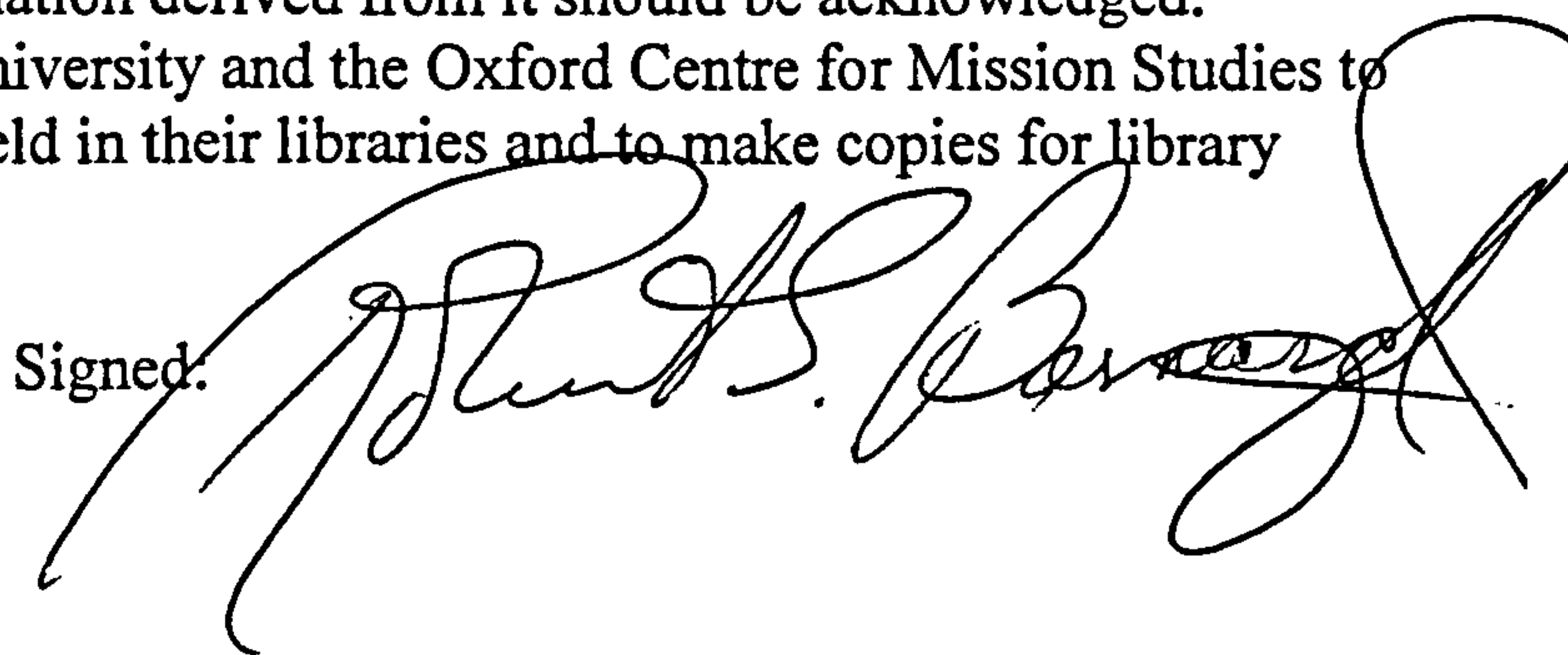
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ABSTRACT

This thesis presents an analysis of organizational factors influencing Consequence Management of Dysfunctional Behavior and develops a framework for use by organizations regarding how they can more effectively reduce the incidences and manage the consequences of Dysfunctional Behavior.

Twenty-five (25) Christian Evangelical Mission Organizations (CEMOs), located in the United States of America, provided substantive resources for this study including: fifteen that provided responses to surveys, four that provided organizational documents for analysis, and forty-four persons from twenty-one organizations were interviewed for the purpose of defining Dysfunctional Behavior, identifying the consequences stemming from that Dysfunctional Behavior, and establishing the extent of strategies for managing the consequences of Dysfunctional Behavior.

A Strategic Model Template (SMT) is presented for organizations to use as a means of identifying Dysfunctional Behavior and effectively conducting Consequence Management. To this end, several typologies (Dysfunctional Behavior, Consequences, Sources of Information, Severity of Dysfunctional Behavior, Severity of Consequences, and Rationale for Consequence Management) are presented together with a Consequence Management Matrix as necessary both to the development of the SMT and its implementation with Strategic Integrity.

The discovery of The Constraining Triangle identifies the forces unique to CEMOs that work to prevent the effective application of Consequence Management. These forces are a result of CEMO history and traditions and CEMO theology and the theology of CEMO members.

DEDICATION

This work is dedicated in memory of my mother, Mildred Barnard, who died before this project was completed. She raised three sons to be leaders and always supported and encouraged us. As it turned out, we are all in leadership positions and deal regularly with the varied demands of “trouble shooting” and Consequence Management.

This work is also dedicated to my wife, Evelyn, and my family, which deserves my best but does not always get it. They are my first joy in this world.

Furthermore, this work is dedicated to the highly committed CEMO workers who labor long and hard to enrich the Body of Christ in order to present her blameless and perfect before the throne of God. As part of the Body yourselves, you have struggled with your own shortcomings and idiosyncrasies and those of your colleagues. By the grace of God you will prevail, and it is to this end that this work seeks to provide an increased measure of practical wisdom. (1Thes. 3:13)

ACKNOWLEDGMENTS

The completion of this project is the direct result of the encouragement and patience of my wife Evelyn and my family. Evelyn, Kimberly, and Krista each read the thesis and provided valuable comments as to readability and editorial correctness. I am deeply grateful for their support.

My supervisory team, Dr. David Cormack, Supervisor, Dr. Chris Cowton, Director of Studies, and Rev. Dr. Chris Sugden, OCMS Mentor, provided positive and highly professional expertise in their guidance.

The Oxford Centre for Mission Studies community of staff and research scholars, led by my mentor, Dr. Chris Sugden, added unique perspective, encouragement, and multi-disciplinary academic testing of concepts, process and interpretation.

Mission agency leaders consistently reinforced the drive for this project to be completed.

Dr. Darryl and Prudy Long provided sacrificial financial support and encouragement with a keen sense of mission for this project.

Roy Crowley, Paul Bleier and Kimberly Barnard shared their special talents and editorial expertise.

Dr. Barney M. Davis, Jr. provided encouragement and concept testing on several occasions.

Thank you all!

ABBREVIATIONS

CM -- Consequence Management

CEMOs -- Christian Evangelical Mission Organizations

CMPI -- Consequence Management Preparedness Index

DB -- Dysfunctional Behavior

DRP -- Disaster Recovery Plan

ESMT – Emerging Strategic Model Template

EPP -- Emergency Preparedness Planning

HQ -- Headquarters

HRM -- Human Resource Management

PTSD -- Post Traumatic Stress Disorder

SI -- Strategic Integrity

SMT – Strategic Model Template

TABLE OF TABLES AND FIGURES

TABLES:

Table 2.1	Relevance of Literature Topics	page # 43
Table 2.2	Identity Conflicts	49
Table 3.1	CEMO Mission Focus	78
Table 3.2	CEMO Theological Perspective	81
Table 3.3	Cultural Complexity	86
Table 4.1	Training Engagement	99
Table 4.2	Discipleship requirements	99
Table 4.3	Document Sufficiency and Saturation	100
Table 4.4	Consequence Management Preparedness	101
Table 4.5	Categories of Dysfunctional Behavior	108 & 196
Table 4.6	Sources of Identification of Dysfunctional Behavior	119 & 193
Table 4.7	Consequences of Dysfunctional Behavior	121 & 197
Table 4.8	Strategies for Managing Consequences	137
Table 4.9	Reactive Strategies	138
Table 4.10	Proactive Strategies	140
Table 4.11	Inactive Strategies	145
Table 4.12	Interactive Strategies	146
Table 4.13	Rationale for Consequence Management	148 & 199
Table 6.1	Consequence Management Matrix	203
Table 6.2	Review and Analysis Types	220 & 237

FIGURES:

Figure 1.1	Organizational Age	page # 12
Figure 1.2	Organizational Size	13
Figure 3.1	Non-debt Expenditures	83
Figure 3.2	Percent of Personnel Married	84
Figure 3.3	Age Dominance	84
Figure 3.4	Gender Dominance	85 & 93
Figure 3.5	Career Commitment	85
Figure 4.1	Documents and Process (1)	93
Figure 4.2	Documents and Process (2)	94
Figure 4.3	Documents and Process (3)	95
Figure 4.4	Training (1)	96
Figure 4.5	Training (2)	97
Figure 4.6	Age and CMPI Correlations	102
Figure 4.7	Size and CMPI Correlations	103
Figure 4.8	Expenditures and CMPI Correlations	103
Figure 4.9	Threat Severity to Organizations	127
Figure 5.1	The Constraining Triangle	164
Figure 5.2	Consequence Management Preparedness Index Scattergram	178
Figure 5.2	Consequence Management Preparedness Index Radar Map	178
Figure 6.1	The Emerging Strategic Model Template	190
Figure 6.2	Rationale for Consequence Management	200

TABLE OF CONTENTS

TITLE PAGE.....	i
A DECLARATION OF ORIGINALITY	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGMENTS.....	v
ABBREVIATIONS	vi
TABLE OF TABLES AND FIGURES.....	vii
TABLE OF CONTENTS.....	ix
CHAPTER 1	1
INTRODUCTION.....	1
1.1. THE PROBLEM AND THE NEED	1
1.1.1. Dysfunctional Behavior Defined	3
1.1.2. Consequences of Dysfunctional Behavior	3
1.2. DEFINITION OF TERMS	4
1.2.1. Dysfunctional Behavior	5
1.2.2. Consequence Management.....	5
1.2.3. Alert Criteria.....	5
1.2.4. Christian	5
1.2.5. Evangelical	6
1.2.6. Mission	6
1.2.7. Church	6
1.2.8. Member	7
1.2.9. Third Sector Organization	7
1.3. RESEARCH OBJECTIVES.....	8
1.4. RESEARCH CONCEPT	9
1.4.1. Proposal.....	9
1.4.2. Research Methods and Sources	9
1.5. PROBLEMS OF ACCESS AND OPERATIONAL AND RESEARCH ETHICS	10
1.6. APPROACH TO ANALYSIS AND COMPARISON OF STRATEGIES FOR IDENTIFICATION OF DYSFUNCTIONAL BEHAVIOR AND CONSEQUENCE MANAGEMENT.....	11
1.6.1. The Literature	11
1.6.2. The Selection of Organizations	12
1.6.3. Development of Data Collection Instruments	13
1.6.3.1. The Structured Interview	13
1.6.3.2. The Organization Survey and Demographics	13
1.6.4. Selection of Analysis Techniques.....	14
1.6.5. Comparisons of Organizational Strategy Performance.....	14
1.6.6. Comparison of CEMOs with Other Sectors	14
1.7. STRUCTURE OF THE THESIS	14

CHAPTER 2	17
LITERATURE REVIEW	17
2.1. INTRODUCTION.....	17
2.2. MISSIOLOGY	20
2.2.1. Approaches To Missions	20
2.2.2. Relationships	21
2.3. ORGANIZATIONAL MANAGEMENT THEORY AND PRACTICE.....	21
2.3.1. Leadership	23
2.3.1.1. Corporate Governance.....	23
2.3.1.2. Corporate Standards	24
2.3.1.3. Corporate Culture	25
2.3.1.4. Corporate Values	25
2.3.2. Corporate Processes.....	25
2.3.2.1. Vision Statements	26
2.3.2.2. Mission Statements.....	26
2.3.2.3. Purpose Statements.....	26
2.3.2.4. Value Statements	26
2.3.2.5. Needs Assessment Procedures.....	26
2.3.2.6. Critical Events Statements.....	27
2.3.2.7. Goals and Objectives Statements.....	27
2.3.2.8. Review and Analysis Procedures.....	27
2.3.2.9. Job Descriptions	27
2.3.2.10. Performance Review.....	28
2.3.2.11. Operations Manuals.....	28
2.3.2.12. Written Policies	28
2.3.2.13. Due Process Procedures.....	28
2.3.2.14. Summary.....	29
2.3.3. Change Management.....	29
2.3.3.1. Appreciative Inquiry.....	30
2.3.3.2. Contingency Planning.....	30
2.3.3.3. Business Continuity Planning.....	31
2.3.3.4. Conflict Management	32
2.3.3.5. Emergency Preparedness Planning.....	33
2.3.3.6. Disaster Recovery Planning.....	33
2.3.4. Increasing Reliability.....	40
2.3.4.1. Risk Management.....	40
2.3.4.2. Resilience Planning	41
2.3.4.3. High Reliability Organization.....	41
2.3.4.4. Summary.....	42
2.4. CHURCH (RELIGIOUS ORGANIZATION) ADMINISTRATION, MANAGEMENT, AND ETHICS.....	43
2.4.1. Call and Change	45
2.4.2. Standards of Behavior	46
2.4.3. Handling Conflict in Religious Organizations.....	48
2.4.3.1. Values.....	49
2.4.3.2. Culture	50
2.4.3.3. Roles, Goals and Priorities	50
2.4.3.4. Strategies	51
2.4.3.5. Success Criteria	52
2.5. MILITARY ORGANIZATIONAL POLICY AND PRACTICE.....	53
2.5.1. Consequence Management.....	54
2.5.2. Training and Scenarios	54
2.5.3. Summary	55
2.6. LEGAL AND REGULATORY AFFAIRS	55
2.7. MEDICAL ORGANIZATION POLICY AND PRACTICE	57
2.8. EDUCATIONAL ORGANIZATION POLICY AND PRACTICE	58
2.9. MANAGEMENT OF PERSONS IN PROFESSIONAL COUNSELING DISCIPLINES	59
2.10. MANAGING OF DYSFUNCTIONAL EMOTIONS IN ORGANIZATIONS	60
2.11. CROSS-CULTURAL STUDIES	61
2.12. SUMMARY	62
2.13. CONCLUSIONS	62

CHAPTER 3	65
RESEARCH DESIGN, METHODS and STRATEGY	65
3.1. INTRODUCTION.....	65
3.2. DATA COLLECTION.....	65
3.2.1. A Contingency Approach to Organizations.....	65
3.2.2. Grounded Theory.....	66
3.2.2.1. The Research Question.....	67
3.2.2.2. Data Collection.....	67
3.2.2.3. Analysis.....	67
3.2.2.4. Selective Coding and Core Categories	69
3.2.2.5. The Research Report	69
3.2.3. Dealing with Sensitive Issues	70
3.3. METHOD.....	72
3.3.1. Links to the Literature Search	72
3.3.2. The Pilot Study.....	72
3.3.2.1. Choice of the Research Model.....	72
3.3.2.2. Design of the Research Process.....	73
3.3.2.3. Design of Instruments.....	73
3.3.2.3.1. Interviews.....	73
3.3.2.3.2. Surveys.....	74
3.3.2.4. Testing of Instruments	75
3.3.2.4.1. Interviews.....	75
3.3.2.4.2. Surveys.....	75
3.3.2.4.3. Modification of Instruments	76
3.3.3. Selection of Research Sites.....	76
3.3.3.1. Research Site Demographics	77
3.3.3.1.1. Mission Focus	78
3.3.3.1.1.1. Evangelism	79
3.3.3.1.1.2. Church Planting	79
3.3.3.1.1.3. Development.....	79
3.3.3.1.1.4. Education.....	80
3.3.3.1.1.5. Support	80
3.3.3.1.1.6. Technical	80
3.3.3.1.1.7. Construction.....	81
3.3.3.1.1.8. Mechanical	81
3.3.3.1.1.9. Other.....	81
3.3.3.1.2. Theological Perspectives.....	81
3.3.3.1.2.1. Traditional	82
3.3.3.1.2.2. Conservative	82
3.3.3.1.2.3. Progressive	82
3.3.3.1.2.4. Radical.....	83
3.3.3.1.2.5. Evangelical	83
3.3.3.1.3. Demographics	83
3.3.4. Selection of Samples on Each Site	86
3.3.5. Testing of the Emerging Data.....	87
3.4. ANALYSIS OF ORGANIZATION DOCUMENTS	87
3.5. SUMMARY	87
3.6. CONCLUSIONS	88
CHAPTER 4	90
RESEARCH FINDINGS	90
4.1. INTRODUCTION.....	90
4.2. ORGANIZATIONAL MANUALS AND HANDBOOKS	91
4.3. SURVEYS.....	92

4.3.1. Organizational Documents and Procedures.....	92
4.3.2. Training Engagement	95
4.3.3. Discipleship	99
4.3.4. Documentation Sufficiency and Saturation	100
4.3.5. Consequence Management Preparedness Scoring.....	101
4.3.6. The Incidence and Experience of Consequences of Dysfunctional Behavior as Reported in the Survey.....	104
4.3.7. Summary	105
4.3.8. Conclusions	105
4.4. INTERVIEWS.....	105
4.4.1. Dysfunctional Behavior as an Organizational Phenomenon.....	106
4.4.1.1. Categories of Dysfunctional Behavior.....	106
4.4.1.1.1. Competency/Capacity Dysfunction.....	109
4.4.1.1.1.1. Intra-personal Dysfunctional Behaviors	109
4.4.1.1.1.2. Interpersonal/Family Dysfunctional Behaviors	109
4.4.1.1.1.3. Inadequate Work/Professional Competence and Skills	109
4.4.1.1.1.4. Philosophy, Doctrine, or Theology Divergence.....	110
4.4.1.1.1.5. Cross-cultural/Cultural	110
4.4.1.1.1.6. Cross-generational	111
4.4.1.1.2. Moral/Legal/Ethical Dysfunction.....	111
4.4.1.1.2.1. Substance Abuse.....	111
4.4.1.1.2.2. Funds and Resources Mismanagement.....	111
4.4.1.1.2.3. Other Illegal Acts.....	112
4.4.1.1.2.4. Liability, Personal Injury and Loss (Safety).....	112
4.4.1.1.2.5. Inappropriate Sexual behavior	112
4.4.1.1.2.6. Lifestyle Issues	113
4.4.1.1.2.7. Antagonistic Behavior	113
4.4.1.1.3. Organizational Dysfunction	113
4.4.1.1.3.1. Turning the Blind Eye	113
4.4.1.1.3.2. Corporate Incapacity and Structure Inadequacy.....	114
4.4.1.1.3.3. Systems Failure.....	114
4.4.1.1.3.4. Inconsistency	115
4.4.1.1.3.5. Collusion.....	115
4.4.1.1.3.6. Training	116
4.4.1.1.4. Medical/Physical/Health	116
4.4.1.1.4.1. Depression	117
4.4.1.1.4.2. Seasonal Adjustment Disorder	117
4.4.1.1.4.3. Post Traumatic Stress Disorder	117
4.4.1.1.4.4. Stages of Grief.....	117
4.4.1.1.4.5. Physical Illness	117
4.4.1.1.4.6. Injury	118
4.4.1.1.5. Summary	118
4.4.1.2. Sources for Identifying Dysfunctional Behavior	119
4.4.1.2.1. Direct Internal Sources.....	119
4.4.1.2.2. Direct External Sources.....	120
4.4.1.2.3. Indirect Sources.....	120
4.4.2. Consequences of Dysfunctional Behavior.....	121
4.4.2.1. Personal Consequences.....	121
4.4.2.1.1. Stress	122
4.4.2.1.2. Demoralization.....	122
4.4.2.1.3. Negative Emotional States	123
4.4.2.1.4. Health Problems	123
4.4.2.1.5. Survival Mindset	123
4.4.2.2. Corporate Consequences	123
4.4.2.2.1. Team Cohesion.....	123
4.4.2.2.2. Decline of Morale	123
4.4.2.2.3. Disharmony	124
4.4.2.2.4. Damage Control Becomes Primary.....	124
4.4.2.2.5. Low Mission Effectiveness	124
4.4.2.2.6. Personnel Attrition	124
4.4.2.2.7. Loss of Brand Confidence and Public Trust.....	124
4.4.2.2.8. Declining Recruitment	125
4.4.2.2.9. Termination of a Program	125
4.4.2.3. Stakeholders Consequences.....	125

4.4.2.3.1. Donor Base Eroded	125
4.4.2.3.2. Host Nation Acceptance Reduced.....	125
4.4.2.3.3. Sending Nation Relations.....	125
4.4.2.3.4. Sister Agencies.....	126
4.4.2.3.5. Defame God’s Reputation.....	126
4.4.2.4. Methodologies to Track Consequences and Costs.....	126
4.4.3. Identifying the Severity of Consequences of Dysfunctional Behavior.....	127
4.4.3.1. Threatened the Survival of the Mission.....	127
4.4.3.2. Threatened the Survival of a Project	128
4.4.3.3. Threatened the Continuing Employment or Function of a Group of People	128
4.4.3.4. Threatened the Continuing Employment of an Individual.....	128
4.4.3.5. Reduced Efficiency and Effectiveness	129
4.4.3.5.1. Reduced Team Cohesion.....	129
4.4.3.5.2. Leadership Distraction	130
4.4.3.5.3. Individual/Family Casualties.....	130
4.4.3.5.4. Integrity/Credibility is Impeded	130
4.4.3.5.5. Host Nation Relations Damaged	131
4.4.3.5.6. Resource Losses	131
4.4.3.5.7. Backers Bail Out	131
4.4.3.5.8. Target Audience Inoculated Against the Message	132
4.4.3.5.9. Sending-Nation Relations are Disrupted.....	132
4.4.3.6. Response Thresholds	132
4.4.3.7. Summary of Threat Severity of Consequences of Dysfunctional Behavior	133
4.4.3.8. Conclusions Regarding Severity of Consequences.....	133
4.4.4. Strategies for Managing Consequences.....	133
4.4.4.1. Recognizing the Trigger Points for Consequence Management.....	134
4.4.4.1.1. The Ripple Effect	134
4.4.4.1.2. Irritated Backers.....	135
4.4.4.1.3. Disrupted Host Nation Relations.....	135
4.4.4.1.4. Conflict of Values	135
4.4.4.1.5. Doctrinal Variance	136
4.4.4.1.6. Moral Problems.....	136
4.4.4.1.7. Filed Charges, Suites, Complaints, and Grievances.....	136
4.4.4.1.8. Cost Overruns and Effectiveness Degraded.....	136
4.4.4.2. Responses	136
4.4.4.2.1.1. Quick Response	139
4.4.4.2.1.2. Overkill.....	139
4.4.4.2.1.3. Termination	139
4.4.4.2.1.4. Hire a Consultant.....	139
4.4.4.2.1.5. Personal Confrontation.....	139
4.4.4.2.1.6. Shunning.....	140
4.4.4.2.1.7. Redefine Corporate Structures.....	140
4.4.4.2.2. Proactive	140
4.4.4.2.2.1. Boot Camp.....	141
4.4.4.2.2.2. Cross Train Leaders.....	141
4.4.4.2.2.3. Redefine and Reorganize Structure	141
4.4.4.2.2.4. Predetermined Policy to Terminate No Longer Viable Partnerships.....	142
4.4.4.2.2.5. Establish Performance and Relationship Standards.....	142
4.4.4.2.2.6. Work Assignments by Best Fit and Capabilities	142
4.4.4.2.2.7. Monitor for Compliance and Learning	142
4.4.4.2.2.8. Structure for Effective Operations and Communications	143
4.4.4.2.2.9. Policies of Due Process	143
4.4.4.2.2.10. Defined Roles and Responses.....	143
4.4.4.2.2.11. Leadership Training for Consequence Management	144
4.4.4.2.2.12. Dedicated Resources.....	145
4.4.4.2.3. Inactive.....	145
4.4.4.2.3.1. No Policy	145
4.4.4.2.3.2. Conflict Avoidance.....	146
4.4.4.2.3.3. Don’t Get Involved.....	146
4.4.4.2.3.4. Confusion over Policy	146
4.4.4.2.4. Interactive.....	146
4.4.4.2.4.1. One-Down Position	147
4.4.4.2.4.2. Uninvolved, Respected Other	147
4.4.4.5. Consequence Management Rationale.....	147

4.4.4.6. Methods of Consequence Management.....	149
4.4.4.7. The Consequence Manager	150
4.4.4.8. Chronological Issues (Timeliness)	151
4.4.5. Criteria for Successful Management of Consequences	152
4.4.6. Evaluation of Effectiveness	152
4.4.6.1. Self Assessment Statements	152
4.4.6.2. Ineffective or Inappropriate Strategies	153
4.4.6.2.1. Rigidity.....	153
4.4.6.2.2. Misplaced Confidentiality	154
4.4.6.2.3. Knee Jerk Reactions.....	154
4.4.6.2.4. Micro-Management.....	155
4.4.6.2.5. “Sweep It Under the Rug”.....	155
4.4.6.2.6. Promote Upstairs.....	155
4.4.6.2.7. Leave of Absence for Education	156
4.4.6.2.8. Lengthy Rehabilitation.....	156
4.4.6.2.9. Little or No Record Keeping.....	156
4.4.6.2.10. Return to Homeland	157
4.4.6.3. Conclusion to Effectiveness of Strategies	157
4.4.7. Satisfaction with the Results of Strategies.....	157
4.4.8. Cost of Dysfunctional Behavior Consequence Management	157
4.4.9. What Might Help Consequence Management	158
4.5. CONCLUSIONS	158
CHAPTER 5	161
DISCUSSION OF FINDINGS.....	161
5.1. INTRODUCTION.....	161
5.2. SUMMARY OF FINDINGS.....	161
5.3. INTERPRETATION OF FINDINGS	161
5.4. TOWARDS A MODEL OF UNDERSTANDING: THE CONSTRAINING TRIANGLE.....	163
5.4.1. Implications of the Constraining Triangle Model for CEMO Ability to Manage the Consequences of Dysfunctional Behavior in the Future	165
5.4.2. Implications of the Constraining Triangle Model for the Emerging Strategic Model Template	165
5.4.2.1. Personal and Corporate Theology and Identity	166
5.4.2.2. History, Tradition, Environment, and Context	166
5.4.2.3. Personal and Corporate Processes and Competencies	166
5.5. DISCUSSION	167
5.5.1. Typologies	168
5.5.1.1. Typology Dysfunctional Behavior	168
5.5.1.2. Typology of Sources of Information on Dysfunctional Behavior and its Consequences	168
5.5.1.3. Typology of Triggers for CEMO Leader Intervention	169
5.5.1.4. The Consequences Themselves	169
5.5.1.5. Typology of Rationale for Consequence Management.....	170
5.5.1.6. Summary.....	170
5.5.2. Current Organizational Practice and Condition.....	170
5.5.2.1. Policy.....	170
5.5.2.2. Standards	171
5.5.2.2.1. Input Standards and Monitoring.....	172
5.5.2.2.2. Process Standards and Monitoring.....	173
5.5.2.2.3. Output Standards.....	174
5.4.2.3. Organizational Flexibility.....	176
5.4.2.4. Consequence Management Preparedness	177
5.4.2.5. Systems Thinking	179
5.4.2.6. Training Management and Professional Development.....	180
5.4.2.7. Learning Mechanisms.....	180
5.6. SUMMARY	181
5.7. CONCLUSION	182

CHAPTER 6	185
------------------------	------------

A CONSIDERATION OF AN EMERGENT STRATEGIC MODEL TEMPLATE AS A FRAMEWORK FOR CONSEQUENCE MANAGEMENT	185
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6.1. INTRODUCTION.....	185
6.2. DISCRIPTION OF AN EMERGENT STRATEGIC MODEL TEMPLATE	187
6.3. CORE ELEMENTS OF THE ESMT	189
6.3.1. A. Sense.....	189
6.3.1.1. Awareness of Dysfunctional Behavior and Its Consequences.....	190
6.3.1.2. Alert System.....	191
6.3.1.3. The Event	192
6.3.1.4. Summary.....	192
6.3.2. B. Identify.....	192
6.3.2.1. Information Sources	193
6.3.2.2. Stakeholders	193
6.3.2.2.1. Members.....	194
6.2.2.2.2. Clients.....	194
6.3.2.2.3. Backers	194
6.3.2.2.4. Host Nation Entities.....	195
6.3.2.2.5. Sending Nation Entities	195
6.3.2.2.6. Sister Agencies	195
6.3.2.2.7. Partners.....	195
6.3.2.2.8. Media.....	195
6.3.2.2.9. Watchers.....	196
6.3.2.2.10. Competitors/Antagonists	196
6.3.2.3. Typology of Dysfunctional Behavior	196
6.3.2.4. Typology of Consequences	197
6.3.2.5. Summary.....	197
6.3.3. C. Evaluate	197
6.3.3.1. Severity of Dysfunctional Behavior	198
6.3.3.2. Severity of Consequences.....	198
6.3.3.3. Response Threshold.....	198
6.3.4. D. Decide.....	199
6.3.4.1. Rationale.....	199
6.3.4.2. Desired End Results.....	200
6.3.4.3. Resolution Criteria.....	201
6.3.4.4. Response Team Composition	201
6.3.4.5. Logistics	202
6.3.4.6. Summary.....	202
6.3.5. E. Act.....	202
6.3.5.1. Consequence Management Matrix	202
6.3.5.1.1. Palliative Response	204
6.3.5.1.1.1. Palliative Response at the Personal Level	204
6.3.5.1.1.2. Palliative Response at the Relational Level.....	205
6.3.5.1.1.3. Palliative Response at the Project Level.....	206
6.3.5.1.1.4. Palliative Response at the Organizational Level.....	207
6.3.5.1.1.5. Palliative Response at the Environmental Level.....	207
6.3.5.1.2. Preventive Responses.....	208
6.3.5.1.2.1. Preventive Response at the Personal Level	208
6.3.5.1.2.2. Preventive Response at the Relational Level.....	212
6.3.5.1.2.3. Preventive Response at the Project Level.....	213
6.3.5.1.2.4. Preventive Response at the Organizational Level.....	214
6.3.5.1.2.5. Preventive Response at the Environmental Level.....	221
6.3.5.1.3. Emergency Response	222
6.3.5.1.3.1. Emergency Response at the Personal Level	222
6.3.5.1.3.2. Emergency Response at the Relational Level.....	223
6.3.5.1.3.3. Emergency Response at the Project Level.....	224
6.3.5.1.3.4. Emergency Response at the Organizational Level	225
6.3.5.1.3.5. Emergency Response at the Environmental Level	225
6.3.5.1.4. Recovery Response	228
6.3.5.1.4.1. Recovery Response at the Personal Level	228
6.3.5.1.4.2. Recovery Response at the Relational Level.....	229

6.3.5.1.4.3. Recovery Response at the Project Level.....	230
6.3.5.1.4.4. Recovery Response at the Organizational Level	232
6.3.5.1.4.5. Recovery Response at the Environmental Level	234
6.3.5.1.5. Reflective Response and Learning Management	235
6.3.6. F. Learn	236
6.3.6.1. First Review Loop	236
6.3.6.2. Second Review Loop.....	236
6.3.6.3. Review and Analysis	237
6.3.6.4. Mitigation	237
6.3.7. Additional Considerations	238
6.3.7.1. Responses	238
6.3.7.2. Timing	238
6.3.7.3. Jurisdiction	238
6.3.7.4. Procedures and Tactics	239
6.4. SUMMARY	239
6.5. CONCLUSIONS.....	240
CHAPTER 7	242
CONCLUSIONS, FUTURE STUDIES, AND RECCOMMENDATIONS	242
7.1. INTRODUCTION.....	242
7.1.1. Overview	242
7.1.1.1. Literature Search	243
7.1.1.2. CEMOs.....	244
7.1.1.3. The Emerging Strategic Model Template.....	246
7.1.1.4. The Constraining Triangle.....	247
7.1.2. Summary	247
7.2. AREAS FOR FUTURE STUDY	248
7.2.1. Introduction	248
7.2.2. Academic Studies.....	248
7.2.2.1. Strategic Integrity	248
7.2.2.2. Test and Refine the Typologies of Dysfunctional Behavior and Consequence Management	249
7.2.2.3. Sufficiency of Documents	249
7.2.3.4. Emerging Strategic Model Template Applicability	249
7.2.3. CEMO STUDIES.....	249
7.2.3.1. Strategic Model Template Effectiveness	249
7.2.3.2. Record Keeping	250
7.2.3.3. Biblical Studies and Organization Principles	250
7.2.3.4. Cross-cultural Development of CEMOs Regarding Consequence Management	251
7.2.3.5. Gender and Marital Issues and Consequence Management.....	251
7.2.4. Summary	251
7.3. RECCOMENDATIONS FOR CEMOS	252
7.3.1. Strategic Integrity	252
7.3.2. Culture	252
7.3.3. Organizational Learning and High Reliability.....	253
7.3.4. Infrastructures.....	255
7.3.5. Desired End Results and Success Criteria	255
7.3.6. Faith Based Missions and Resourcing the Change	256
7.3.8. Human Resource Management.....	256
7.3.8.1. Setting Standards	256
7.3.8.2. Training Management and Professional Development.....	256
7.3.8.3. Build on Strengths – The Primary Approach.....	256
7.3.8.4. Multilevel Intentional Training.....	257
7.3.8.5. Personnel Management.....	257
7.3.8.5.1. Screening.....	257
7.3.8.5.2. Job Descriptions, Critical Task Lists, Critical Skill Sets, and Performance Review.....	257
7.3.9. Dialogue Among Stakeholders.....	257
7.3.10. Multicultural System Thinking.....	258
7.3.11. Corporate Culture Indoctrination.....	258
7.3.12. Schools, Churches, CEMOs	258
7.4. CONCLUSION	258

BIBLIOGRAPHY	261
APPENDIX A	270
STATEMENTS OF FAITH	270
APPENDIX B.....	273
CEMO CONTRIBUTIONS	273
APPENDIX C	275
INTERVIEW GUIDE	275
APPENDIX D	279
INTERVIEW DIGEST.....	279
APPENDIX E.....	295
THE SURVEY	295
APPENDIX F.....	300
CEMO SURVEY RESPONSES	300
APPENDIX G	309
STRATEGIC INTEGRITY MATRIX	309
APPENDIX H.....	311
JOB DESCRIPTION FORM.....	311
APPENDIX I.....	318
JESSAMINE COUNTY SCHOOL DISTRICT POLICY/PROCEDURE MANUAL, PERSONNEL SECTION	318
APPENDIX J	321
GENERAL TACTICS TO MANAGE THE EXPRESSION OF EMOTIONAL BEHAVIOR	321
APPENDIX K.....	324
POSTATTACK RECOVERY STRATEGIES.....	324
APPENDIX L.....	328
DISASTER RECOVERY PLAN TEMPLATE	328
APPENDIX M	345
FREE METHODIST WORLD MISSIONS ESSENTIAL QUALITIES IN A 21ST CENTURY MISSIONARY	345

CHAPTER 1

INTRODUCTION

1.1. THE PROBLEM AND THE NEED

This thesis looks at one of the impediments to organizational effectiveness – the damage organizations do to themselves through the Dysfunctional Behavior of their members, whether employees or volunteers. There are a large number of cases in the public domain of exceptional damage imparted to organizations by Dysfunctional Behavior of their members. Of particular note are the corporate scandals involving ENRON and Arthur Andersen, and the recent sex abuse scandals surrounding leaders of the Roman Catholic Church in the USA. These are spectacular, public examples of Dysfunctional Behavior and its consequences but all organizations are at risk, at some level, from the consequences of Dysfunctional Behavior of their members.

The need to minimize self-inflicted damage is particularly important to organizations that do not generate profit and are dependent on public good will and support for their continued existence because the bottom line for them is public confidence. Nonprofit, charity, and volunteer organizations fit into this category. One particular group of organizations that is extremely sensitive to member behavior is Christian Evangelical Mission Organizations (CEMOs). Adherence to a high moral, ethical, and relational value system and ethos has long been equated with the nature and credibility of the Christian message. Many biblical injunctions, which underpin the values of CEMOs, make this clear. For example, the Ten Commandments, The Beatitudes, etc.

Members' behaviors continually influence the effectiveness of organizations since it is their behaviors that influence organization ability to pursue its purposes and achieve its vision. Behavior, which interferes with the smooth functioning of the organization, is dysfunctional and, if left to continue, may damage the organization permanently.

CEMOs reflect the same need for corporate health as any other group of organized human beings. However, very few CEMOs have developed procedures to gather data to define and quantify their corporate health or the extent and impact of Dysfunctional Behavior on organizational health and performance. Thus, the cost of the consequences of Dysfunctional Behavior is not documented in most CEMOs even though it is likely to be high.

The aim of this thesis was to explore the possibilities of developing a model for identifying and dealing with the consequences of Dysfunctional Behavior in CEMOs. This model is called the Strategic Model Template. In woodwork or metal work, a template is a pattern by which materials are cut or shaped to fit a particular pattern and function. The application of a template to specific materials ensures a constant production of uniform products based on a predetermined standard. Organizational templates would therefore determine the structure, procedures, systems, etc. required for a given organization. Thus, templating an organization is the use of various sets of standards, filters, and analysis techniques to shape and monitor the organization to ensure uniform systems, processes, performance, products, and services that deliver what is promised or expected.

Intermediate research aims involved developing research instruments to investigate current practices in CEMOs and to produce typologies of Dysfunctional Behavior and consequences.

The contribution of the thesis to organizational knowledge is not only the development of the Strategic Model Template (SMT) but also the potential application of the SMT elements as diagnostic tools to organizations in respect of their Consequence Management capability. This introductory chapter explains further the nature of this contribution and clarifies the meaning of the various terms used above. It also sets the scene for the remainder of the thesis by introducing the context, processes and framework for the research.

1.1.1. Dysfunctional Behavior Defined

For this study, Dysfunctional Behavior is behavior which violates organizational policies, values, principles and/or practices causing deviation from the task or process, thus disrupting personal or organizational function. Each organization can define Dysfunctional Behavior in its own way depending on its policies, values, principles and practices. The definition of Dysfunctional Behavior within an organization may be articulated or assumed, and there may be variations in the thresholds of behavioral tolerance between locations and between people within the same organization using the same definition. Dysfunctional Behavior includes, but is not limited to, illegal acts, violation of policy, disruption of relationships and team function, unsafe acts and behaviors likely to impair safe function.

Distinctions have been made between dysfunctional, mal-functional, and non-functional behavior. (Shawchuck & Heuser, 1996, pp. 18,19) For the purposes of this thesis, such distinctions are acknowledged but are embraced in the definition above, since all such behaviors result in personal or organizational dysfunction (I 27)¹ and as such are considered part of the concept of Dysfunctional Behavior.

1.1.2. Consequences of Dysfunctional Behavior

Dysfunctional Behavior reduces the effectiveness of the organization in meeting its goals and objectives. In the extreme, the consequence of Dysfunctional Behavior is the death of the organization or the individual. The demise of the ministry and marriage of the Reverend Jim Baker was one of the more public displays of such adverse consequences of Dysfunctional Behavior in the United States. (Baker, 1997) Other examples abound, for instance – Lee Hazelwood, the Captain of the Exxon Valdez (Shaw and Barry, 1995, p.186).

¹ Throughout the text of this thesis, references to interviewee statements is indicated by (I #) where 'I' indicates interviewee and '#' is the number assigned to a specific interviewee. Likewise, (CEMO #), [where # is the number assigned to a specific Christian Evangelical Mission Organization (CEMO)] is used when referring to material quoted from a CEMO's sources or about a particular CEMO. This system is used to honor the commitment to confidentiality that was made in establishing the guidelines for the research.

While Dysfunctional Behavior is most commonly reported by the organizations under study to relate primarily to an individual's behavior, the consequences of team and corporate Dysfunctional Behavior also emerged. Many CEMOs included "off duty" personal behavior and family members' personal behavior in their description of Dysfunctional Behavior and as legitimate concerns of the organization's leadership. Various international businesses and governmental agencies have also discovered the necessity of this approach when they have considered the impact of the consequences of Dysfunctional Behavior of expatriates and their families deployed in culturally divergent and isolated settings. (Taylor, 1995 p. 6) Furthermore, it emerged that in CEMOs it is common for spouses to be considered members of the mission team even when they are not actively engaged in the work of the mission. Thus, this study focuses on strategies applied to managing the consequences of Dysfunctional Behavior, individually and collectively.

Many consequences of Dysfunctional Behavior emerged and these were classified according to the severity of their impact on the individual and organization. The consequences described fell into two main categories – objective consequences that could be measured, and subjective consequences that could not be easily measured or measured at all. In the first category are such consequences as attrition, legal fees, loss of income and other direct and indirect cost. In the second category were such consequences as stress, loss of reputation, loss of trust, relationship breakdowns and other human implications. The research shows that attempts to assess the costs of Dysfunctional Behavior are at best rudimentary in CEMOs.

1.2. DEFINITION OF TERMS

In the context of this study, there were several terms requiring clarification since they were central to this thesis and come from the nature of the study and CEMO culture which has tended to be outside mainstream organizational research.

1.2.1. Dysfunctional Behavior

As described in Section 1.1.1. Dysfunctional Behavior is “behavior which violates organizational policies, values, principles and/or practices causing deviation from the task or process, thus disrupting personal or organizational function.”

1.2.2. Consequence Management

Consequence Management is the collective policies, principles, and practices engaged by organizations to restore and improve organization operations subsequent to some disruption to one or more of its capabilities. The term is derived from the practice of the US military and as a concept describes ways and means to alleviate the short- and long-term effects of dysfunction including physical, socio-economic, and psychological effects. (Seiple, 1997, Parameters@awc.carlisle.army.mil)

1.2.3. Alert Criteria

Alert Criteria (response thresholds) are essentially “trigger points” or “alarms” that, when activated, initiate an organizational response. Additionally, alert criteria indicate the level of response and the steps of due process required of the respondents. These may vary from organization to organization and may vary from time to time within an organization depending on circumstances. For example, a budget overspend may be ignored when funds are plentiful but may become a trigger when funds are scarce.

1.2.4. Christian

An organization is classified as Christian when it espouses allegiance to the tenants of a traditional understanding of Christianity. Typically this would take the form of a “statement of faith” in line with one or more of the internationally recognized Christian traditions – Anglican, Baptist, Methodist, Roman Catholic, Presbyterian, Lutheran, Orthodox, etc. Organizations that do not adhere to the traditional statements of faith are excluded from this definition, such as Mormon (LDS), Jehovah’s Witnesses, Christian

Scientists, etc. Obviously, non-Christian groups such as Islam, Hindu, and Buddhist are excluded by definition.

1.2.5. Evangelical

A Christian organization is classified as Evangelical when, in some manner, it promotes the gospel of salvation through Jesus Christ. A typical statement of faith is found at Appendix A. The core elements of which are: the nature of God, the authority of the Bible, the work and person of Jesus, the nature of evangelism, the nature and work of the Holy Spirit, and the return of the Christ. The word “evangelical” is rooted in the Greek word “εὐαγγελιον”, translated “good news.” Thus, Evangelicals are about the business of proclaiming and demonstrating the “good news” of salvation to a needy world.

1.2.6. Mission

An organization is defined as a Mission organization when it sends organization members to perform the tasks associated with evangelism, relief and development in the name of Jesus Christ in accord with some Biblical mandates. Biblical mandates may include:

“Go and make disciples.” (Matthew 28:19, NIV)

“Feed the hungry.” (Matthew 25:37-40, NIV)

“Visit and care for the sick and imprisoned.” (Matthew 25:39-40, NIV)

“Care for the poor.” (Matthew 19:21, NIV)

“Seek justice for the oppressed.” (Isaiah 1:17, NIV)

1.2.7. Church

The term “Church” is used to describe the collection of persons who have joined together for the purposes of worshipping God, mutual support and development and service to the community according to Christian beliefs and mandates.

1.2.8. Member

A member is any person who has formally joined with a mission by attesting to an established set of beliefs, or pledging to perform required duties, or entering a personal contract of commitment with the mission.

1.2.9. Third Sector Organization

Using Levitt's descriptions of first (commercial), second (governmental), and third (not for-profit) sector organizations (as quoted by Gibson, 1976), Christian mission organizations fit the description of a third sector organization. Growth of the third sector category is seen as a relatively new phenomenon.

However, Christian mission organizations, as third sector organizations, arguably predate the industrial revolution since libraries and library collections, such as the OMS, International Archives at the B. L. Fisher Library, Asbury Theological Seminary, are dedicated to the documentation of these organizations' activities over the last 2000 years. Modern missions is well documented specifically in the last 300 years. In a world of globalization of organizations, "if judged by age alone, the Roman Catholic Church would have to be considered the most effective organization of all time." (Gibson, 1976, p. 12)

There are significant parallels and differences between CEMOs, as third sector organizations, and organizations in the other two sectors. The parallels include focus on task management, the importance of high-quality services, and issues driven functions. (Drucker, 1990, pp. xiii - xviii) The differences are to be found in motivation, purpose, values and the spiritual base of their operations. (Drucker, 1990, p. xiii) Indeed the differences are such that they may indicate a "fourth sector" of organizations with a rich heritage of distinct policy and practice. (Cormack, 1998)

Lessons derived from CEMO best practice, tradition, history and literature may have significant bearing on current strategies and operations for organizations in all sectors due to their ability to assist survival and performance over long periods of time and in dynamic and hostile environments. (Cormack, 1999) This current study, while it may

provide significant and coherent application for Christian organizations, may also have application to organizations in other sectors.

1.3. RESEARCH OBJECTIVES

The research objective of this study was to see whether it was possible to develop a Strategic Model Template (SMT) that could be applied to Christian Evangelistic Mission Organizations (CEMOs) and to other organizations for the identification and management of the consequences of Dysfunctional Behavior by:

- a. Focusing on organizations that follow a traditional Christian and Evangelical stance regarding behavior.
- b. Identifying pertinent academic and professional theories and practices available in the literature.
- c. Identifying and classify the types of Dysfunctional Behavior in CEMOs.
- d. Identifying and classifying the consequences of Dysfunctional Behavior in CEMOs.
- e. Developing a descriptive understanding of how CEMOs tend to handle Dysfunctional Behavior and its consequences by:
 - 1.) Critically analyzing current organizational strategies.
 - 2.) Identifying common elements and trends.
 - 3.) Identifying organizational strategies for managing the consequences of Dysfunctional Behavior.
 - 4.) Describing features that support and/or hinder strategy implementation and effectiveness.
 - 5.) Attempting to developing a Strategic Model Template.

In the research, no effort was made to limit the definition of “Dysfunctional Behavior” for the organizations. Instead, as a means to pursue c. and d. above, each organization was asked to indicate:

- a. The organization’s own definition.
- b. Under what conditions and situations management intervention would be triggered.
- c. The consequences of Dysfunctional Behavior.
- d. How the consequences of Dysfunctional Behavior were managed and resolved.
- e. The effectiveness of consequence management strategies.

By placing the consequences of Dysfunctional Behavior at the center of this study, current internal strategies could be evaluated in light of their overall capacity to prevent, reduce, and manage the consequences of Dysfunctional Behavior. This is not to say that reducing the consequences of Dysfunctional Behavior should be the central purpose of a strategy; only that the level of those consequences is one of the available measuring mechanisms for assessing the organization's capability to manage negative influences on its operations and to effect positive stewardship of all its resources.

1.4. RESEARCH CONCEPT

The research is a "macro-system" study. It combines qualitative and quantitative research methods. The thesis analyzes strategies for the management of the consequences of Dysfunctional Behavior in twenty-five U.S. Christian, Evangelical, Mission Organizations (CEMOs).

1.4.1. Proposal

In many organizations, during the past ten to twenty years, there has been a growing awareness of and sensitivity to human resource issues – particularly in the management of the consequences stemming from the Dysfunctional Behavior of staff as described in section 1.1.1.

To answer the question of "How do CEMOs identify and manage the consequences of Dysfunctional Behavior?" the following research question was advanced.

Is it possible to construct a model template for the identification and management of the consequences of Dysfunctional Behavior in CEMOs which takes account of the unique culture, values, and vision of each CEMO?

1.4.2. Research Methods and Sources

A search of dissertations in various libraries and data base services of the American Theological Library Association (ATLA) and the dissertation abstracts databases of University Microfilms (UMI) produced no literature dealing with the combined areas of Missiology, Missions Theory, and Personnel or Human Resource Management (HRM). A

broader search of published materials on HRM identified a number of relevant works. These are discussed in Chapter 2.

The organizational research involved an investigation of organizational documents including case records, organizational policies, core values statements, principles and practices documents, and operational manuals. It also looked at recruitment and screening procedures, debriefing procedures, pastoral care and counseling of staff and their families, methods of conflict management, disciplinary procedures and conciliation processes. It examined personnel records and personal journals, diaries and logs and data on culture and climate. Confidentiality was assured in that no data is attributed to any one individual or organization.

Structured interviews were carried out with:

Leadership (for example: Field Directors, Chief Executive Officers and Vice Presidents).

Management (for example: headquarters' department heads).

Field staff (for example: current mission members on field assignments).

Retired staff (for example: members retired from active mission work).

Internal support specialists (for example: HRD, finance, training, etc.).

External support specialists (for example: consultants, advisers, and council members).

Surveys were carried out through the use of questionnaires, where individuals or groups were inaccessible, and also to provide quantitative assessment of the nature of organizational systems, policies, procedures, and structures which could be relevant to Consequence Management.

1.5. PROBLEMS OF ACCESS AND OPERATIONAL AND RESEARCH ETHICS

As stated, the research focused on Dysfunctional Behavior and organizational strategies for Consequence Management. Discussions of those cases that described specific and confidential data tended to be generic and incidental since, within the context of a publishable research effort, the potential of revealing unpleasant information about an

organization is rarely welcomed. Assurances of confidentiality were given in order to reduce the degree of inhibition regarding access and active participation in the research that organizations and their personnel might otherwise feel.

A focus on improving organizational effectiveness, while recognizing the “sometimes delicate nature” of the data characterized the process of investigation. Thus, there was the prospect of offering participating organizations something useful from the research, rather than it just being an exercise of prying into some of the less attractive, or successful aspects of their operations.

1.6. APPROACH TO ANALYSIS AND COMPARISON OF STRATEGIES FOR IDENTIFICATION OF DYSFUNCTIONAL BEHAVIOR AND CONSEQUENCE MANAGEMENT

The first step in the analysis of strategies was to define what was the current practice. Identifying “what is”, and the organization’s perceptions of its deficiencies informs, as a necessary step, the possible content of any Strategic Model Template (SMT), but is not sufficient for defining “what should be, could be, or is possible.” The research approach consisted of six main elements:

1. Examination of the Literature.
2. Selection of the Organizations.
3. Development of the Data Collection Instruments.
4. Selection of the Analysis Techniques.
5. Comparisons of Organizations and their Consequence Management Performance.
6. Comparisons of CEMO Strategies with Organizations from Other Sectors.

1.6.1. The Literature

Because strategies for resolving the consequences of Dysfunctional Behavior focus on people, they rely heavily on the organization’s Human Resource Management (HRM) function. The literature search and multiple conversations with various specialists, indicated that little has been developed in the area of HRM in nonprofit organizations and

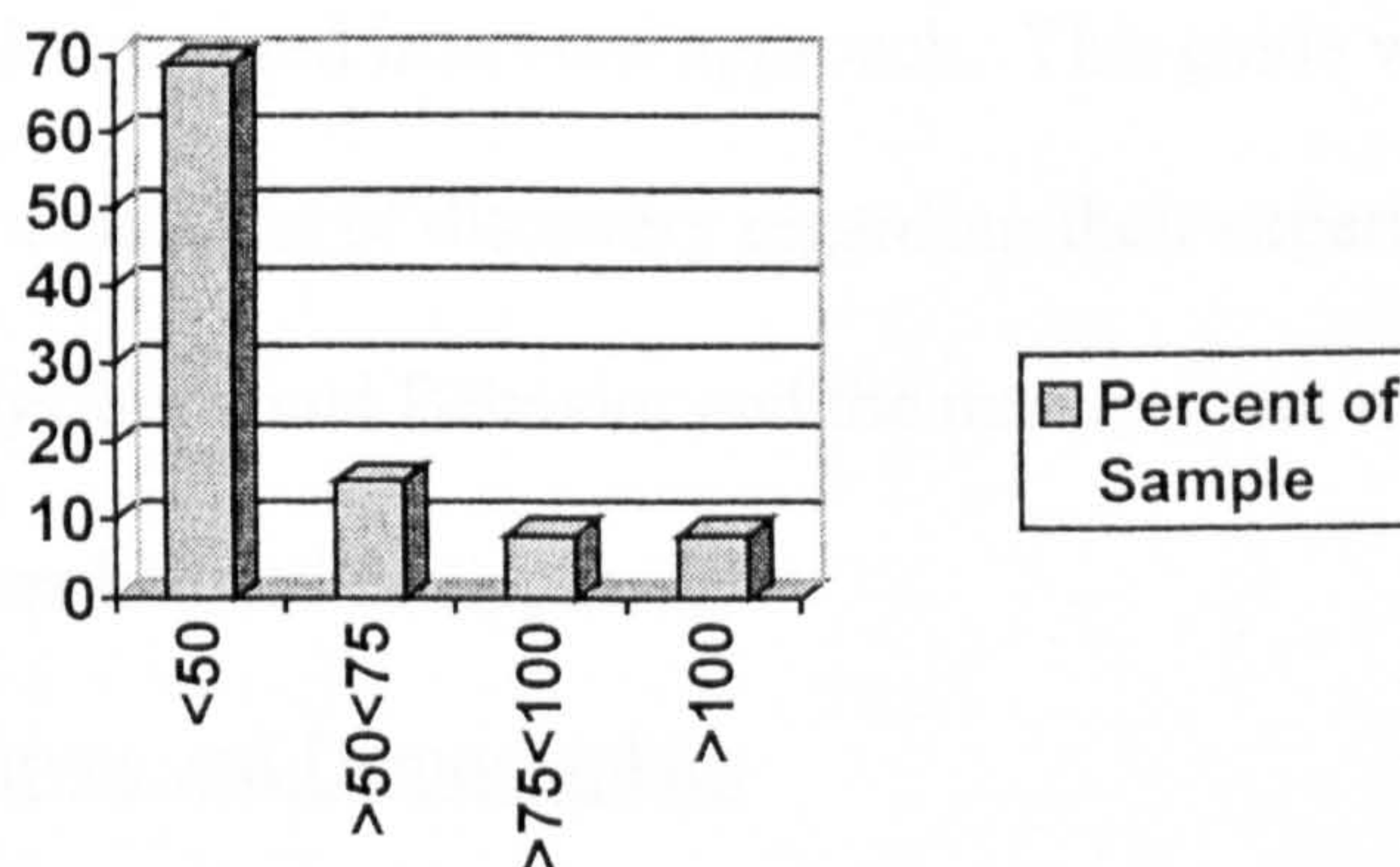
even less in the realm of volunteer² organizations. This is probably because most research is funded by commercial or governmental organizations to solve their own problems and/or increase productivity leading to increased profits and/or market share. Furthermore, management curricula in business schools pay little attention to the nonprofit sector. There are of course institutes and foundations dedicated to the support of the nonprofit sectors, such as Drucker's Foundation for Nonprofits based in New York City. These are referred to in the bibliography and in the text as appropriate.

HRM strategies are relatively new in CEMOs and very little organizational research has been done on the effectiveness of HRM strategies in organizations specializing in evangelistic activities. Consequently, it was anticipated that the CEMOs would have very little direct research upon which to reflect and build.

1.6.2. The Selection of Organizations

Twenty-five Christian Evangelical Mission Organizations (CEMOs) were selected in this study. A range of organizational ages was included covering the spectrum of the modern missionary movement from the 18th century through to the present day (Figure 1.1).

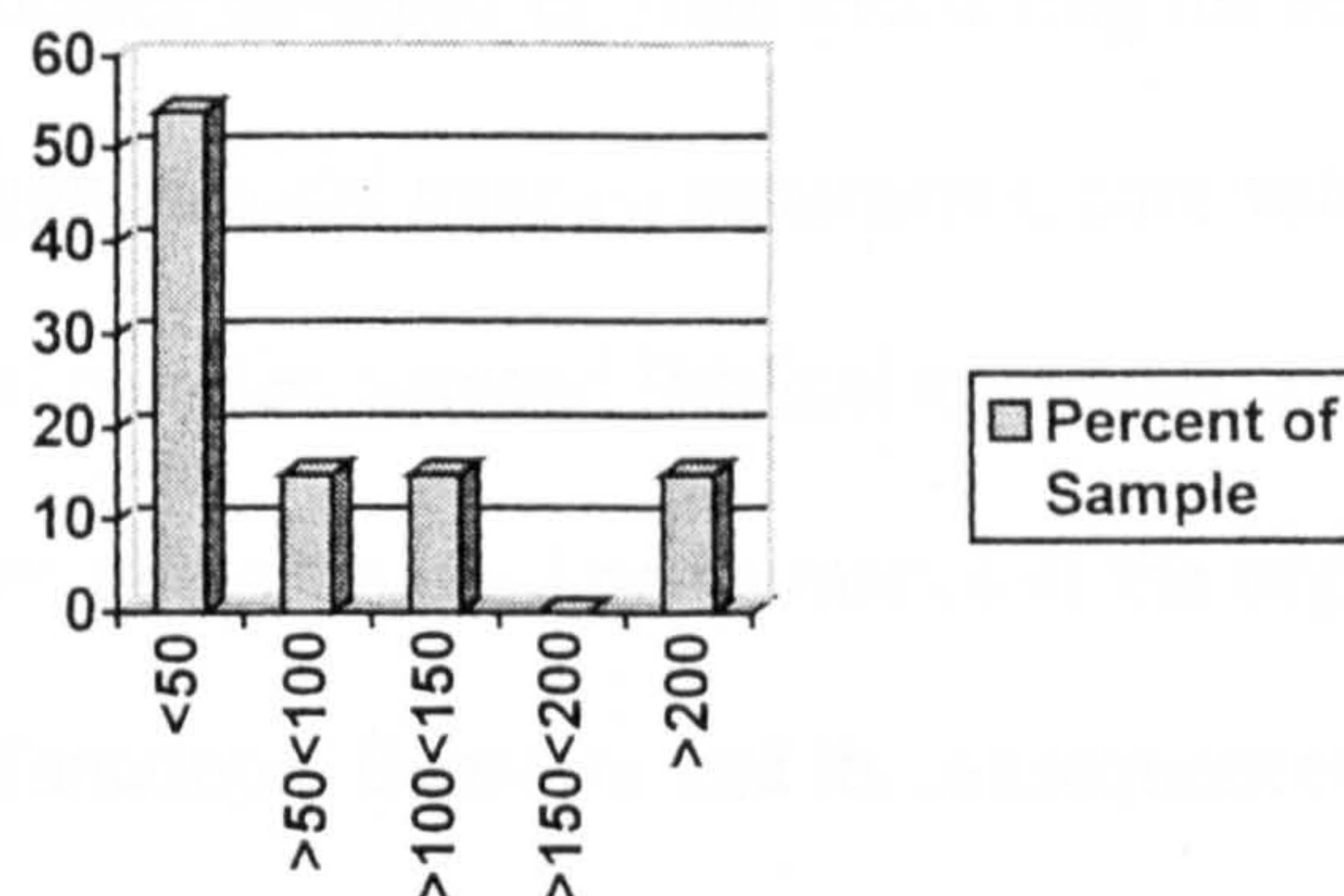
Organizational Age
Figure 1.1



² In America, nonprofit organizations are equivalent to voluntary and charity organizations in the UK. Volunteer organizations rely substantially upon unpaid staff. Senior staff or full time workers in these organizations, however, may be paid. Churches, Scouting organizations, some government agencies, and the Red Cross, are prime examples. An organization may be both nonprofit and volunteer.

The organizations ranged in size from a “mom and pop” operation (essentially one person or family run mission), to the largest U.S. based mission organization of over 5000 missionaries currently serving in the USA and overseas (Figure 1.2). The organizations that agreed to participate in the study are listed in Appendix B. All twenty-five organizations are international in focus and American-based.

**Organization Size
Figure 1.2**



1.6.3. Development of Data Collection Instruments

Two data collection instruments were developed, a semi-structured interview for qualitative purposes and a survey for quantitative purposes.

1.6.3.1. The Structured Interview

Interviews were conducted according to the directions of the Interview Guide (Appendix C) which is a semi-structured interview approach. This guide was designed to “walk” interviewees through a dialogue of discovery regarding their experience with or observation of incidents of Dysfunctional Behavior and the management of consequences. A digest of interview responses is listed in Appendix D.

1.6.3.2. The Organization Survey and Demographics

A quantitative instrument was developed to record data regarding participating CEMOs. The survey form is shown in Appendix E while the compilation of data is included in Appendix F.

1.6.4. Selection of Analysis Techniques

Qualitative analysis was conducted using the various levels of coding espoused in Grounded Theory (Strauss & Corbin, 1990). The interview data was recorded, qualitatively analyzed, and restructured into the Strategic Model Template (SMT).

Quantitative analysis was used on the survey data and combined with the qualitative analysis results for the development of the SMT.

1.6.5. Comparisons of Organizational Strategy Performance

Comparisons of performance emerged through evaluating the results of the interviews, the survey data, organizational mission statements, core values statements, various pertinent organizational policies, avowed Biblical mandates, standards, and procedures against the perceived and quantified performance of the organizations in identifying and managing Dysfunctional Behavior and its consequences.

1.6.6. Comparison of CEMOs with Other Sectors

Current practices in other organization sectors were researched in order to extract usable insights that are applicable to this study. These other sectors included business, military, medical, and educational organizations.

1.7. STRUCTURE OF THE THESIS

The first Chapter has introduced the thesis rationale, explained some important terms, and provided an overview of the research.

The next chapter contains the Literature Review, providing a summary of what is currently available through authoritative sources. The areas investigated include:

- a. Missiology.
- b. Organizational Management Theory and Practice.
- c. Church Administration, Management and Ethics.
- d. Military Organizational Policy and Practice.
- e. Legal and Regulatory Affairs.
- f. Medical Organization Policy and Practice.
- g. Education Organization Policy and Practice.
- h. Management of Persons in Professional Counseling Disciplines.
- i. Management of Dysfunctional Emotional Behavior.
- j. Cross-cultural Studies.

The Research Design, Methodology, and Strategy are discussed in Chapter 3. The primary approach is empirical qualitative investigation supported by quantitative methods.

Research Findings are presented in Chapter 4. Key results of the research are a Typology of Dysfunctional Behavior and a Typology of Consequences, followed by several additional typologies that make the generation of the Strategic Model Template possible. These typologies were not the intended product of the research, but their development was necessitated by the gaps in the literature, current knowledge and practice in order to pursue the purpose of this study.

Some possible reasons for the discovered data are described in Chapter 5, Discussion of Findings. These include the identification of areas of corporate practice and identity that may mitigate against successful Consequence Management. The typologies and current organizational practice are explored.

A possible Strategy for Consequence Management, The Emergent Strategic Model Template (ESMT), (a six-step process encompassing 20 component areas) is set forth in Chapter 6. This chapter is the intended product of this research.

Chapter 7, Conclusions, Future Studies, and Recommendations, presents the significant conclusions of the research and describes some opportunities for future research. Many avenues of exploration appear to be possible to refine and expand the applicability and effectiveness of the ESMT. 'Recommendations for CEMOs' is the third portion of this chapter and concludes the thesis.

Detailed compilations of research data, copies of research instruments and samples of pertinent materials are provided in the appendices.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The aim of the literature search is to identify relevant sources that have a bearing on Consequence Management relating to the Dysfunctional Behavior of members and extract any material that will inform this study.

Overall, the literature had very little to say about strategies to resolve the consequences of Dysfunctional Behavior, although principles of Consequence Management are beginning to emerge from various federal and state offices in the United States as a result of terrorist attacks and the threat of attacks in recent years. Most of the writings are confined to documents available in such locations as Army Knowledge On-line, the Army War College, and the National Defense University. The term “Consequence Management” is being used in these sources as an emerging discipline.

CEMOs are frequently deploying members in circumstances or environments that mirror the parameters described in these documents. The impact of Dysfunctional Behavior consequences on an organization is in some measure similar to an attack by a weapon of mass destruction on a larger community, when the consequences are severe.

However, in the mainstream organizational literature there are also useful ideas in the form of the Learning Organizations characterized by Peter Senge and High Reliability Organizations characterized by Weick and Sutcliffe.

This then is the basic meaning of a “learning organization” – an organization that is continually expanding its capacity to create its future. For such an organization, it is not enough merely to survive. “Survival learning” or what is more often termed “adaptive learning” is important – indeed it is necessary. But for a learning organization, “adaptive learning” must be joined by “generative learning,” learning that enhances our capacity to create. (Senge, 1990, p. 14)

High Reliability Organizations are characterized by a trait known as Mindfulness.

Mindfulness is comprised of five characteristics:

1. preoccupation with failures rather than successes,
2. reluctance to simplify interpretations,
3. sensitivity to operations,

4. commitment to resilience, and
5. deference to expertise. (Weick and Sutcliffe, 2001, p. 10)

The deployment of small units of mission members with the responsibility to pioneer new works in remote areas, may imply the emulation of attributes of Learning Organizations and High Reliability Organizations for the sake of survival and functionality.

Shawchuck and Heuser and Drucker bring to bear the field of Total Quality Management on churches, religious organizations, and other nonprofits. CEMOs, as nonprofit organizations, share the particular susceptibility to an eroding of public trust and good will. (Drucker, 1990, p. 107) The principles of Total Quality Management address the sensitivity of CEMOs in this area by promoting highly respectable standards for the services they provide. (Shawchuck and Heuser, 1996, p. 341ff)

Peter Drucker has written extensively in the fields of management and specifically for the management of nonprofit organizations. More recently, Drucker's Nonprofit On Line (a web site of the Drucker Nonprofit Institute for the promotion of issues supportive of nonprofit organizations) has promoted an article by Frances Hesselbein which combines U.S. Army training doctrine for leadership with the developmental needs of for-profit and nonprofit organizations alike. She maintains that the U.S. Army Field Manual, FM 22 – 100, Leadership, is the best document ever written for leadership development. (Hesselbein, 2001) Hesselbein, at the time of the article, was Chairperson of the Board of the Drucker Nonprofit Institute. Hesselbein reports that many leaders in corporate offices are picking up on this.

Although the literature has only a small but growing list of materials on Consequence Management, a more extensive search of related fields yielded data that had a bearing on the study. The related fields explored were Human Resource Management, Organizational Management, Strategic Management, Missiology, and a number of disciplines that were perceived to require high public trust and high behavioral standards from staff members such as health and education. While all organizations are sensitive to public trust issues, those organization sectors that interface with the community such as

Church Management, Pastoral Care, Social Work, Emergency Services and Counseling appeared to be particularly relevant. Additionally, the doctrine, policies and practices of the U.S. Army in leadership development and operations management were researched, as representative of the military. Because the consequences of Dysfunctional Behavior can involve legal issues and proceedings, the core aspects of legal requirements involving rights, protections, due process, and constraints were also researched.

The resources of various libraries and the Internet were used to identify potential source materials. The following libraries were available and accessed:

- a. Oxford Centre for Missions Studies, Oxford, United Kingdom.
- b. Bodleian Library, Oxford University, Oxford, United Kingdom.
- c. Library of Congress, Washington, DC, USA.
- d. B. L. Fisher Library, Asbury Theological Seminary, Wilmore, Kentucky, USA.
- e. Law School Library, University of Kentucky, Lexington, Kentucky, USA.
- f. Joseph Paton Philanthropic Library within the Indiana University/Purdue University Indianapolis (IUPUI) Library, Indianapolis, Indiana, USA.
- g. Princeton Theological Seminary, Princeton, New Jersey, USA.
- h. Candler School of Theology, Emory University, Atlanta, Georgia, USA.

Given the wide range of related fields, the data search focused on eleven domains because of their relevance to the aims of this research:

- a. Missiology.
- b. Organizational Management Theory and Practice.
- c. Church Administration, Management and Ethics.
- d. Military Organizational Policy and Practice.
- e. Legal and Regulatory Affairs.
- f. Medical Organization Policy and Practice.
- g. Education Organization Policy and Practice.
- h. Management of Persons in Professional Counseling Disciplines.
- i. Management of Dysfunctional Emotional Behavior.
- j. Cross-cultural Studies.
- k. Organization Operations Manuals and Handbooks.

Relevant literature was compiled through a confluence of various guides and circumstances and enhanced by colleagues in mission and research from various CEMOs and the Oxford Centre for Mission Studies. Likewise, research librarians at the various libraries noted above, my assigned mentor and supervisors of study, many hours of search engine exploration on the Internet, intentionally seeking out the advice of experts and unplanned, but gratefully received, contacts with significant experts and authorities added to the store of literature.

2.2. MISSIOLOGY

Missiology is the study of Christian Mission. (See section 1.2.6 for the definition of Christian Mission.) Missiology depicts both the what and how of doing Christian Mission work, including structure of missions and internal and external relationships. Its teaching has a further bearing on this study because many members of CEMOs are products of the various schools that have a missiology curriculum.

2.2.1. Approaches To Missions

Beals has indicated the general leaning of many earlier 20th century writers regarding operating strategies and the issues of performance and behavior within the context of mission. The following quotes illustrate these typical approaches to Dysfunctional Behavior and Consequence Management at the organizational level. The first quote addresses headquarters and field relationships:

Changing political and economic situations necessitate close cooperation between mission headquarters and each field. (Beals, 1985 p.128)

The second quote addresses the need for cooperation:

Policies for advance need to be set with mutual agreement. Financial and personnel goals also need mutual consideration. Home office and field need each other's help. (Beals, 1985 p.128)

At the personal level other considerations apply. In the area of member evaluation:

In addition to counsel, encouragement, and direction in the missionary's work, the mission does review and evaluation. Missionaries need to be commended for work well done. The vast majority of missionaries stand in the "well done" category. (Beals, 1985, pp. 128-9)

Regarding correction, Beals states:

...corrective measures need to be taken for the welfare of a missionary and the work in which he or she is engaged. Every possible means of counsel and assistance should be given before a missionary is replaced in a given task. The work at hand is larger than any one missionary, however, and the grievous decision for dismissal occasionally needs to be made. (Beals, 1985, pp. 128-9)

2.2.2. Relationships

The local church/mission agency/missionary relationship complex is like a large extended family. A missionary sustains a special relationship to both the sending churches and the mission agency. Harold R. Cooke holds that a prospective missionary needs to be more concerned about the choice of a mission board than the field on which he will eventually serve. Cooke states:

A real missionary is seldom disappointed in his field after he gets there. But there are all too many occasions when he becomes disappointed in the mission with which he is working. It is amazing how little attention many seem to pay to this matter. (Cooke)

Missionaries serving with a mission agency have a common bond that is not often found in other Christian organizations. Commonly, missionaries develop a sense of family loyalty that exceeds natural family ties. J. Herbert Kane comments concerning the missionary's relationship to the mission:

He should recognize that he now belongs to a team; he is a member of a family. He joins the mission; he is not hired by it. He is a member, not an employee. The mission is not just another organization whose members remain in good standing only as long as the members pull their own weight and pay their dues. He has joined a family — a very intimate and precious family where he will find sympathy, compassion, understanding, good will, and, above all, love. (Kane, 1980, p. 46)

Within this close relationship, mission agency staff members are accountable to the Board, through various agency leaders, functions and offices, for their Professional Development, Funding Development, Supporter Communications, Program Administration, etc. which usually have different managers within the organization. Agencies are now beginning to recognize the need for a more in-depth approach to this relationship but the literature has not yet caught up.

2.3. ORGANIZATIONAL MANAGEMENT THEORY AND PRACTICE

Cormack has pointed out that there has been an observable movement in the development of organizational management theory and practice. He charts these as:

1950s Productivity

1960s Management by Objectives
1970s Organizational Development
1980s Total Quality Management and Customer Care
1990s Vision and Values
2000s Leadership¹.

Each developmental phase has added to the competence needed for effective management in an increasingly complex world.

Much of the recent literature in respect of management theory and practice is focused on issues relating to Vision, Values, and Strategy. These are viewed as the central, pivotal and starting points for an understanding of the behaviors of organizations. Thus, Vision, Values, and Strategy have been identified as having bearing on this research.

Additionally, a wide range of organizational disciplines was identified as being pertinent. These were Leadership, Corporate Processes, Change Management, Contingency Planning, Business Continuity Planning, Conflict Management, Consequence Management, Emergency Preparedness Planning, Risk Management, Disaster Recovery Planning, Resilience Management and High Reliability Organization features. These are explored below.

Although features of these organizational disciplines overlap, each discipline has a specific focus or intentionality. Indeed, the overlap causes many writers to use various terms interchangeably and, in some cases, to define the terms quite differently. However, they are addressed here as to their relevance to developing an emergent Strategic Model Template.

Organizational “crippling” is a term used to describe the permanent or long term disabling of an organization as a result of Dysfunctional Behavior. For example, organizational crippling may result from child abuse by nursery workers, misappropriation of funds by the treasurer, sexual misconduct by the pastor or leader or drug use by school teachers. Therapeutic strategies used for treatment of sexually addicted persons and for

¹ Cormack, David, Personal Conversation, 2003

healing organizations after leadership misconduct are applicable to Consequence Management. (Hopkins, 1991, pp. 247-255)

This section of the chapter will deal with the components of Leadership, Corporate Processes, Change Management, and Increasing Reliability and Reducing Conflict because leadership provides corporate processes for change management in order to increase reliability and reduce conflict.

2.3.1. Leadership

There are distinct differences between leadership and management. It has been claimed that management is doing things right while leadership is doing the right thing. Nevertheless, many activities of senior leaders and managers involve doing both the right thing and doing it in the right way. Many texts on leadership have appeared ranging from the pop psychology market (e.g. *Leadership Secrets of Attila the Hun*, Roberts, 1985) to publications dealing with leadership in a religious contexts (e.g. *Wesleyan Leadership in Troubled Times*, McKenna, 2002). Chowdhury defines leadership in terms of role:

Effective leaders take on two roles: a charismatic role (consisting of envisioning, emphasizing, and energizing) and an architectural role (designing the organization, setting the structure, and formulating control and reward systems). (Chowdhury, 2003, p. 21)

Other writers define leadership in terms of personality and character. (Chowdhury, 2003, p. 53) The literature has many examples of good and poor leadership. These are readily illustrated from a consideration of the role and character of leaders.

Still other authors write about leadership and management across a broad spectrum of interest areas including the religious context (Shawchuck, 1996; Kennedy, 1991). Both approaches, as they overlap, apply to Dysfunctional Behavior and Consequence Management.

2.3.1.1. Corporate Governance

The style and effectiveness of governance may largely be a product of leadership. Boards of Directors are required to maintain proper governance of their organizations. (Drucker, 1990, p. 171ff) Obviously, this cannot be done by direct supervision of all

activities in the organization. It is the Board that must take the lead in establishing the parameters by which managers will prepare for and eventually deal with Dysfunctional Behavior and the consequences of unresolved Dysfunctional Behavior. The implication here is that it may be helpful for the Board to have members who are experienced and knowledgeable in the area of leadership and management and who have been seasoned with difficult experiences themselves.

The most difficult balance for any Board to maintain is the management of policy and the oversight of the Chief Executive Officer (CEO) without degenerating to micro-management. (Chao & Megehy, 1993) Delegation of authority with accountability and responsibility is not easy in some organizations. (Kennedy, 1991, p. 77)

While we imply here that Boards should have in place everything needed for good governance, it has also been observed that the CEO must know everything the Board knows. When the Board and the CEO model the open communications and networking that this calls for, such modeling should also become the standard for the organization. (Chao & Megehy, 1993)

2.3.1.2. Corporate Standards

The introduction of initiatives designed to create excellence (Peters, 1969) or Total Quality Management (Juran, 1988) are reported to significantly reduce the level of the consequences of Dysfunctional Behavior within organizations (Atkinson, 1990). This improvement is linked to the emphasis on standards of all kinds and at all levels of an organization which these approaches recommend (Jackson and Ashton, 1995). This is well documented in the literature, and indeed training has been available for CEMOs in this area for almost 20 years, for example under the title “ Toward Excellence in Ministry.” (Cormack, 1984)

The literature highlights the need for standards which apply to the whole business process chain – the inputs, the processes, and the outputs (Gibson, 1976, p. 300). These three areas are basic to providing organizations with an environment in which products,

services, and resources are less likely to be affected by Dysfunctional Behavior and its consequences.

2.3.1.3. Corporate Culture

Corporate culture is defined by the norms of the organization.

... culture comprises the deeply rooted but often unconscious beliefs, values and norms shared by the members of the organization. Those not living inside the culture can often see it more objectively. Better to ask a New Yorker to tell you what Californians are like than ask a Californian. (Hagberg, 2000)

This is further refined by the following statement:

Cultural assessment can provide measurable data about the real organizational values and norms that can be used to get management's attention. It can dispel some of management's illusions about what really matters in the organization and will tell them how far off the mark things really are. Management may find that it is not practicing what it preaches. (Hagberg, 2000)

CEMOs may be the least receptive to a critique of corporate culture because of the innate sense of "divine calling" held by members and leaders regarding the rightness of their mission and assumptions of rightness that therefore apply to the methods and means of the work.

... telling the CEO the truth about the organization he/she has built, can often be dangerous to your career progress. Delivering such a message takes skill as a coach and a willingness to take risks and confront conflict. (Hagberg, 2000)

2.3.1.4. Corporate Values

The following comments by Charles Blackburn seem to distill from the same types of corporate experiences and environments as CEMOs.

We based our company around values. One of the things that concerned us was, How do you manage people if you're in Asia, Europe, and the United States? We've found the best strategy was to move away from command and control to a very value-based organization (Blackburn, 2003)

This implies that leadership shapes corporate values and function throughout the organization. CEMOs are highly value driven organizations and the case can be made that the long history of successful Christian missions is a result of this value based operational mentality².

² Personal conversation, Cormack, 1999

2.3.2. Corporate Processes

Corporate Processes articulate in specific terms the identity and capability of the organization. Many such processes have been identified in the literature and proven to be effective in supporting the organization's mission success.

2.3.2.1. Vision Statements

Peter Drucker has observed, "Most people don't continue to work for a nonprofit organization if they don't share, at least in part, the vision of the organization." (Drucker, 1990, p. 189) "Vision is a compelling image of a more desirable future... vision generates energy, ignites passion..." (Shawchuck and Heuser, 1996, p. 103) The Vision Statement articulates and encompasses the perception of what will be or what must be or what can be. It is the image of the desired future.

2.3.2.2. Mission Statements

"The Mission Statement that is clear and specific is the first step in creating quality services for your clients." (Kennedy, 1991, p. 29) The Mission Statement identifies both the client needs and the required actions. Mission comes first. Nonprofit institutions exist for the sake of their mission. (Drucker, 1990, p. 3) It is in the Mission Statement that the future course of action is established.

2.3.2.3. Purpose Statements

Simply stated, the Purpose Statement answers the question, "Why are we in business?" It is about rationale. (Cormack, 1995, p. 65) This differs from vision and Mission in that those tend to change in relation to the organization's environment, market and maturity. Whereas the Purpose Statement is a more or less permanent description.

2.3.2.4. Value Statements

Values refer to what is regarded as important. They are expressed in beliefs on what is best or good for the organization and on what sort of behavior is desirable. (Armstrong, 1992, p. 70) Some areas of values include care and consideration for people, care for customers, equity in the treatment of employees, productivity, and teamwork.

2.3.2.5. Needs Assessment Procedures

Needs Assessments (NA) can be focused on the internal needs of the organization and/or the external needs of potential clients - the target audience. Needs Assessment is a systematic exploration of the way things are and the way they should be. (Rouda and Kusy, 1995)

2.3.2.6. Critical Events Statements

Critical Events Statements (CE) are lists of services or programs that must be accomplished, in order to fulfill the mission. The organization is compromised or fails if a service or program is not accomplished. (<http://www.usachcs.army.mil/tasks/otl.htm>, 2002) For example, if an organization is established for the purpose of planting new churches within a target population, a Critical Event may be the convincing presentation of the gospel message that results in persons becoming Christians. The presentation may be multifaceted involving one-on-one contact, media spots, group gatherings, etc.

2.3.2.7. Goals and Objectives Statements

Goals and Objectives provide clarity and detail to vision and mission for members of the organization.

Goals are simply a clearer statement of the visions, specifying the accomplishments to be achieved if the vision is to become real. The target objectives are clearer statements of the specific activities required to achieve the goals, starting from the current status. (<http://www.nsba.org/sbot/toolkit/sgno.html>)

Objectives are sometimes called action plans, targets, aims, etc. according to the organization's internal language.

2.3.2.8. Review and Analysis Procedures

Review and Analysis (R&A) may be set up for a single event or it may be a programmed requirement that occurs at regular calendar intervals to assess overall organizational performance. Or it may be initiated at sequential times to assess ongoing operations for a single program (also called In Process Review). R&A, also called Reflection and Inquiry in a broader sense, is an essential ingredient of practice for Learning Organizations. (Senge, 1990, p. 305)

2.3.2.9. Job Descriptions

Job Descriptions are closely associated with the Critical Events Statements mentioned above. (<http://www.ruf.rice.edu/~humres/Training/HowToHire/Pages/4.shtml>, 2004)

2.3.2.10. Performance Review

Performance Review is the process of assessing an individual's job performance. Performance Review communicates to the employee that the job performance is valued. (<http://www.mindsolve.com/theme/nolongerevil.aspx?ad=g13,2004>)

2.3.2.11. Operations Manuals

Operations Manuals delineate policy and procedures for overall operational effectiveness throughout the organization. Operations manuals may be supplemented by handbooks, memoranda, technical manuals, and so forth.

An Operations Manual can be a valuable tool for everyone in your organization! This document serves as a resource for any member of your organization who is planning an organizational event or activity, or who is making a decision that might impact the organization. It also serves as an important record of the guidelines, procedures, and expectations set by your organization, and can be an effective tool for training and transitioning new leaders. (<http://studentactivities.tamu.edu/risk/allforms/Draft%20Operations%20Manual.htm>, 2004)

2.3.2.12. Written Policies

Written Policies (WP): rules, standards, regulations, etc. are normally incorporated into operations manuals or policy manuals by reference or in full. (http://www.ppspublishers.com/articles/written_policies.htm, 2004) They provide the constraints and working realities of organizational function. WP are the distillation of answers to questions of who, what, when, where, why, and how that grow out of the Vision, Mission and Purpose.

2.3.2.13. Due Process Procedures

Due Process Procedures are the specified processes and methods to be followed should some significant activity occur. Due Process Procedures are frequently associated

with grievance procedures. However, they may refer also to procedures to be followed within the organization to address situations that require resolution like the consequences of Dysfunctional Behavior. ([http://www.utmb.edu/oto/ResidencyPgm.dir/GRIEVANCE/ Grievance-procedure.doc](http://www.utmb.edu/oto/ResidencyPgm.dir/GRIEVANCE/Grievance-procedure.doc), 2004)

2.3.2.14. Summary

The literature points to the need for a complex and sophisticated set of processes that should be incorporated into organization life. It is possible to visualize a generally linear experience in the expression of these items in organizational life along the lines of the order presented above. However, organizations usually do not develop in a straight-forward linear process though it is easy to explain their development in a linear manner. Furthermore, various items described in this section have clear relationships to other items requiring at times a parallel, circular or some other depiction depending on the focus and intent of the describer.

2.3.3. Change Management

Managing Dysfunctional Behavior, and the consequences of Dysfunctional Behavior, requires the organization to move purposefully from a painful “here and now” to a more effective “there and then.” This, in essence is Change Management. As one observer puts it:

One meaning of managing change refers to the making of changes in a planned and managed or systematic fashion. The aim is to more effectively implement new methods and systems in an ongoing organization.

...changes might have been triggered by events originating outside the organization, in what is usually termed “the environment.” Hence, the second meaning of managing change, namely, the response to changes over which the organization exercises little or no control (e.g., legislation, social and political upheaval, the actions of competitors, shifting economic tides and currents, and so on).

Researchers and practitioners alike typically distinguish between a knee jerk or reactive response and an anticipative or proactive response. (Nichols, 2000)

Cormack developed this further by adding a “focus dimension” showing the importance of differentiating between changes which impact self and others. In effect, in response to Dysfunctional Behavior, the organization has to manage change in four

different ways – actively, reactively, proactively, and supportively. (Cormack, 1995, p.164) The following six sub-sections describe various approaches to Change Management.

2.3.3.1. Appreciative Inquiry

Appreciative Inquiry (AI) is a fast developing field of Change Management theory that may be applicable to CEMOs with their cultural diversity. “AI can be used to co-create the transformative processes and practices appropriate to the culture of a particular organization.” (Watkins, 2001, p. xxxii)

The title is derived from the concept of ‘that which increases in value is said to appreciate.’ Inquiry is the process of seeking to understand by asking questions. Therefore, AI is a collaborative process that seeks to identify and emulate the processes and traits of a system that is performing optimally. (Watkins, 2001, p.14)

The first time the concept of Appreciative Inquiry appears is in David Cooperrider’s doctoral thesis “Appreciative Inquiry: Toward a Methodology for Understanding and Enhancing Organization Innovation” in 1986.

Appreciative Inquiry enables organizations to build their own generative theory for enabling transformational shifts by learning from their most positively exceptional moments. (Watkins, 2001, p.15)

AI focuses on the positive by inquiring into real life stories, locating themes that appear in the stories, creating shared images for a preferred future, and finding innovative ways to create the preferred future (Watkins, 2001, p.39)

AI is a perspective, a set of principles and beliefs about how human systems function, a departure from the past metaphor of human systems as machines. (Watkins, 2001, p. xxxii)

AI’s contribution to this research may be as a perspective for improving and refining organization function in response to dysfunction and its consequences.

2.3.3.2. Contingency Planning

The following definition is useful as distinctions are drawn between the various terms used.

[Contingency Planning] Examines one *Uncertainty* at a time as a base case and develops a response to that uncertainty. Can also be the sum of all such plans that deal with many different uncertainties. If defined as the meta-plan, certain *Events* might *Trigger* a particular branch or subset of the contingency plan to be executed. (McNamee, 1999)

Contingency planners focus on projected disasters, both man made and natural. For instance, in the 1970s and 1980s Contingency Planning was evolved into Scenario Planning by the oil industry in response to the threat to oil supplies in the Middle East. Not only did Scenario Planning cover the downside possibilities, but it developed scenarios for the upside, since failure to anticipate opportunities could be as dysfunctional as failure to anticipate threats.³ Contingency Planning offers a means to anticipate Dysfunctional Behaviors and the projected consequences that accompany them and build response measures for the organization.

2.3.3.3. Business Continuity Planning

Business continuity is defined as “a business process that provides for the continuation of critical services regardless of any event that may occur.” (www.globalcontinuity.com/Article.Asp?id=11960&SessionID=200237143950&PageSequence200237144058&Type=Knowledge)

According to this view there are 10 key disciplines in Business Continuity:

1. Project initiation and management
2. Risk evaluation and control
3. Business impact analysis
4. Developing business continuity strategies
5. Emergency response and operations
6. Developing and implementing business continuity plans
7. Awareness and training plans
8. Maintaining and exercising business continuity plans
9. Public relations and crisis coordination, and
10. Coordination with public authorities.

(www.globalcontinuity.com/Article.asp?id=11960&SessionID=200237143950&PageSequence200237144617&Art=11&Type=Knowledge)

In some cases contingency planning is treated the same as Resilience Planning. (www.business-continuity-world.com) Also, there is a trend for continuity planners to expand the understanding of continuity planning into the areas of prevention.

(www.globalcontinuity.com) Continuity planners focus on the continuance of critical business processes and services. In terms of Dysfunctional Behavior and its consequences,

³ Personal conversation. Cormack, 2002.

Continuity Planning offers the means to identify the critical tasks and services the organization performs and initiate a process to insure their continuation despite internally generated dysfunction.

2.3.3.4. Conflict Management

Dysfunctional Behavior frequently produces consequences best described as conflict with the possibility of further cascading consequences. The discipline of Conflict Management describes knowledge and methods conducive to managing conflicts in organizations. The following definition sets the stage for understanding the writings in conflict management.

Conflict is incompatible behavior among parties whose interests differ. Incompatible behavior refers to intentional, purposeful behavior opposing the interests of the other party rather than accidental actions. Interests refer to stakes affected by an interaction between parties. (Brown and Clarkson, 1998)

Mullins reflects the work of writers in the field of organizational behavior by discussing Dysfunctional Behavior in the context of the concept of Conflict Management in terms of individual, group, and organization categories. He reports Bryan & Cronin's list of the multiple sources of conflict:

- Differences of corporate and individual goals
- Conflict between different departments or groups within the organization
- Conflict between the formal and the informal organization
- Conflict between manager and managed
- Conflict between individual and job
- Conflict between individuals (Mullins, 1996)

Cormack developed a fuller list as did DeBono (1985) and others.

Cormack shows that the sources of conflict are endemic in all of human endeavour and although conflict is capable of stimulating creativity, the challenge to organizations is to manage conflict in ways that enable dialogue, insight and learning while minimising the negative consequences. (Cormack, 1989, p. 48)

De Bono (1985) goes further and calls for organizations to set up special mechanisms and processes to help deal with their inevitable conflicts, in the same way that the Security Council of the United Nations is viewed as being in permanent session.

Almost 20 years later Beer notes that "organizations are generally poor at confronting

difficult issues and that a discipline method – a social technology – that creates the condition for a public, open and safe conversation is needed.” (Beer, 2003, p. 230)

It is clear that the identification of Dysfunctional Behavior and its consequences and any strategy for the management of Dysfunctional Behavior and its consequences will require organizations to take account of:

- The ever-present nature of Dysfunctional Behavior and conflict.
- The general absence of structures and processes to deal with Dysfunctional Behavior and conflict.
- The reluctance of managers to confront Dysfunctional Behavior and conflict.

2.3.3.5. Emergency Preparedness Planning

In general, the phrase Emergency Preparedness Planning is used interchangeably with Disaster Recovery Planning. (Solis, 1996) However, the concepts are differentiated by their foci. See Table 2.1, in Section 2.3.4.4., which indicates the different focus that each has. Emergency Preparedness establishes the means to respond to crisis. As such, it may have a component of preemptive response to crisis before the crisis can turn into a disaster. In the context of this study, Emergency Preparedness defines and creates infrastructures to accomplish Consequence Management. Thus, Emergency Preparedness Planning anticipates crisis. It is not a matter of ‘if’, but rather ‘when’. Dysfunctional Behavior will happen, therefore be ready for it.

2.3.3.6. Disaster Recovery Planning

Disaster Recovery Planning is used interchangeably with Contingency Planning by some consultants in the field. (<http://www.utoronto.ca/security/drp.htm>) However, Disaster Recovery focuses on identifying various resources and means needed for rebuilding businesses, communities, libraries, families, nations, organizations, etc. after a destructive event. Somewhat more time is dedicated to Disaster Recovery literature in that it appears to possess the most contiguity of concepts with Consequence Management.

Bean notes that a total of seventy-one percent of companies will fail within three years of a disaster event. Bean's comments are significant for this study and are augmented by the following observation:

A disaster does not have to involve huge quantities of materials to be disastrous. What ever (sic) the cause, or the extent of damage, disasters are almost always unexpected, frequently occur on weekends or during the night, and are seriously destructive... (CONSERVATION CORRESPONDENCE, 1982)

Furthermore, authorities such as Fortson and Drucker have observed that every organization will experience disaster, whether from natural causes or intentional or unintentional human instrumentality.

There is, in fact, virtually no part of the country that is not vulnerable to some form of natural disaster, be it floods, hurricane, tornado, earthquake, or perhaps just the accumulation of snow from a heavy winter storm. (Fortson, 1992)

...[T]he one predictable thing in any organization is the crisis. That always comes. That's when you *do* depend on the leader. The most important task of an organization's leader is to anticipate crisis. Perhaps not to avert it, but to anticipate it. To wait until the crisis hits is already abdication. One has to make the organization capable of anticipating the storm, weathering it, and in fact being ahead of it. (Drucker, 1990, p. 9)

No organization is invulnerable to its members' Dysfunctional Behavior and its consequences. But more, as Fortson has noted, no organization is invulnerable to the consequences of Dysfunctional Behavior. "In addition, the public nature of our institutions introduces the human factor, which, through intention or mere carelessness, increases the likelihood of misfortune." (Fortson, 1992) And it gets worse. An organization has only to be:

- in the vicinity of another that experiences Dysfunctional Behavior or be related to it,
- provide a similar product or service,
- be associated with the other's culture or roots, or
- be dependent upon the other for some product or service

to suffer from the fall out. As Benson comments, '...the disaster does not necessarily need to "belong" to you in order for the results to affect you.'

The necessity for Disaster Recovery Planning is highlighted by the comment of Montane (p.10) that “The philosophy of business today must be that if you cannot take care of yourself during and after disasters, you cannot take care of your customers.”

Conversely, there is only so much one company can do to make itself “disaster free.” (Benson) This is particularly true when dealing with the human element of personal or collective behavior.

Disaster Recovery is a dynamic process with many areas of activity, decision, and pressure. The diverse factors that define each community, such as community size, locality, economic base, cultural values, etc. react with the various types of hazards and disasters to define a wide array of losses and recovery requirements. (Hegenbarth and Brower, 1985; Spangle, 1991) Thus, “Recovery has been found to be a complex process, dependent on the material conditions rendered by the disaster and social forces existing in the community before and after the disaster. (Rolfe and Britton, 1995)

As noted above, Contingency Planning uses scenarios to develop the plan. Disaster Recovery Planning uses the same approach. The more recovery issues can be thought through in advance, perhaps by means of disaster scenarios, the better the efficiency and the ‘quality’ of post event decision-making. (Geis, 1996)

Perhaps the most common research finding over the years, which emphasizes the varying nature of each community’s disaster recovery experience, is the shift in the research from conceptualizing disaster recovery from a linear, static phenomenon with specific set stages to an understanding of recovery as a dynamic, interactive, and decision-making process. (Mileti, 1999)

It has also been recommended that recovery scenarios be used that are aimed at the first several years after the disaster rather than simply the first several days. (National Academy Of Sciences, 1990)

Researchers have repeatedly emphasized the necessity of Disaster Recovery Planning, going so far as to call it a moral imperative. (Montane) Researchers have noted in various after action reports and case studies the absence of recovery plans and the results

of ad hoc decision-making. (Rubin, 1991) The possibility of a weapons-of-mass-destruction event in the US, especially in light of terrorism events since September 11, 2001, has thrust the requirements of Disaster Recovery to the forefront of national concern. The prioritization of the recovery issues that the organization must resolve and timely decision-making become extremely difficult in the duress and confusion of a post-disaster environment. Realistic and carefully conceived plans and regulations can reduce the number of decisions to be made in this high-pressure, post-disaster period. (Spangle, 1991) Planning in preparation is the ultimate defense against disaster—natural or otherwise. (Benson) But it is not the only planning recommended.

Preplanning is not the only planning involved in Disaster Recovery Planning. A disaster can change the planning slate and provide new opportunities that can only be captured through a deliberate post-event planning effort. (Spangle, 1991)

Thus some post-event planning (or adaptive recovery strategies) will still be necessary for all communities.

Disaster Recovery planning includes the need for clear staffing guidelines and allocation of responsibilities. The Disaster Recovery Coordinator is the person responsible for the implementation and management of those plans. However, even the function of Coordinator must be taken into account when developing the Disaster Recovery Plan. Benson has observed: “Once a plan is created and accepted, for it to be implemented, it must be trained. Additionally, cross training will decrease the risk factor if your Disaster Recovery Coordinator makes a quick exit.” (Benson)

Testing the plan provides both the opportunity for improvements and sustainment training. “... [F]requent testing activity and mock disasters can provide for pre-test of the recovery plan.” (Benson) Montane calls for training several times. For example:

Regular exercises and simulated emergency situations are invaluable in keeping personnel up-to-speed on their emergency response and recovery roles. (Montane)

As stated above, disasters come in many forms, from many causes, and unexpectedly. Human causation must be considered in planning. Among others, two researchers have highlighted different aspects of intentional human generation of disaster:

While no amount of preparation can fully protect any company from a deliberate attempt to undermine its business, anticipating and planning for sabotage is an important part of the recovery plan. (Benson)

If we direct our attention away from natural disasters for just a moment, however, we may choose to consider an often equally devastating man made crisis that is rarely discussed in the disaster recovery arena: labor strikes. (Newman, p. 24)

The imminence of disaster is acknowledged by various authors. The days of clinging to the old cliché “it will never happen to me” are over. Instead, management has embraced a new theory, “It will probably happen today. So how can I recover from it?” (Colorado, <http://www.colorado.edu/hazards/wp/wp102/wp102p1.html#overview>)

This is not trial and error business. In Disaster Recovery, it is all or nothing. So, when considering what disasters could possibly affect your company, try to consider all, or you might as well have planned for nothing. (Benson)

Any organization has the moral and legal obligation to protect the safety of its employees and get business back on its feet after a disaster. Post disaster business continuity will be nearly impossible unless planning becomes paramount in every corporate/business emergency operations procedure. (Montane)

Disaster Recovery planning should also allow companies to continue operating throughout the reconstruction by isolating damage, opening alternate sites and re-routing distribution. (Bean)

Virtually all authorities lay out the necessity for Disaster Recovery Planning regardless of the discipline and audience for whom they are writing. The content of a Disaster Recovery plan is fairly simple and straightforward and covers what has to be done, the procedures to follow, who has to do what, communication protocols, support services liaison, and check lists. (Fortson, 1992, p. 89-92)

The Delaware Valley Society of Association Executives (DVSAE) has prepared a Disaster Recovery Plan Template, both in a quick start format and a full-fledged plan template and a assessment checklist. This is provided as a sample at Appendix L.

The voices advocating Disaster Recovery Planning are passionate and persuasive. There is almost an evangelical zeal to their tone. Note the previous comment by Montane on moral obligation to protect employees and the business as well as the following beseeching of corporate leadership. “As I see it, catastrophe planning for American

industry should come from the top-down, with a firm commitment to assess every risk and prepare to bounce back from disaster.” (Bean) It is not just the responsibility of leadership, though, to ensure the survivability and resilience of the organization. The corporate membership, rank and file, shares in the obligation.

All staff members should read and have access to your disaster plan. Training in disaster recovery techniques should be available to all staff members and mandatory for those individuals serving on your recovery team... (BASIC GUIDELINES FOR DISASTER PLANNING IN OKLAHOMA, 1991, University of Tulsa Preservation Officer, Tulsa)

Furthermore, it has been proposed that staff members should keep copies of the disaster recovery plan in the trunks of their automobiles so that the plan and information is available regardless of the conditions at a work site. (Montane)

The US Federal Emergency Management Agency (FEMA) approved the publication of the report entitled Post Attack Recovery Strategies that deals with disaster recovery from a nuclear attack. In this report preplanning for disaster recovery is argued strongly. Twenty-five issues or topics for which pre-attack government policy appear to be important or crucial are identified. These items require pre-event preparation and planning to resolve because there will be insufficient time to accomplish the planning in a post attack scenario. (Brown and Yokelson, 1980) These twenty-five items are included in A Matrix for the Study of Selected Post Attack Recovery Policies, which is provided at Appendix K.

The larger the impact of the disaster, the more compelling the need for preplanning and the more complex the issues to be resolved while resourcing disaster recovery plans, including personnel, takes on paramount importance.

A full-time, highly trained professional cadre of a few thousand individuals could be the key to setting up a comparatively inexpensive mobilization base from which rapid increases in civilian protection could be achieved if a nuclear emergency arose. ... the cadre personnel would be apportioned throughout the country and would be knowledgeable about existing local, regional and national survival and recovery resources and the potential for rapidly expanding them. (Brown and Yokelson, 1980)

Many of the smaller to medium size CEMOs may not have the resources to develop and maintain their own Crisis Response Assistance Team (CRAT). A similar approach to that suggested by Brown and Yorkelson involving a team or organization of highly trained

professionals with special focus on CEMOs may be what is needed. This type of organization could be a separate professional organization that works in consultation with the CEMOs.

The enormous consequences of the employment of weapons of mass destruction reinforce the need for preplanning. “Any overall policy, however, would need to be presented and accepted pre-attack if it is to have a reasonable chance of acceptance, post-attack, without severe domestic conflicts.” (Brown and Yokelson, 1980) Thus, it continues to be argued that the majority of Disaster Recovery Planning must take place pre-event.

The literature laments the fact of so few organizations and communities being prepared, or even aware of the need to be prepared, for disasters and their consequences.

The majority of communities have not contemplated steps that could be outlined ahead of time to ensure that community development and infrastructures are rebuilt to withstand similar future events or other hazards that community might face. In a further stretch, it is even less common for communities to think through scenarios regarding how their approach to redevelopment might be consistent with, and support and further, other community comprehensive planning goals. (Colorado)

However, a word of warning is sounded – planning is not enough. Unconscious mental and emotional factors often drive the end result of Disaster Recovery implementation regardless of the plans that are in place.

Responsible recovery planning can become stymied by old perceptions and mental pictures of the community as it was before the disaster. (Francaviglia, 1978, p. 13)

Since the 1990s, the concept of incorporating mitigation principles into Disaster Recovery Planning has become the norm. Mitigation is concerned with incorporating the best hazard resistant design available into the reconstruction and repair of businesses, housing, and other facilities. It must also ensure that the principles of sustainable development be implemented at the same time.

Mitigation has been appropriately described, first and foremost, as a process of the decisions made and actions taken at the local level. Perhaps a more interesting and longer-term gauge of effectiveness would be whether, as a result of outside Community Recovery Assistance Team (CRAT) assistance, there has been an improvement in the process of mitigation at the community level – the desire of the community to use and integrate the principles and techniques of mitigation into its day to day planning and development functions. (Geis, 1996)

Perhaps most important, communities in areas of predictable disasters can take advantage of reconstruction to reduce or even eliminate the danger of further damage. (Becker and Stauffer, 1994)

Organizing to provide technical assistance to communities through a CRAT program includes the following 10 items:

- Customizing assistance to each community.
- Beginning approach to post disaster technical assistance.
- Determining technical assistance needs.
- Identifying the clients.
- Building trust.
- Composition of the team.
- Scope of work at establishing protocols.
- External interactions.
- Critical first tasks.
- Closure. (Colorado)

Thus, Disaster Preparedness, Disaster Recovery Plans, and Disaster Mitigation are viewed as essential for organizations' Consequence Management.

The effects of staff member(s) Dysfunctional Behavior can, and often does, have the impact of a natural disaster or weapon of mass destruction event as far as the CEMO is concerned, in that the organization can suffer disastrous consequences. Therefore, because the effects or consequences may be of the same or similar scale, some Consequence Management strategies could well be informed and shaped in the same or similar manner as Disaster Recovery strategies. Thus, the literature provides significant insights into components needed to effectively prepare for, and manage, Dysfunctional Behavior and its consequences. In general, these components include potential damage assessment, preplanning, training, regular, periodic exercise, resourcing, and mitigation principles.

2.3.4. Increasing Reliability

Many organizations seek to increase reliability. Those organizations that have a particular stake in near perfect performance all the time are constantly seeking improvement in operations and exposure to possible problems.

2.3.4.1. Risk Management

Risk Management is a branch of management that deals with the identification of areas of vulnerability and management of the Consequences of that vulnerability. Business continuity management, risk management, and disaster recovery processes have large amounts of overlapping materials. Again, one is tempted to perceive them as synonymous. Nevertheless, each has a different focus for the organization (see summary Table 2.1). In terms of Dysfunctional Behavior and Consequence Management, each is pertinent to this thesis because each provides specific and unique foci for Consequence Management.

There exist many business case studies, such as The Exxon Valdez and Captain Lee Hazelwood (Shaw and Barry, 1995), Covenant House in New York City, and the United Way (Chao & McGehy, 1993), from which principles and practices for risk management can be extracted.

2.3.4.2. Resilience Planning

Some UK government authorities tend to perceive this term as the same as Emergency Preparedness. (www.ukresilience.info/epr/section1.htm) The term is little used in the U.S. government and not at all by CEMOs. The unique focus of Resiliency Planning is that it identifies and corrects organizational traits that prevent operational flexibility. For example, when organizational climate or culture is identified as bureaucratic and rigid, traits that tend to not allow for creativity, organizations may undertake specific programs and training to eliminate these traits, increasing organizational flexibility.

2.3.4.3. High Reliability Organization

There are some highly successful organizations that have set a high standard for effectiveness despite the occurrence of disasters. They have been termed High Reliability Organizations (HROs). Power grid dispatching centers, air traffic control systems, nuclear aircraft carriers, nuclear power generating plants, hospital emergency departments, and hostage negotiation teams are some of these organizations.

- The better of these organizations rarely fail even though they encounter numerous unexpected events. They face an “excess” of unexpected events because their technologies

are complex and their constituencies are varied in their demands -- and because the people who run these systems, like all of us, have an incomplete understanding about what they face. (Weick and Sutcliffe, 2001, p. 3)

These HROs consistently demonstrate attributes that other organizations can develop. Five traits of HROs that appear to have general application are:

Preoccupation with Failure.
Reluctance to Simplify Interpretations.
Sensitivity to Operations.
Commitment to Resilience.
Deference to Expertise. (Weick and Sutcliffe, 2001, p. 10)

Together they make up what Weick terms Mindfulness (Weick and Sutcliffe, 2001, p. 10).

These traits will be developed in later chapters in regard to Consequence Management.

2.3.4.4. Summary

Table 2.1 summarizes the relevance of the disciplines of Change Management and Increasing Reliability for Dysfunctional Behavior and Consequence Management. There are many pieces of literature which relate to Consequence Management but nothing has been discovered which describes a comprehensive discipline or theory with principles and practices for organizations seeking to manage the Consequences of Dysfunctional Behavior in a comprehensive and integrated manner. It appears that, thus far, the manager/leader has been left to his/her own resources, training, and common sense. Yet there are resources available which might provide useful input and which can be drawn upon in this research.

THEORY / PRACTICE	DISTINCTIVE FOCUS	RELEVANCE TO CONSEQUENCE MANAGEMENT
Change Management	The accomplishment of planned change (self imposed) and unplanned change (externally imposed).	Provides a discipline and framework for implementing required changes in response to consequences of Dysfunctional Behavior.
Contingency Planning	Preparation for uncertainties, one at a time.	Identifies areas of uncertainty where Consequence Management may be required.
Business Continuity Planning	Establishing capacity for continuation of critical services regardless of interruptions.	Establishes means and capacity to ensure continuation of essential operations as part of Consequence Management of Dysfunctional Behavior.
Conflict Management	Resolution of incompatible behaviors within the organization.	Provides means to resolve relational behavior components of Consequence Management of Dysfunctional Behavior.
Emergency Preparedness	Establishing means to respond to crisis.	Defines and creates infrastructures to accomplish Consequence Management.
Disaster Recovery Planning	Restoration of function and infrastructure.	Identifies various resources and means needed to rebuild and repair the organization after Dysfunctional Behavior.
Increasing Reliability	Focuses on performance quality and capacity.	Provides for the mitigation component Consequence Management.
Risk Management	Assessing and mitigating potential risks.	Identifies the exposure to risks that may require Consequence Management.
Resilience Planning	Establishing organizational flexibility and "bounce back" capability.	Identifies and corrects organizational traits that prevent operational flexibility.
High Reliability Organizations	Maintaining near perfect performance regardless of unexpected events.	Consequence Management is established as the normal method of operations.

Relevance of Literature Topics
Table 2.1

2.4. CHURCH (RELIGIOUS ORGANIZATION) ADMINISTRATION, MANAGEMENT, AND ETHICS

Seminaries, religious colleges and universities, and other institutions of education and training that supply education and training to those who may become members of CEMOs generally include training on Church Administration, Management and Ethics in their curriculum. This is seen as essential knowledge in order to run an effective ministry and handle the problems that may be encountered. The subject matter is therefore germane

to this study. Modern writings on management of congregations and ministries have developed from simple descriptions and check lists about administrative functions and procedures like filing, bookkeeping, and record keeping. (Kane, 1980, Beals, 1985) These extend today to texts on quality management in the ministerial setting emphasizing the full range of issues involving Strategic Planning, Change Management, Organizational Development, Marketing and Cultural Change as tailored for mission and ministry agencies/churches. (Shawchuck and Heuser, 1996; Cormack, 2001) Various texts in management of the nonprofit organization are equally applicable to religious organizations as other entities. The authors quickly and repeatedly address the significance and breadth of these religious agencies and the wealth of experience and wisdom available through them for all organizations. (Drucker, 1990; Kennedy, 1991)

In fact, the obligations of nonprofit management teams to the people they serve are much more real and demanding than those of a for-profit organizations. (Philip Crosby in the forward, Kennedy, 1991)

There are dynamics to organizational operations in nonprofits not found in for-profit and governmental organizations. The “care and feeding” of volunteers, non-paid staff, and low salaried personnel require sensitivity to motivational and relational skills in the nonprofit sector but is notably neglected by some in other sectors. (Drucker, 1990, p. 145ff) Doing more with less, a reality in nonprofits, emphasizes stewardship and accountability in various aspects of operations. (Shawchuck and Heuser, 1996, p. 16) Nevertheless, stewardship and team building are often performed by persons with little or no formal training. (Drucker, 1990, p. 147)

Perhaps the most unique aspect of CEMOs is that the bottom line in performance evaluation is “pleasing God”. Truscott maintains that the final standard of effectiveness is faithfulness to God’s leading and calling, which may not always be clear.

For a Christian, though, the idea of [accomplishment of] planned results needs to be subservient to God’s will. We cannot be said to be effective unless this is on God’s terms rather than on human ideas. (Truscott, 2003, p. 2)

This dynamic of CEMOs makes performance evaluation much more difficult but not impossible. Three aspects stand out in the literature which differentiate the mission

organization from the business organization and may make the management of Dysfunctional Behavior and its consequences more difficult: Call and Change, Standards of Behavior, and Handling Conflict in Religious Organizations.

2.4.1. Call and Change

Religious organizations, as all nonprofits, are about improving the human condition and changing lives.

The nonprofit institution neither supplies goods or services nor controls. Its 'product' is a *changed human being*. The nonprofit institutions are human-change agents. Their 'product' is a cured patient, a child that learns, a young man or woman grown into a self-respecting adult; a changed human life altogether. (Drucker, 1990, p. xiv)

However, although members of CEMOs are in the change business, that does not necessarily mean that they themselves are open to change. Indeed, the converse may be true for there is real resistance to changing directions, goals, and values, particularly when what is offered to them is seen to be coming from a very different (business or military) culture. This resistance includes the leaders and managers of CEMOs.

Forty years ago, 'management' was a very bad word in nonprofit organizations. It meant 'business' to them, and the one thing they were not was a business. Indeed, most of them then believed that they did not need anything that might be called 'management'. After all, they did not have a bottom line. (Drucker, 1990, p. xiv)

This attitude persists today in many CEMOs, especially among the older leaders and workers who grew up in the shadow of the idea that "business" and "management" were, if not bad, then not acceptable. (McKenna, 2002, p. 9) Senior instructors at Christian institutions of higher education frequently maintain the perspective McKenna describes.

Mission agencies perceive themselves as "called to the mission" just as surely as an individual missionary expresses a sense of "divine calling." (Beals, 1985) Many persons presume that with the calling comes an aura of rightness about procedures and programs, personal methods and ministries, because the endeavors are in answer to the call. (Truscott, 2003, p. 8)

On the other hand, the work of David Cormack highlights the complexity of making changes and improvements in Christian organizations despite the fact that these organizations see themselves as God's agents of change.

Change is the Church's business. It is the Church's business because change is God's business. The Bible reveals a master plan for change – personal, relational, social and universal. Change is God's agenda. (Cormack, 1995, p. 17)

For too many Christians this pilgrimage has become one long struggle against change... the people of God have become less able to fulfill their ministry of change either corporately or personally. (Cormack, 1995, p. 21)

Change is all around them – it may even be why they exist - but it may be resisted by members of CEMOs because of the presumption of rightness of methods and policy that is unconsciously imposed on the CEMO.

2.4.2. Standards of Behavior

Virtually every week news media report some form of scandal involving church and religious leaders such as the headline “Palm Beach Bishop resigns after Admitting Sexual Misconduct.” (Foxnews.com, Associated Press article, 8 March, 2002) Spiros Zhodiates provides a detailed exegetical foundation for the biblical standards of moral behavior for both staff and the rank and file. He condemns the practice of turning a “blind eye” in these matters. (Zhodiates, 1992, p. 53) Two writers have developed a significant work in identifying persons who may be prone to demonstrate immoral sexual behavior, a means to identify persons with a predilection for this behavior, and a prescription for creating “wounded healers” from “unhealed wounders.” (Friberg and Laaser, Before the Fall, 1998) This may have application in the broader areas of behavior and dysfunction.

Biblical writings set standards for personal conduct for church leaders as well as for all members of the Church and CEMOs. The apostle Paul wrote specifically in the New Testament books of 1 Timothy and Titus describing the desired traits of elders and deacons (leaders, administrators and staff). The early church fathers also had significant wisdom to share. St. Jerome (Eusebius Hieronymus Sophronius) responded to Nepotian's request for guidance with a lengthy letter detailing standards of behavior for Christian leaders.

...A woman's foot should seldom, if ever, cross the threshold of your home. To all who are Christ's virgins show the same regard or the same disregard. ... In case you are sick one of the brethren may attend you; your sister also or your mother or some woman whose faith is approved with all. But if you have no persons so connected with you or so marked out by chaste behavior, the Church maintains many elderly women... I know of cases where the recovery of the body has but precluded the sickness of the soul. There is danger for you in the service of one for whose face you constantly watch. If in the course of your clerical duty you have to visit a widow or a virgin, never enter the house alone. Let your

companions be persons with whom association will not disgrace you. ... You must not sit alone with a woman or see one without witnesses. If she has anything confidential to disclose, she is sure to have some nurse or housekeeper, (2) some virgin, some widow, some married woman. ... Beware of all that gives occasion for suspicion; and, to avoid scandal, shun every act that may give colour to it. ... I speak thus not because I dread such evils for you or for men of saintly life, but because in all ranks and callings and among both men and women there are found both good and bad and in condemning the bad I commend the good. (St. Jerome, 1992)

St. John Chrysostom refers us back to the Bible with this injunction, "To help a man to order his life aright, it is true that the life of another may excite him to emulation; but when the soul is suffering ... there is great need of the Word." (Chrysostom)

There are many pieces of literature that discuss the means for setting standards for the behavior of mission members. Texts on pastoral ethics are helpful in this regard and they provide criteria for behavior of CEMO leaders and staff members. (Peterson, 1987) Peterson argues that the core work of leaders is the mostly invisible disciplines of prayer, scriptural studies, and spiritual formation. The mechanism for accountability and setting standards is essentially a small group of like-minded individuals in a "covenant relationship" together. Covenant relationship in this context means a relationally and morally binding commitment to each other for the purpose of assisting each other to achieve a stated condition and spiritual relationship with God. (Peterson, 1987, p. 2) The neglect of these essential disciplines constitutes Dysfunctional Behavior on the part of the leadership. (Peterson, 1987, p. 2) Concern for acceptable behavior has been part of Christian enterprise since the early Church. As noted above, St. Jerome wrote what sounds like a modern statement of standards of practice in 394 AD when he said:

"Your deeds must not belie your words, lest, when you are speaking in church, someone may say to himself, 'Why do you not practice what you preach?' a teacher fond of good living may fill his own stomach and then discourse on the benefits of fasting; even a robber can possibly accuse others of greed; but in a priest of Christ mind and mouth should be in harmony." (St. Jerome)

The National Catholic Risk Retention Group, Inc. has published a Model Code of Pastoral Conduct for clergy, staff, and volunteer workers in religious organizations that has been used with permission by many agencies and denominations as the basis of their own codes. It is an extensive document covering an exhaustive array of aspects of clergy behavior and church life. The preface includes this statement.

The church must be exemplary. Clergy, staff and volunteers should and will be held accountable for their behavior. (www.virtusonline.org/virtus/PastoralConduct_071502.pdf)

However, there are a number of factors working against the imposition of standards. It is not simply a matter of leadership deciding and imposing the standards.

Members need to:

- Agree to the standards.
- Understand the required behaviors.
- In a post modern culture, have utility standards.
- Negotiate the standards.
- Be pragmatic in their application.

The standards need also to be culturally informed by the organization and the local setting. It would appear, with so many background traditions and varying religious beliefs and practices that this will be an area of challenge for the CEMO as it seeks to create and maintain a core set of agreed standards applicable to all members. (Cormack and Cormack, 2003)

Although it indicates guidance for appropriate behavior and indicates types of Dysfunctional Behavior, the literature provides little information for Consequence Management beyond the various immediate remedies for Dysfunctional Behaviors.

2.4.3. Handling Conflict in Religious Organizations

We have already considered Conflict Management as an important aspect of managing Dysfunctional Behavior and Consequence Management in general terms. However, the CEMO has some added difficulties. Sources discuss the aspects of conflict management (Shawchuck & Heuser, 1996, p. 245), the necessity to set standards at all levels of the organization (Drucker, 1990, p. 118) and detail various remedies for Dysfunctional Behavior.

Cormack points out that conflict arises from a clash of wills - you want one thing, someone wants another thing. This may be a new form of product or service, a change in

priority or a change in structure. At the wider levels, the things desired may be territory, power or resources as one party desires against the wishes of others. (Cormack, 2003)

When it comes to teams, conflict can arise where two or more teams are able to differentiate between themselves and others. "We are... and you are not..." Identity has to do with who we are.

IDENTITY CONFLICTS
Values
Culture
Goals and Priorities
Strategies
Success Criteria

Table 2.2.

Table 2.2 illustrates some of the elements which will contribute to conflict which arises out of different team identities. Since these features are unique to each team, each feature can be the trigger for a conflict with another group or part of the organization. (Cormack, 2001)

2.4.3.1. Values

CEMOs have strong values – beliefs which guide their decision making and behavior.

This is a strength as long as the values are common and appropriate. However, as Griseri ponders –

How do I square my own values with the behavior of others that seems to reflect very different values? Not that it is solely a matter of cultural differences – all situations in which one person assesses another's values involve this kind of difficulty. (Griseri, 1998, p. 44)

The links between values, cultures and conflict have been clearly highlighted by Hampton-Turner and Trompenaars when they observe:

Every country, organization, and individual faces certain universal problems or dilemmas. A culture is expressed in the way people approach these dilemmas. Intercultural competence can be achieved by recognizing cultural differences, respecting them, and ultimately reconciling them. When working across cultures, it is important to keep the following in mind:

Values working together make the organization more powerful. Unresolved conflicts tend to diminish individual and group energies. Reconciling values leads to better products and services. The need to reconcile value differences is never ending. (Hampton-Turner and Trompenaars, 2000, p. 349)

The fact that CEMO members feel called by God, and that these members tend to come from evangelical traditions which have strongly held beliefs and values, is on the one hand a great strength. On the other hand, it also is a potential weakness since it may result in a lack of tolerance and inflexibility. In such situations the prospect of reconciliation may be diminished.

2.4.3.2. Culture

We have seen from the literature that culture (section 2.3.1.3.) is one of the common sources of conflict. Thus CEMOs may be more likely to suffer from cross-cultural conflict as members transfer from one CEMO to another, or CEMOs try to form partnerships and joint ventures with other CEMOs. The potential for Dysfunctional Behavior would seem to be higher when cultures are rigid. However, increasing cultural competence in reconciling dilemmas through training, conflicting values can be transformed into complementary values. (Hampton-Turner and Trompenaars, 2000, p. 349)

2.4.3.3. Roles, Goals and Priorities

Even in situations where the groups are part of the same larger body and affirm the same values, conflict may still arise because of the roles - real or perceived - of various parties. This is particularly so between Head Office organizations and the various sub units. The "central" office is often seen to be a threat, a nuisance or an overhead cost that could well be done without.

One group may see its role as coordinating the work of others, while the others see the work not as coordinating but as attempting to control.

Conflicts will often arise between groups professing to have the same or similar aims but view their roles as mutually exclusive. "They cannot/should not do that - that is our job."

With so many remotely located projects CEMOs may be particularly vulnerable to inter-location conflict.

Goals are a frequent source of conflicts between groups since goals are powerful motivators, and thus are also very sensitive triggers for conflict. Without shared goals it is difficult to create shared meaning for the members of the organization.

Mission agencies differ in their administration of field affairs. Some agencies grant a great detail of autonomy to their fields, which are usually organized into field councils. Other agencies are more authoritarian in directing mission business at the field level. (Beals, 1985 p.128)

Priorities relate to the goals that are put first. Do we go for a quick fix or a long term strategy? The tension between these two is dynamic, swinging first to one focus then to the other. Conflict will develop if the swing is too extreme in any one direction.

It often comes as a surprise to people that groups within CEMOs do not cooperate more closely with each other - "Surely the goals are the same?" they will ask. The goals may be similar but their priorities can be very different. Gratton observes of organizations that –

There are messages around the importance of delivering long-term customer service, yet the predominant goal is to maximise short-term profits, at times at the expense of what is best for the customer and the long-term relationship with that customer. (Gratton, 2000, p 52)

In the CEMOs the tension is often between the spiritual and physical needs of the people whose needs the CEMO is trying to meet.

2.4.3.4. Strategies

How we approach and pursue our priorities can make a lot of difference to the level of co-operation or conflict. A conflict can arise over the time elements within strategies. How far, how soon? One group may wish to progress with care, consolidating after each step, reflecting on the experiences before moving forward again, while the other may wish to go straight to the goal in one long, sustained push. Although, as Birchall and Lyons observe, conflict is inherent – even necessary in both scenarios –

At one extreme, too much conflict can be destructive. At the other, no beneficial directional change is likely to result if no conflict is introduced at all. (Birchall and Lyons, 1995, p 230)

2.4.3.5. Success Criteria

Even groups that have similar aims and report to the same manager may be unable to work together because they measure "success" in different ways. Rarely do groups spell out what it is they are trying to achieve, so the success criteria are unspoken, inaccessible and inscrutable.

Whatever the source of the inter-group conflict, the process of conflict growth follows a consistent and predictable path if not managed effectively. (Cormack, 1989)

It would appear from the above consideration of conflict in CEMOs that the introduction of any new approach to the management of Dysfunctional Behavior and its consequences is in itself going to be a source of conflict.

Some conflicts can be functional and creative but antagonists provide considerable difficulty for leaders and managers in organizations. They present a specific form of Dysfunctional Behavior that is focused on tearing down rather than building up. (Haugk, 1998, p. 25) Identifying and dealing with this type of intentionally destructive behavior requires a clear understanding of the types of antagonist, the ability to identify these persons, and a well developed response strategy. (Haugk, 1998, p. 26)

When the consequences of the Dysfunctional Behavior are relational and emotional, specific identification of the damaged emotions and relationships and intentional management of them are essential. (Haugk, 1998, p. 46) Building on Haugk's work, when an organization is in the throws of recovery from some corporate crippling due to Dysfunctional Behavior, the presence of an antagonist in the organization seriously jeopardizes the success of Consequence Management. (Hopkins, 1991)

2.5. MILITARY ORGANIZATIONAL POLICY AND PRACTICE

Over two hundred years of history for the military in the United States have produced many concepts and processes which touch on the topic of this study. This section references practices and policies that relate to Consequence Management.

The U. S. Army's Leadership Training is summarized by the phrase "Be, Know, Do." It all begins with the emphasis on character and individual qualities.

BE, KNOW, DO clearly and concisely state the characteristics of an Army leader.
...Leadership is about taking action, but there's more to being a leader than just what you do. Character and competence, the BE and the KNOW, underlie everything a leader does.
(FM 22-100, 1999, para 1-21)

Hesselbein (2002) is currently promoting this text as the best document on leadership available today. She reports that corporate America is beginning to use it extensively.

The Army has emphasized corporate character also in the Army Command Policy. (AR 600-20) This philosophy leads in part to the construct called Strategic Integrity in this thesis. At the beginning of this research project no reference to the phrase 'Strategic Integrity' was found in the literature, either in print or on-line. In 2002 a repeat search engine effort to find references turned up some works using the term in connection with the design and construction of golf courses. At that time only one reference to 'Strategic Integrity' was found on-line regarding organizational function. This was called The Strategic Integrity Matrix and is used as a diagnostic tool to assess organizational 'Strategic Integrity'. As there was no author listed and no copyright was indicated, it has been reworked to suit this research and presented as Appendix G. Over the years of this study, the phrase developed in the researcher's thoughts as a way to describing the strategic character of an organization.

While the phrase 'Strategic Integrity' does not appear in it's literature, the military has a long history of emphasis on contingency planning for their operations and mission fulfillment as a means of insuring the attainment of Strategic Integrity. (<http://carlisle-www.army.mil/usawc/dclm/LinkedHTARChapters/CHAPTER6.pdf>) This contingency planning seeks to incorporate all possible avenues and aspects required for completion of a given operation. They have also applied this approach to leadership training and professional development. (FM 22-100, 1999)

2.5.1. Consequence Management

The military, in cooperation with civil and industrial leadership, has developed a new and comprehensive field of literature under the concept of Consequence Management. The initiatives were set in motion subsequent to the sarin gas attack in Japan in 1984, the Oklahoma City bombing in 1995, and the first World Trade Center attack in 1993. These initiatives have also recently surged to the forefront of attention with the destruction of the World Trade Center in 2001. (Seiple, 1997)

[1]...Following the sarin gas attack in Japan and the Oklahoma City bombing, President Clinton signed Presidential Decision Directive 39 (PDD-39), which addresses how the United States should deal with the prospect of terrorist use of weapons of mass destruction (WMD). [2] The PDD divides the threat—at home and abroad—into two discrete categories: crisis response and Consequence Management. (Seiple, 1997)

Seiple goes on to define Consequence Management as a process that “describes ways and means to alleviate the short and long term physical, socio-economic, and psychological effects of a chemical or biological attack”. (Seiple, 1997) He then clarifies that with descriptions of the areas of activity and coordination that are implied by the definition in regard to weapons of mass destruction (WMD). The impact of Dysfunctional Behaviors and their consequences upon organizations is often described in the literature in terms similar in effect for the organization to the impact of WMD upon communities. (e.g. Taylor, 1997; Zhodiates, 1992) Thus the phrase ‘Consequence Management’ expresses succinctly the focus of this research regarding Dysfunctional Behavior and its consequences.

2.5.2. Training and Scenarios

The training management process established by the Army provides for distinctive levels of training throughout the soldier’s development and professional growth. (AR 350-1, 1981) It focuses on both individual and collective (team) capabilities. The overall scope of training is defined by the following:

Training management must be viewed as a system. The Army’s training management system provides for planning, executing, standardizing, evaluating, and feedback. It includes mission analysis, planning, resource allocation and management, conducting training, standards of training, and evaluating training to determine individual and unit

strengths and weaknesses to develop and refine subsequent training programs. (AR 350-1, 1981, par. 3.1)

From this it is obvious that training is driven by mission needs and desired results.

All aspects of operation requirements actively provide the basis for the training program.

Significant learning is reportedly achieved in the military by the use of scenarios in the training environment. (TRADOC Regulation 71-4, 2001) This practical, hands-on style experience claims to instill memorable, retainable skills and concepts for leaders and followers alike.

In respect to Dysfunctional Behavior and Consequence Management, such a comprehensive approach to training may add significant capabilities to organizations, both for the ability to carry out Consequence Management and for the daily operations effectiveness.

2.5.3. Summary

The military's approach to leadership training, the newly developing field of Consequence Management and the military's comprehensive approach to and conduct of training provide useful understandings and capabilities to this research. Emulation of these capabilities throughout other organizations is suggested by their effectiveness.

2.6. LEGAL AND REGULATORY AFFAIRS

Sometimes Dysfunctional Behavior creates conflict with legal authority in the host nation or the sending nation because the behavior is a violation of law. Conversely, there are many aspects of legal authority that touch on Dysfunctional Behavior – rights, protections, due process, and constraints. Legal and regulatory authorities have recognized the contractual relationship between employees and supervisors or management including respect to on/off duty behavior. Regarding off-duty concerns:

Management has an interest in regulating the private lifestyles of its employees to the extent, and only to the extent, that a nexus exist between the employee's job and the off-duty conduct or, alternately, between the employer's product or reputation and the conduct at issue. (Hill and Wright 1993, p. 255)

Education, public officials (police, etc.), health-care, and religious institutions are seen as the primary agencies concerned with this topic. However, these institutional categories are not exclusive, and any organization that can prove this nexus will find substantive support for organizational intervention and disciplinary actions regarding staff member behavior on or off the job. (Hill and Wright, 1993) Especially when an employee, within the scope of his employment, creates vicarious liability on the part of the employer for wrongful or negligent acts. "At a minimum... no employer operating in its relevant labor market could permit the employee to continue working and at the same time, value its reputation". (Hill and Wright, 1993) Thus, the legal basis has been established for what may at times, in other settings, be regarded as extensive and intrusive intervention into the personal lives and life styles of staff members of CEMOs.

Additionally, individuals are receiving more protections in the work place which places a liability on organizations if they fail to act on complaints that employees may file.

Litigation is now readily available for those who feel that they are working in a hostile work environment. A hostile environment may be the result of abusive behavior by other employees, supervisors, or physicians. The abuse may take the form of a demeaning attitude, ridicule, off-color jokes, sexual harassment, or even physical violence. Societies have significantly decreased their tolerance of disruptive behavior. A group or organization can now hold vicarious liability for condoning a hostile work environment if it fails to act when a complaint is made." (Ramsay, 2001)

Significantly, the courts are frequently cautious about interfering with internal governance policy and procedures within religious organizations. For instance,

The Massachusetts Supreme Judicial Court held last week [1ST week of August, 02] that civil authorities lack the power to resolve most aspects of a dispute between an Episcopal priest's lawsuit against his former diocese.

Based upon allegations of an improper sexual relationship with a parishioner and other considerations, M. Thomas Shaw, Bishop of the Episcopal Diocese of Massachusetts, temporarily suspended James R. Hiles from his priestly duties. Soon thereafter, Mr. Hiles filed a lawsuit in Massachusetts state court against Bishop, the Diocese, and his accuser.

Bishop Shaw and the other church defendants argued that the First Amendment forbids the state from interfering with internal church governance, especially a church body's relationship with its clergy. Both the trial court and the state high court agreed, dismissing virtually every aspect of Mr. Hiles' lawsuit. (Baylor, 2002)

When the courts do involve themselves in various cases, the legal proceedings for disputes regarding organization and member actions include criminal trial, civil suit, arbitration, or mediation. (Hill and Wright, 1993) These can result in significant impacts

on the CEMOs in the form of financial costs such as legal fees, court costs, liability findings, etc.; disruption of operations; and public trust.

Thus it, behooves the Consequence Manager to be constantly aware of the legal and regulatory ramifications of any Dysfunctional Behavior event, and subsequently the concurrent legal ramifications of any strategies employed for Consequence Management.

2.7. MEDICAL ORGANIZATION POLICY AND PRACTICE

Healthcare agencies and institutions provide their services to persons who are, at the point of service, vulnerable and dependent and may require life and death decisions from staff. These health care agencies are concerned with the real, or perceived discrepancies, that may exist when workers' life styles, or behavior negatively impact public trust and/or job performance. Public trust is critical for health care agencies. Without it they are not able to perform their mission. CEMOs are likewise dependent on public trust for the reception of their work. Both seek to be credible in the content of their message and the impact of their programs. Members are the tangible representatives of credibility.

Managing conflict in the workplace is a time-consuming but necessary task for the position leader. Conflict may exist between positions, between positions and staff, and between the staff or the healthcare team and the patient or patient's family. The conflict may range from disagreements to major controversies that may lead to litigation or violence. Conflicts have an adverse effect on productivity, morale, and patient care. They may result in high employee turnover and certainly limit staff contributions and impede efficiency. (Ramsay, 2001)

They are similar to CEMOs in maintaining claim to interest in and control over members' on/off duty behavior.

Typically, medical texts deal with Dysfunctional Behavior in terms of Conflict Management or workplace ethics. Texts, seminars, internet documents, journal articles, etc. have been written regarding Conflict Management for physicians and medical team personnel and ethical behavior on and off the job. Much of the literature deals with day-to-day tactics for conflict resolution. For example:

Everything about conflict is difficult for physicians, who are by nature and conditioning quite confrontation adverse. But conflict is inevitable, and conflict management skills are essential life skills for effective people. The keys to conflict management are prevention,

effective communication, and anger management, skills that can be learned and polished. Conflict management skills can enhance all aspects of life for physicians, as well as those who work or live with them. (Andrew)

Dysfunctional Behavior usually is discussed in terms of conflict. Somewhere in the discussions will be general statements about consequences as in Ramsay's paragraphs above where he mentions "an adverse effect on productivity, morale, and patient care," or the details in the paragraph quoted below. Usually, the consequences are acknowledged but the text will not address a strategy for resolving the consequences of the behavior but will deal with preventing or correcting the behavior.

The dysfunction physician presents an insidious cost to any practice or healthcare organization. He or she increases the stress in the work environment and the accompanying loss of efficiency. In a stressful workplace such as the operating room with a berating physician, morale and team spirit suffer, which results in an increased turnover of staff and a dysfunctional team. Once this stage is reached, various negative factors begin to interplay. Communication is poor, and staff members withhold information because of fear of an outburst. The information withheld may be vital for patient's well being. The physician loses staff support and may become isolated. If the problem is severe, retaliation may occur, and this may take many forms: failure to properly assist the physician, the initiation of lawsuits, the support of the plaintiff in malpractice suit against the physician, or malicious sabotage of the practice. (Ramsay, 2001)

Seventeen different consequences of Dysfunctional Behavior are listed in the above paragraph. The author simply records the list of items in order to underscore the undesirable nature of Dysfunctional Behavior. These are mirrored in the findings of the interviews of CEMO staff members that are recorded and analyzed in later chapters.

2.8. EDUCATIONAL ORGANIZATION POLICY AND PRACTICE

As the second draft of this thesis was being produced, the story of Holly and Jessica crashed upon the consciousness of the British public. A school janitor in Soham, Cambridgeshire, UK was arrested for the murder of the two ten year old girls. The causative factors and any indicators of aberrant behavior that could have been predictive have yet to be revealed. Nevertheless, questions including how this could have been prevented, how to rebuild the community, what can be learned in hindsight, how will the school authorities be held responsible, are beginning to surface. Similar situations have caused school authorities within many nations to develop detailed and extensive statements of policy, standards, and procedures. A US Kentucky county school district can serve as

an example. The Jessamine County School District Policy/Procedure Manual, Personnel Section defines the types of actions possible by management, the types of behavior that will trigger management actions, and the due process inherent in the proceedings. (see Appendix I) This manual extract applies to non-certified personnel (non-teacher employees), but like standards and procedures are also defined for Certified Personnel (teachers). An extensive amount of material is available to all persons, in both preventive and responsive policies and procedures, regarding Dysfunctional Behavior and the consequences within the educational sector. All personnel are mandated to attend annual training in these as specified in the manual. This is standard throughout the United States.

The school district operational literature generally does not specify or delineate the consequences of the defined unacceptable behaviors to the organization and its constituents. Neither does it seek to establish an overall strategy for Consequence Management that is beyond addressing the perceived unacceptable/Dysfunctional Behavior. However, these policies do provide the Consequence Manager with significant diagnostic and proscriptive insights.

2.9. MANAGEMENT OF PERSONS IN PROFESSIONAL COUNSELING DISCIPLINES

The US National Board for Certified Counselors has published an extensive Code of Ethics that is listed as minimum standard for member professional activities and personal behavior. (<http://www.nbcc.org/pdfs/ethics/NBCC-CodeofEthics.pdf>) Additional codes or standards may apply to persons depending on the type of profession and the organizations to which they subscribe. Violation of these codes may result in de-certification, disciplinary actions, and/or criminal or civil procedures.

The government has a vested interest in the performance of persons in various related counseling fields regarding Dysfunctional Behavior. The regulations and requirements for licensing of persons in the wide variety of counseling professions indicates the level of public intent to be involved in the control of and response to

Dysfunctional Behavior in these fields. The state of Connecticut, USA, produced the following paragraphs which are typical.

Sec. 20-195aa. Definitions. As used in sections 20-195aa to 20-195ee, inclusive: 'Professional counseling' means the application, by persons trained in counseling, of established principles of psycho-social development and behavioral science to the evaluation, assessment, analysis and treatment of emotional, behavioral or interpersonal dysfunction or difficulties that interfere with mental health and human development. 'Professional counseling' includes, but is not limited to, individual, group, marriage and family counseling, functional assessments for persons adjusting to a disability, appraisal, crisis intervention and consultation with individuals or groups. (<http://www.cga.state.ct.us/2001/pub/Chap383c.htm>)

Sec. 20-195ee. Disciplinary action. Grounds. The Commissioner of Public Health may take any disciplinary action set forth in section 19a-17 against a professional counselor for any of the following reasons: (1) Failure to conform to the accepted standards of the profession; (2) conviction of a felony; (3) fraud or deceit in obtaining or seeking reinstatement of a license to practice professional counseling; (4) fraud or deceit in the practice of professional counseling; (5) negligent, incompetent or wrongful conduct in professional activities; (6) physical, mental or emotional illness or disorder resulting in an inability to conform to the accepted standards of the profession; (7) alcohol or substance abuse; (8) wilful falsification of entries in any hospital, patient or other record pertaining to professional counseling; or (9) violation of any provision of sections 20-195aa to 20-195dd, inclusive, or any regulation adopted pursuant to section 20-195ff. The commissioner may order a license holder to submit to a reasonable physical or mental examination if his physical or mental capacity to practice safely is the subject of an investigation. The commissioner may petition the superior court for the judicial district of Hartford to enforce such order or any action taken pursuant to said section 19a-17. The commissioner shall give notice and an opportunity to be heard on any contemplated action under said section 19a-17. (<http://www.cga.state.ct.us/2001/pub/Chap383c.htm>)

The literature does not address Consequence Management beyond the disciplinary or legal options. Such activities appear to be left to the organizations/institutions within which the counselors perform their duties.

2.10. MANAGING OF DYSFUNCTIONAL EMOTIONS IN ORGANIZATIONS

Alistair Ostell of the University of Bradford Management Centre has written in the *Journal of Management Studies* about managing dysfunctional emotional behavior of others by management. His paper "is concerned with identifying and exploring specific skills that managers need for the effective handling of certain kinds of interpersonal problems. ... The skills concern managing the maladaptive or dysfunctional emotional behavior of other people." (Ostell, 1996, p.525) Five principles, strategies for three common emotions (anger, anxiety, and depression) and nine tactics for strategy implementation are given in both narrative and tabular form (see Appendix J).

Ostell argues persuasively that managers can be easily trained in these skills.

Managing the emotional reactions of others is an activity that managers are regularly required to perform, yet little has been written about how the emotional reactions of people, particularly dysfunctional reactions, can be managed effectively in the context of a work organization. ... [D]ysfunctional emotional reactions are commonplace and can result in poor work performance and disturbed relations with colleagues which represent a significant cost for both the individuals concerned and the organization. (Ostell, 1996, pp. 552-553)

2.11. CROSS-CULTURAL STUDIES

It has been observed that “Important insights about God and his world go undiscovered if we avoid creative engagement with human diversity.” (Elmer, 1993, p. 23) This is obviously true for organizations that are comprised of persons from diverse cultural settings and are targeted on diverse cultural audiences. “Most cross-cultural conflicts are not intentional. Most are inadvertent, occurring because underlying cultural values and corresponding rules are not understood.” (Elmer, 1993, p. 22) This lack of understanding leads to dysfunctional attitudes, assumptions, judgments, and behavior of individuals, groups, and organizations. The consequences of these can be significant for the effectiveness and survival of CEMOs. The seeds of CEMO dysfunction and, possibly, destruction are thus inherent in the cross-cultural nature of the organizations. It follows, therefore, that a high-level of cross-cultural conflict resolution skills is essential to CEMO Consequence Management strategy. Many second and third world cultures find the western approach to conflict resolution, direct confrontation, offensive and demeaning from their cultural perspective. They prefer strategies of indirection, informal mediation, and “one-down.”

- Indirection may be discussing an issue in a third party voice.
- Informal mediation uses a disinterested person who has some credibility in the community to manage the resolution of the situation.
- “One down” strategy has the offended party appearing to place him or herself in an inferior position to the offender in order to get the offender to fulfill a social obligation to protect and nurture those who are dependent upon the offender.

Indirection, informal mediation, and “one-down” strategies are foreign to western culture. (Elmer, 1993, p. 67) This disparity between western culture and second and third world

strategies for conflict resolution is reported as a constant source of tension for CEMOs.

(Beals, 1995, p. 172)

2.12. SUMMARY

There was no coherent and comprehensive presentation in the literature of the nature and scope of Dysfunctional Behavior although individual items of dysfunction may be discussed in various contexts.

With the exception of the military's practice of contingency planning, disaster recovery planning, and business continuity planning, there does not appear to be a significant body of material of direct relevance to Consequence Management.

Strategies for Consequence Management stemming from the results of staff dysfunctional behavior have not been identified. The military, as an initial lead agency, has had more opportunity to expand its understanding of Consequence Management. It only recently has begun to speak of it in the terms or categories that emerge in this research. Its language is culture specific.

There has been very little discovered in the literature that is directly and specifically focused on organizational strategy for Consequence Management. The concept of a determined strategy for Consequence Management as an intentional, established, organizational priority is only recently addressed in the literature.

2.13. CONCLUSIONS

The lack of a coherent and comprehensive literature regarding Dysfunctional Behavior in general indicates an opportunity to develop an understanding of the nature and scope of Dysfunctional Behavior empirically. This is pursued in the research and presented in the findings.

Consequence Management as a distinct approach is rare in organizations according to the absence of the topic in the literature. Nevertheless, the existence of listings of consequences [to be managed] is significant. This may indicate a need for Consequence Management.

In the general area of management, Peter Drucker has clearly stated the paucity of literature available to nonprofits.

Yet little that is so far available to the nonprofit institutions to help them with their leadership and management has been specifically designed for them. Most of it was originally developed for the needs of business. Little of it pays any attention to the distinct characteristics of the nonprofits or to their specific central needs: to their mission, which distinguishes them so sharply from business and government; to what are 'the results' in nonprofit work; to the strategies required to market their services and obtain the money they need to do their jobs; or to the challenge of introducing innovation and change in institutions that depend on volunteers and therefore cannot command. Even less do the available materials focus on the specific human and organizational realities of nonprofit institutions; on the very different role that the Board plays in the nonprofit institutions; on the need to attract volunteers, to develop them, and to manage them for performance; on relationships with a diversity of constituencies; on fund raising and fund development; or (a very different matter) on the problem of individual burnout, which is so acute in nonprofits precisely because the individual commitment to them tends to be so intense. (Drucker, 1990 p. xv)

However, the military's and businesses' practice of Contingency Planning, Disaster Recovery Planning, and Business Continuity Planning and the principles of operation of High Reliability Organizations provide good illustrations of issues and procedures for developing Consequence Management strategies. The continuous emphasis on strong staff training programs and plan practice and exercise are key elements to any Consequence Management strategy. Planning templates and content checklists appear to be highly adaptable to Consequence Management.

The literature indicates that the identification of Dysfunctional Behavior and the management of its consequences requires sophisticated management process.

The gap in the literature:

- Provides opportunity for thesis contribution to knowledge
- Prompts a desire to "go empirical".

An empirical approach may provide lessons or at least a better grounded understanding of the issues and thus a foundation for the Strategic Model Template. The aim of the study is to explore the possibility of developing a generic Strategic Model Template for the managing of the consequences of Dysfunctional Behavior. The aim of the empirical research is to ground the Strategic Model Template in "what is" rather than constructing it naively in the abstract. Chapter 3 will consider the "how" of the empirical research.

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CHAPTER 3

RESEARCH DESIGN, METHODS AND STRATEGY

3.1. INTRODUCTION

The aim of the research is to explore the possibilities of developing a generic Strategic Model Template (SMT) for organizational strategies to identify and manage the consequences of Dysfunctional Behavior in Christian Evangelical Mission Organizations (CEMOs). Because of the discovered gap in the literature, the decision was made to pursue an empirical research project. The role of the empirical research is to search for and identify current practice, trends, wisdom and analysis that could be used to construct an SMT.

Christian organizations are described as the most effective, longest-running, cross-cultural, organizational endeavor in human history. (Gibson, 1976, p.12) Given the long history, a plethora of organizational documentation, the number of currently active mission personnel, and the number of CEMOs, the research will determine if it is possible to establish a collective best practice model for Consequence Management within a CEMO. Any emerging model should be capable of addressing the needs of a multicultural, multinational and multilocational organization. Given the many similarities between CEMOs and for-profit, government, and other nonprofit organizations a truly generic model may have wider application.

3.2. DATA COLLECTION

The methodology used for this research was a combination of aspects of both qualitative and quantitative research methods.

3.2.1. A Contingency Approach to Organizations

The CEMO organization structure is more readily understood from the perspective of contingency theory as defined by Borgatti, especially in regard to the impact of a strategic model for Consequence Management. This approach assists as a framework for

data collection. Note however that the research is not intended to test or advance contingency theory as such in the research.

In contrast to the classical scholars, most theorists today believe that there is no one best way to organize. What is important is that there be a fit between the organization's structure, its size, its technology, and the requirements of its environment. This perspective is known as "contingency theory" and contrasts with the perspective of classical theorists like Weber, Taylor, Fayol, etc. who thought that there probably was one way to run organizations that was the best. (Borgatti, 1996)

McNamara provides a description of Contingency Theory as applied to decision making and leadership style.

Basically, contingency theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand. Basically, it's the approach that 'it depends.' For example, the continuing effort to identify the best leadership or management style might now conclude that the best style depends on the situation. (McNamara, 1999)

Use of contingency theory will help identify the scope and depth of both structure and process issues that will need to be considered in respect of any model for Consequence Management. The issues of, and potential for, cross-cultural conflict require that the model should be expressed in end result terms so that the implementor of the model at the local, intermediate, and corporate levels will have the capacity to modify the processes and structures to incorporate cultural dynamics as contingencies. Thus, the model should not be seen as a universal specification but rather be a tool to be used in a contingent manner.

3.2.2. Grounded Theory

Grounded Theory is a qualitative research method designed to facilitate the process of "discovery", or theory generation, and provides a method by which a researcher might move from data through reflection to theory and thus generates a new "theory" upon which to base conclusions and recommendations. These theories would be "grounded" in the data gathered rather than rely on categories or variables from existing theories. This is useful here because as the literature search has shown, there is no strong theory to carry into the field to test or develop.

This method was originally conceptualized by Glaser & Strauss (1967) who developed it as a qualitative method of research which focused on the patterns of meaning

which emerge from a text. It is particularly suited to the study of local interactions and meanings related to the organizational context in which they occur. It places great emphasis on participants' own accounts of events and of their associated contexts. While not denying an independent and objective reality, Grounded Theory is more concerned with exploring a social reality that is negotiated by human actors and is very much a product of human participation and negotiation. (Glaser & Strauss, 1967)

Grounded Theory approaches research without any prior theory. It is an interpretive inquiry that orients inquiry towards everyday understandings and human subjectivity. It requires the researcher to engage in interpretative work, unraveling the multiple perspectives and common sense realities of the participants, and leads to a model of research that is flexible, carried out in everyday contexts, and that has as a goal the deconstruction of participants' symbolic worlds and organizational realities.

3.2.2.1. The Research Question

In Grounded Theory the researcher needs an initial research question to focus their attention upon the particular phenomena to be investigated. The researcher should identify – but not make any assumptions about – the phenomenon to be explored. The specific research question for this study was:

Is it possible to construct a Strategic Model Template for the resolution of the consequences of Dysfunctional Behavior based on collective best practice experience?

3.2.2.2. Data Collection

Semi-structured interviews are the means for generating data for Grounded Theory. The researcher moves back and forward between data collection and analysis. These techniques were used throughout the study.

3.2.2.3. Analysis

As the research progresses, the researcher can focus the question more narrowly. The movement from data to analysis allows for interview questions to be modified and changed in order to explore other aspects of the data being presented. This is called

Theoretical Sampling and helps to extend and modify the emerging theory. “Negative case” analysis is also important in Grounded Theory – and the researcher is encouraged to explore cases that do not fit with the emerging data as negative data may also generate new insights.

Once the story has unfolded, a process called *Open Coding* is employed. The researcher gives each line (or sentence, or paragraph) of the interview transcript a label to describe its content. This will give rise to *low level categories*. Low level categories are simply the first brush of organizing the data. In this study, the following illustrates this process.

Question: “What is Dysfunctional Behavior in your organization?”

Answer: “The field director’s wife was always angry and shouting. No one wanted to be around her. She bullied people to get her way all the time.”

Open Coding: Anger, distancing, bullying, wanting own way.

To establish linkages between categories and to integrate them into higher order analytic categories, a *coding paradigm* is used. A coding paradigm is implemented by asking questions of the data as illustrated by the following regarding the above question and answer:

“What is the context in which the phenomena occur?”

In the example – Interpersonal Relations.

“What strategies do people use to manage the phenomena?”

In the example – Withdraw.

“What are the consequences of these strategies?”

In the example – Isolation and more anger.

This is known as *axial coding*. There are four distinct analytical steps involved in axial coding:

- (a) the *hypothetical relating of subcategories to a category by means of statements denoting the nature of the relationships between them and the phenomenon* – causal conditions, context, intervening conditions, action/interactional strategies, consequences;
- (b) the *verification* of those hypotheses against actual data; (c) the *continued search for the properties* of categories and subcategories, and the *dimensional locations* of data (events,

happenings, etc.) indicative of them; (d) the beginning exploration of *variation* in phenomena, by comparing each category and its subcategories for ... patterns... (Strauss and Corbin, 1990, p. 107)

Axial coding applied to the above example when compared with other data yielded:

Axial Coding: Personal Competencies

Though open and axial coding are distinct analytical procedures, when the researcher is actually engaged in the analysis he or she alternates between the two modes. (Strauss and Corbin, 1990, p. 98)

3.2.2.4. Selective Coding and Core Categories

From the labels of open coding, categories are developed which cluster or group concepts and ideas together – so references to anxiety, threat, guilt etc. might be grouped together under the heading of “emotions.” Category labels use the language of the participants as much as possible.

The researcher can then establish links between the categories and add to categories – or establish new ones – by continual analysis of data. Categories are expanded until the data is not contributing any new information – this is known as *theoretical saturation*. Thus, categories can be continually tested and revised until they are able to fully embrace the data accurately.

“Selective coding is the process of selecting the core category.” (Strauss and Corbin, 1990, p. 116) Thus, it is the integration of categories around a core category that then represents the central phenomenon of the study.

Significant categories emerged which include a Typology of Dysfunctional Behavior, a Typology of Consequences, a Typology of Information Sources, a Typology of Stakeholders, and a Typology of Rationale for Consequence Management. The core category that emerged from the research was titled Consequence Management.

3.2.2.5. The Research Report

In Grounded Theory a qualitative research report is produced which should contain information about the rationale of the study, and how it was carried out, what was found and what these findings mean – that is, their implications for theory and practice.

The results of the study can be divided into the major categories identified. Under each heading, the relevant categories are introduced and defined. Quotations from participants can illustrate the use of a particular category and the relationships between the categories that need to be examined.

A discussion of the findings should address the theoretical and practical implications of the study. What has it contributed to the understanding of the phenomenon? What are the practical applications? What do the findings say about previous assumptions regarding the phenomenon? To what extent are the findings supported by other research?

3.2.3. Dealing with Sensitive Issues

It was anticipated that interviews would elicit responses regarding actually experienced events that were sensitive in nature for the interviewee, the other persons involved in the situation(s) being described, and the CEMOs. Assurances of confidentiality were given. Since the sensitive nature of the subject matter could cause the interviewee to bias responses, an intentional effort was made to be alert for signs of such practice and gently probe for details in order to ascertain the validity of the responses. Furthermore, the practice of referencing interviewees with a letter/number designation (I #) prevents personal identification within the text of this thesis. Likewise, CEMOs are referenced in this text by number (CEMO #) for the same reason. Thus, identity and connection to identified sensitive issues are kept separate while maintaining the integrity of the research process and reporting.

The primary means of creating a protected climate to discuss sensitive issues involved personal assurances by the interviewer, both to the interviewee and the CEMO verbally and in writing. In many cases, these were backed up by validation from some respected third party and/or the personal reputation of the researcher through his connections in the CEMO community. This resulted in only two cases of resistance to the research involving a person within a CEMO being given the survey to fill out by an in-

house leader without the personal contact of the researcher. These organizations were not included in the survey data.

Interviewees were open and candid in their interviews, with some interviews taking on the feel of a therapeutic session for the interviewee, as he or she felt free to express his/her experiences without having to be concerned about the possible ramifications of their comments. One couple went the extra step of calling back to headquarters to verify that it was permissible to participate in the study. The CEMO Director, to whom they deferred, requested involvement in the study. This interview produced some good informative material for the study.

Additionally, regarding the survey that was developed for quantitative analysis and described below, the use of Randomized Response Techniques (RRT), was suggested to account for the tendency of some persons to give less than full information to questions regarding sensitive information or to not answer questions of a sensitive nature. The RRT is a survey method especially developed to ensure the privacy of respondents when studying sensitive issues. (Lesvelt-Mulders and Hox, 2000) The procedure was rejected for the following reasons:

1. The primary source material was in narrative form from semi-structured interviews. The questions presented to the interviewees were open-ended to elicit the responders' stories and descriptions of experience. RRTs are designed to reduce the margin of error in surveyed information. As such, they are not formed for the type of primary data developed. (van der Heijden, et. al., 2000)
2. The reliability and validity of RRTs has not been established with meta-analysis of RRTs providing mixed results. The extent of the meta-analysis research comprises only 6 studies from 1965 to 2000. (Lensvelt-Mulders and Hox, 2000)
3. The size of the follow-up survey sample did not provide a sufficient population base to make RRTs valid. RRTs are considered more valid when the data is from a large population. (van der Heijden, et. al., 2000)

3.3. METHOD

Both a qualitative and quantitative approach to the research were pursued. Qualitative methods (Grounded Theory) described above, extracted data from first person narratives. Quantitative methods (surveys) were engaged for the purpose of acquiring numerically quantifiable data for analysis. Initially, the emphasis was on the qualitative nature of the research. In the process of developing and conducting the qualitative research, it became apparent that some aspects of the research could be validated or even initially elicited through a quantitative process involving surveys. The use of both processes reinforced the validity of data collected and broadened the scope of the data. Analysis synthesized the data from both methodologies. It is worth acknowledging that surveys can generate qualitative data and interviews can also be analyzed quantitatively.

3.3.1. Links to the Literature Search

The literature indicated various aspects of organizational structure, policy, practice, and strategy relating to Dysfunctional Behavior and Consequence Management to be investigated. These contributed to the design of the research instruments and the analysis of the data. For example, both the semi-structured interview and the survey inquired about the presence of various organizational documents and practices such as missions statements, due process procedures, performance reviews, training programs, etc. (See Appendices C and E for the full content of the instruments.)

3.3.2. The Pilot Study

The pilot study was essentially the first round of interviews and preliminary analysis of the information received. While it is convenient to discuss the research design in terms of specific blocks of activity, in actuality the maturity of the interview instrument emerged and evolved in an ebb and flow pattern commensurate with Grounded Theory.

3.3.2.1. Choice of the Research Model

As noted above, it was the nature of the desired end product that predicated the research process. Qualitative research methods employing Grounded Theory to analyze

interviews were selected to obtain primary data. Subsequent quantitative research methods involving surveys were used to expand and validate the data.

3.3.2.2. Design of the Research Process

The elements of the research process were instrument design, instrument implementation, analysis of data, and development of theory. These can be described in distinct fashion but occurred both in a linear and a parallel manner.

3.3.2.3. Design of Instruments

3.3.2.3.1. Interviews

Early efforts to describe the intent of this research, both to individuals engaged in mission work and to potential supervisors, indicated that any effort to elicit data would necessitate guiding interviewees through a self-discovery thought process, since the topic was deemed to be below the thinking horizon of most organizations. It was very common for persons to focus on Dysfunctional Behavior in general, or a single Dysfunctional Behavior (such as an anger control problem), and not grasp the wider purpose of the interview, (i.e., insights into effective strategies for Consequence Management). Therefore, an interview guide was constructed to move the conversation toward the discussion of strategies for Consequence Management. The Interview Guide is provided in Appendix C.

Given the research question posed above in 3.2.2.1, the initial task was to determine what data was relevant. In this study, it was the understanding of Dysfunctional Behavior and the experience of Consequence Management. The next question that needed to be answered was, “What process would be necessary to elicit the data?” In testing various approaches, conversations with colleagues showed that they had to work their way through the memories of experiences of Dysfunctional Behavior before they could describe the consequences of those behaviors. It was only after members were able to relate the consequences of Dysfunctional Behavior that they could relate how issues were resolved, that is the Consequence Management strategies. During the first several interviews, it

became obvious that members did not have a conceptual framework or vocabulary to keep the flow of thought on target. Supplemental questions with short explanations of terms were developed to augment the primary questions. The eleven question Interview Guide in Appendix C is the result of this development process.

During the course of conducting interviews in some organizations, it became apparent that more explanatory statements were needed and some secondary questions were required to elicit the experiences relevant to the study. These were incorporated into the Interview Guide. By reading the explanatory statements, and when necessary the secondary questions during the interview, the researcher was able to maintain uniformity throughout the interview process. During the flow of the interviews, it was common for some interviewees to jump ahead in their comments to questions farther on in the interview and conversely to give information during response to questions that actually answered or elaborated on prior questions. When the interviewee jumped ahead, the researcher noted such in the process notes, and referred back to the comments later in the interview for clarification when the subject came up in the Interview Guide. The intent was to keep the process spontaneous and open while extracting the information around core topics.

The shortest interview was 45 minutes with the longest being 1 hour and 45 minutes. In all cases, the individual interviews were tape-recorded and in-process notes were taken during the interview on an interview guide sheet. Comments from the taped interviews and the notes were transcribed onto an individual interview guide form. Appendix D is a digest of this data and exhibits this recording process. Furthermore, the data provided by the interviews was combined into a digest (using the interview guide form - Appendix C) which allowed common categories to be discerned - qualitative research coding. (Glaser and Strauss, 1967; Strauss and Corbin, 1990; Bryman, 2001)

3.3.2.3.2. Surveys

The data elicited by the interviews indicated the possibility of a follow-up survey to augment the interview process and collect some organizational demographic information.

The survey was developed as a result of the emerging pattern suggested by the interview data and the literature, as a means of validating that pattern. It was developed and implemented well into the interview process. Some survey data was collected from persons who had “rank and file” perspective of the CEMO in question while other data came from headquarters and senior leaders. The data or lack of data present in organizations, as indicated by the survey, was used to indicate a Consequence Management Preparedness Index (CMPI). (Appendix F) The CMPI is a score of a CEMO’s relative capacity to conduct effective Consequence Management on a scale of 0.00 to 1.00 with 1.00 being the highest score.

Forty-four interviewed individuals from twenty-five organizations provided the input for the interviews and surveys. Assurances of confidentiality, due to the sensitive nature of the expected information, were given to include protection of personal privacy and the good names of the organizations.

3.3.2.4. Testing of Instruments

3.3.2.4.1. Interviews

Colleagues on the faculty of the E. Stanley Jones School of Missions and World Evangelism at Asbury Theological Seminary and members of the administration of OMS International, Inc. critiqued the Interview Guide for comprehensiveness, clarity, comprehensibility, meaningfulness to the interviewee, and compatibility with the research question. Further testing was provided by asking the interviewees for feedback at the end of the interviews.

3.3.2.4.2. Surveys

Testing of the surveys involved determining that the instrument met the same criteria as those for the interview as listed above. However, poor response to return of surveys made it necessary to change the method of use. Initially, surveys were distributed by email and mail to over 200 organizations. Only six responded. Subsequently, the survey was appended to the interview.

3.3.2.4.3. Modification of Instruments

Both instruments were modified in the course of the research. Material gathered through the first iterations of the instruments remained in the database. Modifications refined both methodology and substance in an evolving pattern.

3.3.3. Selection of Research Sites

Sites for the research were selected based on opportunity and availability. In some situations research was conducted at organizational headquarters in individuals' offices or workspaces. On other occasions, research was conducted in a variety of settings: individual homes, sidebars at conferences, and off-site meetings at places of mutual convenience.

While in the United States, the city of Wilmore, Kentucky was the base of operations. This community of approximately 6000 people is home to one Christian college, one theological seminary, a dozen headquarters for ministries/missions organizations, three student missionary centers, ten churches (several of which maintain active missionary programs), one Christian conference center, and several foundations that support these institutions. Religious service is the industry of this community. Many of the churches and ministries have satellite operations in adjacent communities. They also promote missions and affiliate with mission agencies. The city infrastructure exists primarily to support these endeavors. The climate and culture of mission and ministry infuses every aspect of community life. This community provided a ready-made network of mission agencies and connections to sister agencies across the nation. This network provided the majority of contacts for this research; and the interconnectedness of the community made assurances of confidentiality both essential and re-enforceable because trustworthiness could be verified and any breach of confidence quickly identified and confronted.

The Oxford Centre for Missions Studies (OCMS) in Oxford, United Kingdom, provided a unique balance to the research. OCMS conducts a weekly seminar for research

scholars to present their work while in residence during the mandatory annual residency. The scholars in residence represent a wide range of CEMO expertise and the seminars provide the opportunity for supervisors, OCMS faculty, staff, and research scholars to comment on the various aspects of individual research efforts. These participants are all experienced in CEMO operations since they are either CEMO members or nationals that are a product of the work of CEMOs and now are CEMO or local church members and/or leaders. At one seminar, that analyzed the development of part of this study, there were twenty-five scholars from sixteen different countries present. The formal exchanges in the seminars and the informal dialogues in this community of scholars were instrumental in sharpening the focus of the study, in refining the method of analysis, and in providing a test bed for the development of the emerging Strategic Model Template.

During several research seminars at OCMS, it was maintained that CEMOs are unique in several aspects that strongly influence organizational structure and practice. Of particular note is the unique character of members who serve on foreign fields. The independent and “maverick” nature of persons who willingly and intentionally leave their home culture in order to go to the chosen land for the sole purpose of presenting a Christian influence in the host society may result in an organizationally resistant individual. (Sugden, 2002) This is seen as especially likely if the sending organization is perceived by the member to be out of touch with the field realities and requirements. It was postulated that the sense of an individual calling by God inclines persons to assume a divine approval that may preclude submission to various organizational requirements and procedures. (OCMS Seminar, 1999) Furthermore, organizational systems, structures, practices and procedures are viewed by many as restrictive and confining, stifling creativity and, worst of all, quenching the inspiration of the Holy Spirit.

3.3.3.1. Research Site Demographics

The research sites had many features that distinguished them from each other and many items that linked them together. American (USA) Christian Evangelical Mission

Organizations (CEMOs) were selected for cultural homogeneity (as to origins, although they operate in multicultural and multinational context) and ease of access. Organizations were invited to participate in the research project. Where there was some personal contact or networking or where the initial contact struck an appropriate resonance with the recipient, participation was whole hearted. Twenty-five organizations contributed; five are denominational with the rest as independent organizations. These contributions consisted of personal interviews (21 CEMOs provided 44 interviewees), responses to surveys (15 CEMOs), and access to organizational documents (4 CEMOs), such as field manuals, policy statements, operations manuals, and strategic planning documents. More would have been welcome, but taken as a whole this represents a rich data set. See Appendix B for a tabular representation of the types of CEMO contributing to the research.

Two experts were consulted, a licensed psychiatrist and a psychiatric nurse who are members of a CEMO which provides psychiatric services to other CEMOs with members in the field.

The following demographics serve to shed light on the nature of the research sites.

3.3.3.1.1. Mission Focus

Focus	No. of CEMOs
Evangelism	5
Church Planting	5
Development	4
Education	7
Support	7
Technical	2
Construction	3
Mechanical	2
Other	3

**CEMO Mission Focus
Table 3.1**

Different organizations have different sorts of mission focus. Half the responding CEMOs in this study engaged in multiple foci, ranging from 2 foci (4 CEMOs) to 3, 4, 7, and 9 foci for 1 CEMO each. (Appendix B) Conversely, Table 3.1 presents the number of CEMOs claiming each Mission Focus.

The following definitions explain the terms depicted in Table 3.1. It should be noted that not all CEMOs answered all the questions on the survey. Therefore, the various tables will not have the same number of responses in the totals.

3.3.3.1.1.1. Evangelism

Evangelism is engaging in the process of proclaiming the good news of salvation and calling people to respond to that message by personal commitment to discipleship. The word evangelism is derived from the New Testament greek word ευαγγελιον, translated “good news” in the New Testament. Hence, evangelism is the process of communicating this “good news” to the people of the world. This “good news” is understood by the target organizations to mean that people are now able to be reconciled to God through belief in Jesus Christ. (Matthew 4:23, KJV)

3.3.3.1.1.2. Church Planting

Church Planting is described as establishing communities of Christian disciples with appropriate infrastructure and resources to maintain corporate identity, function, and growth. One large CEMO defines Church Planting as “*a rapid and multiplicative increase of indigenous churches planting churches within a given people group or population segment.*” (<http://www.imb.org/CPM/Chapter1.htm>)

3.3.3.1.1.3. Development

Development is viewed as assisting indigenous people to improve their quality of life through various initiatives that will increase community infrastructure and economic capacity. The World Bank web site carries this definition of sustainable development:

Sustainable development is defined as a pattern of social and structured economic transformations (i.e. development) which optimizes the economic and societal benefits available in the present, without jeopardizing the likely potential for similar benefits in the future. A primary goal of sustainable development is to achieve a reasonable and equitably distributed level of economic well-being that can be perpetuated continually for many human generations. (<http://sdnp.delhi.nic.in>)

The additional qualification of “sustainable” provides that the benefits derived from development are extended beyond the immediate situation with expectation of continuity. Development is done for the intrinsic value of serving needy people as is typical for many Non Governmental Organizations (NGOs). It is also seen as a means to an end. By addressing the compelling needs of people, organizations believe the target population will be receptive to democracy or Islam or Christianity (as in the case of many CEMOs).

3.3.3.1.1.4. Education

Education is providing and establishing indigenous conditions for learning. The learning capacity of people is closely connected to their literacy, quality of life, and social-economic condition. CEMOs engaged in education initiatives assist people to improve their condition through education programs.

3.3.3.1.1.5. Support

Support is providing and conducting operations that undergird and support the primary focus of the organization and/or other related organizations. For instance, one CEMO provides logistic and personnel resources to various mission enterprises around the world. Another CEMO provides leadership training options to various leaders and organizations. Yet, another CEMO provides aviation services for transportation of persons and cargo in addition to communication services to mission agency field operations.

3.3.3.1.1.6. Technical

Some CEMOs provide technical expertise and technical capacity to local organizations, such as information technology for daily operations.

3.3.3.1.1.7. Construction

Construction is providing capacity to build facilities for, and in support of, mission agencies and development projects. Some of the CEMOs specifically conduct or supervise mission construction projects at field locations as required.

3.3.3.1.1.8. Mechanical

Mechanical is providing the capacity for maintenance of equipment and facilities for the organizations in question. Some CEMOs travel to distant locations to perform work and simultaneously train indigenous people to maintain equipment and facilities.

3.3.3.1.1.9. Other

There were three agencies that were engaged in a mission in which the primary focus did not fit the above categories. The “other” category was chosen but the specific focus was not identified by them.

The organization research base, clarified by mission focus is summarized in Table 3.1.

3.3.3.1.2. Theological Perspectives

Theology	No.
Traditional	3
Conservative	7
Progressive	2
Radical	1
Evangelical	2

CEMO Theological Perspectives
Table 3.2

As a means of establishing the mission agencies’ approaches to their operations, they were asked to identify themselves according to theological perspectives. Five distinct orientations emerged. Two perspectives that emerged are not normally associated with CEMOs -- Progressive and Radical. These were reported by members who were themselves traditional and conservative but reported that their organizations had moved

away from those positions. Table 3.2 shows the responses of the organization members regarding the CEMOs' theological orientations. These categories are: Traditional, Conservative, Progressive, Radical, and Evangelical.

3.3.3.1.2.1. Traditional

It is difficult to find a concise definition for traditional theology. Frequently the term traditional appears in conjunction with some other term, such as, Traditional Protestant Theology, or Traditional Theology of Calvin, etc. It can also be seen in a comparative sense in discussions of other types of theology, such as Liberation Theology or Progressive Theology. However, the elements of traditional theology commonly and historically accepted by most Christians include affirmation of the deity of Jesus Christ, the sinfulness of man and his redemption through faith in Jesus Christ, and the infallibility of scripture. Thus, traditional theology embodies those doctrines proclaimed and maintained by historical Christianity.

3.3.3.1.2.2. Conservative

Organizations that operate under time-honored and historically established standards of orthodoxy are considered Conservative in their theology. This is frequently compared to traditional theology and used by many as synonymous. It is distinguished at its core by two points: 1) its insistence on the infallibility and inerrancy of the Bible and 2) its insistence on salvation by faith alone. (Schmeichen, 2002)

3.3.3.1.2.3. Progressive

Progressive Theology is a term which redefines theology in concepts based on the social and cultural context of the people. It seeks to eliminate what is viewed as the old, outdated concepts of truth and replace them with appropriate modern themes. As such,

'Progressive Christianity' denies the transcendence of God, original sin, the deity of Christ, the virgin birth, Christ's atoning death on the cross, his bodily resurrection and ascension, miracles, prayer, and the authority of Scripture... (Lambrecht, 2002)

Progressive theology is more about what it is not in terms of traditional, conservative, and orthodox doctrines. The undergirding doctrine appears to be inclusiveness (there are many paths to the divine). (Lambrecht, 2002)

3.3.3.1.2.4. Radical

Radical Theology espouses revolutionary theology and methodology. This is associated with the “Death of God” movement and/or Christian Atheism. (Altizer and Hamilton, 2002)

3.3.3.1.2.5. Evangelical

Evangelical Theology seeks to win people to commitment to Jesus Christ as disciples. (See definition of evangelism in Chapter 1.) For our purposes, we are talking about evangelicals in the Protestant tradition as opposed to, for instance, evangelical Catholics. Oakes, a Catholic scholar, quotes David F. Wells (a Protestant) in his discourse on evangelical theology: “Evangelicals have always insisted that Christ is a person who can and should be known personally; he is not simply an item on a creed to which assent should be given.” (Oakes, 1993)

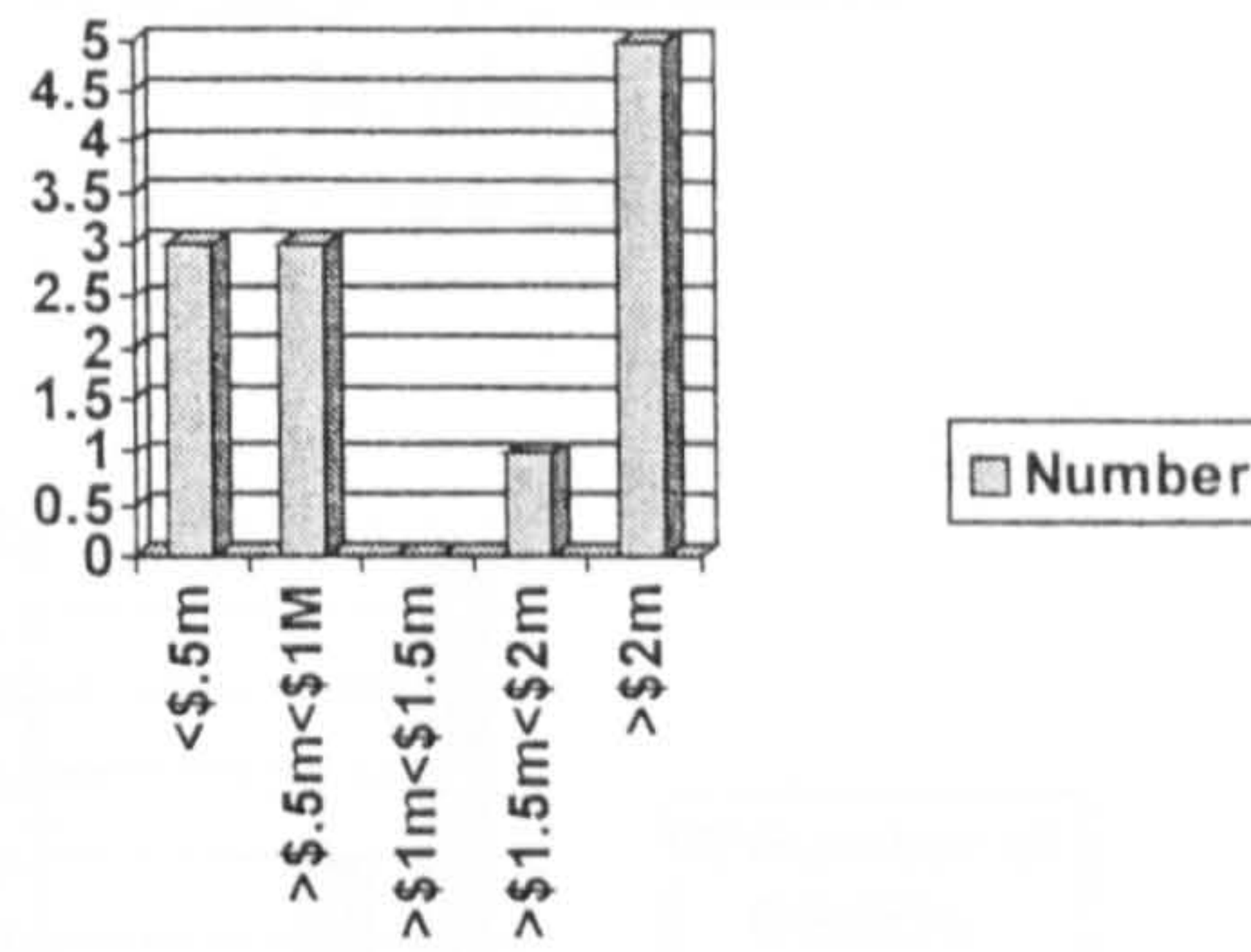
The terms Traditional, Conservative, and Evangelical are frequently used in the vernacular as interchangeable. And, as such, they are commonly used as the antithesis of Radical or Progressive theology. All proponents of all these labels use terms like evangelism and mission and all claim to be Christian.

3.3.3.1.3. Demographics

For this study, the collection of various demographic data was initially believed essential in order to identify various causes and possible correlations. Non-debt expenditure of annual budget, age dominance of personnel, percent of personnel married, the gender dominance of personnel, and the career commitment of personnel comprise the categories of demographic data collected.

The Non-Debt Expenditures, Figure 3.1, show that there is a wide range of budget sizes and levels between organizations.

Non-Debt Expenditures
Figure 3.1



While there are differences in the organizations, there are also certain similarities. The similarities include that members of the organizations are predominantly married, middle aged, almost equally balanced in genders, career oriented, and American. The following figures illustrate these factors.

Figure 3.2, Age Dominance data for the CEMOs in the study indicates that the organizations are generally staffed and run by middle aged and older persons.

Career Commitment
Figure 3.5

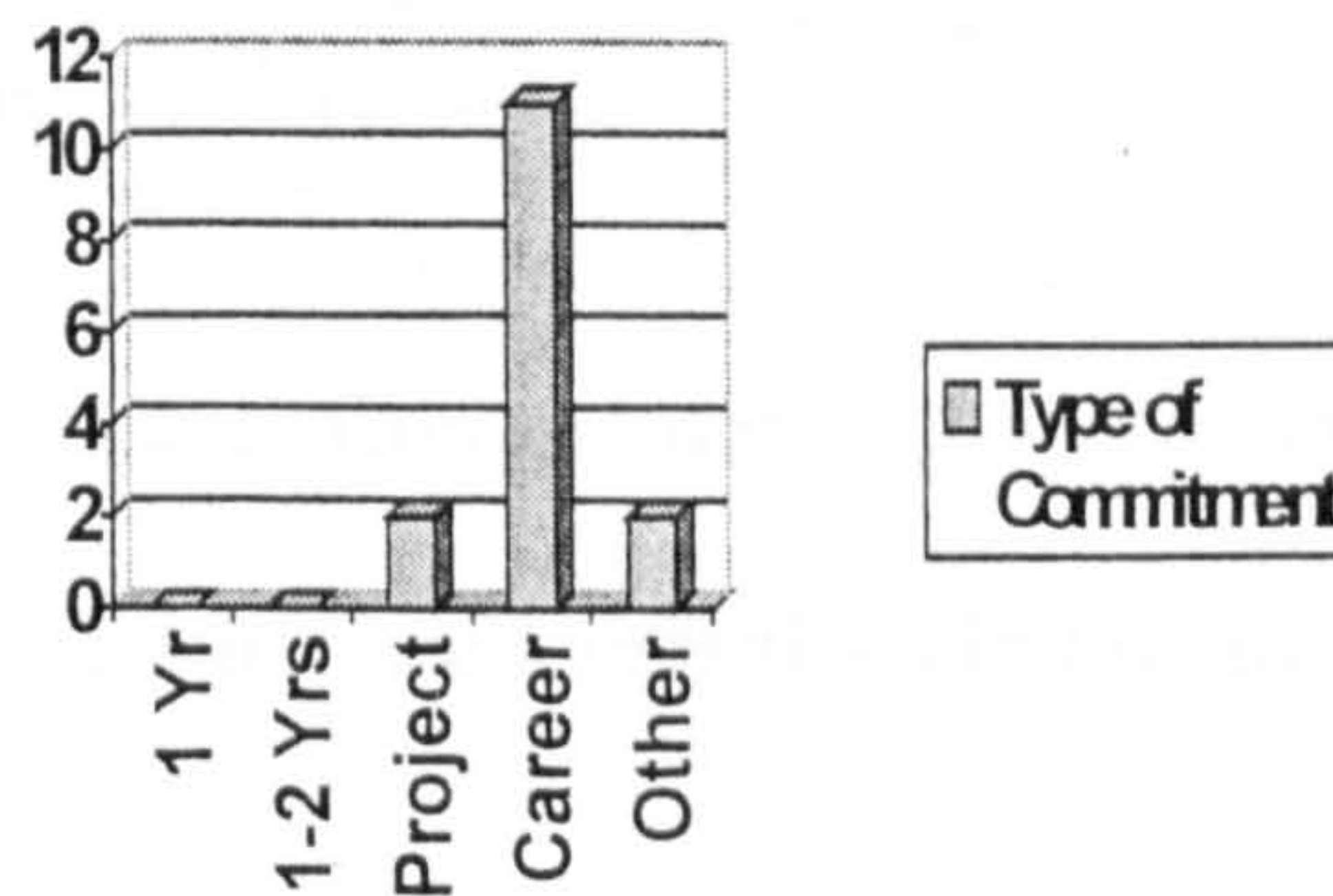


Figure 3.3, Percentage of Personnel Married, shows that married persons dominate the CEMO membership.

Percentage of Personnel Married
 Married
 Figure 3.3

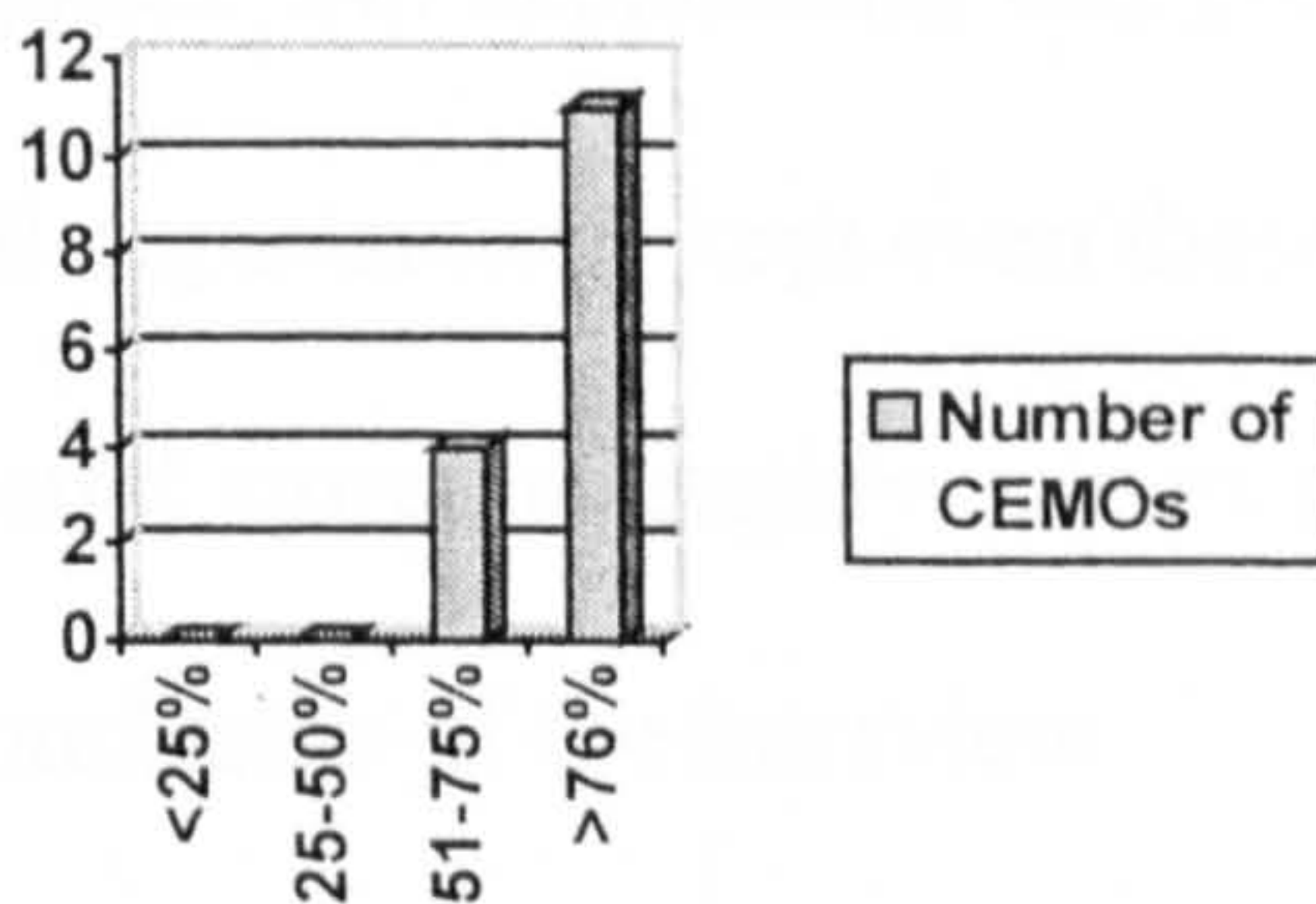
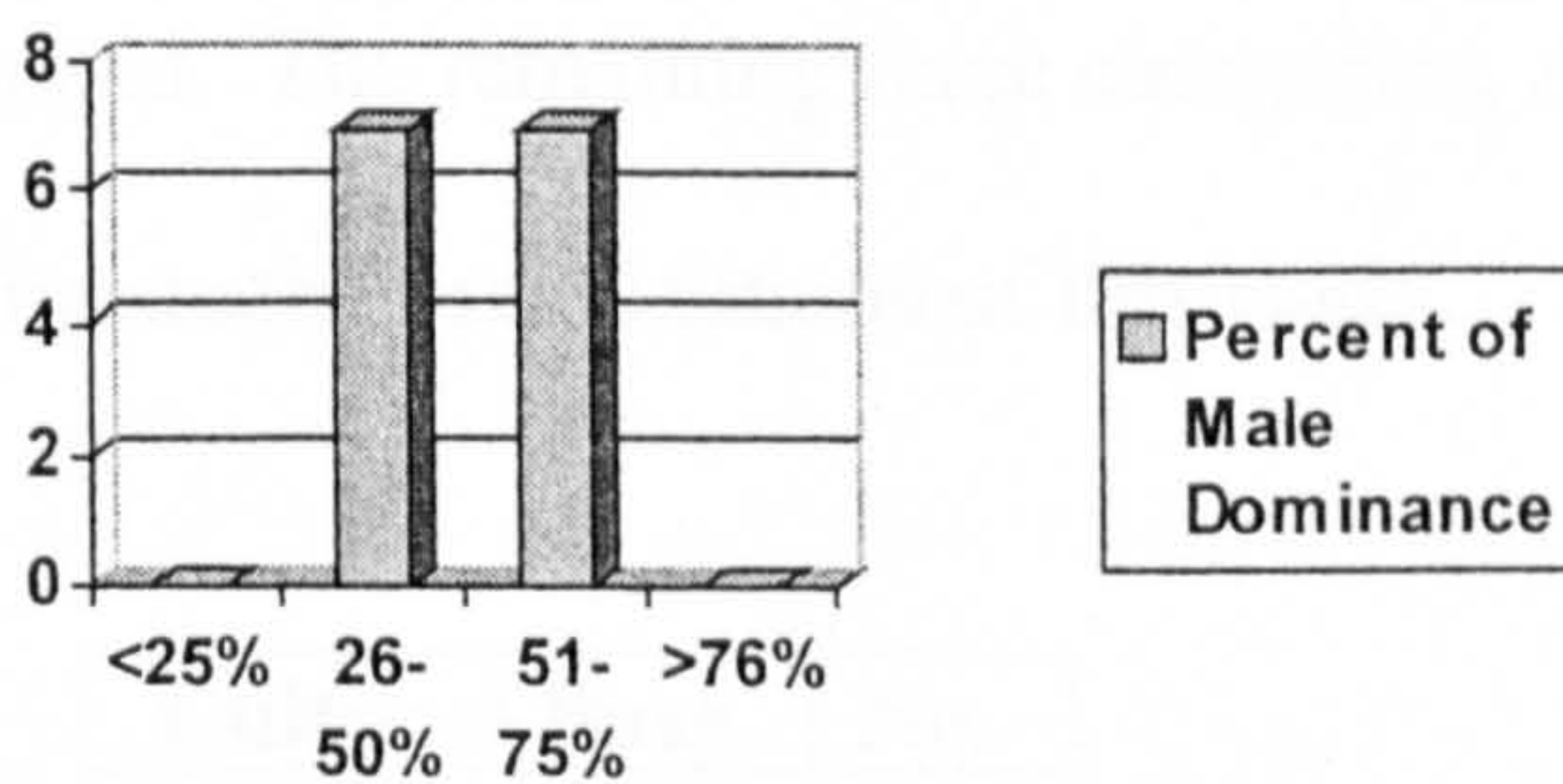


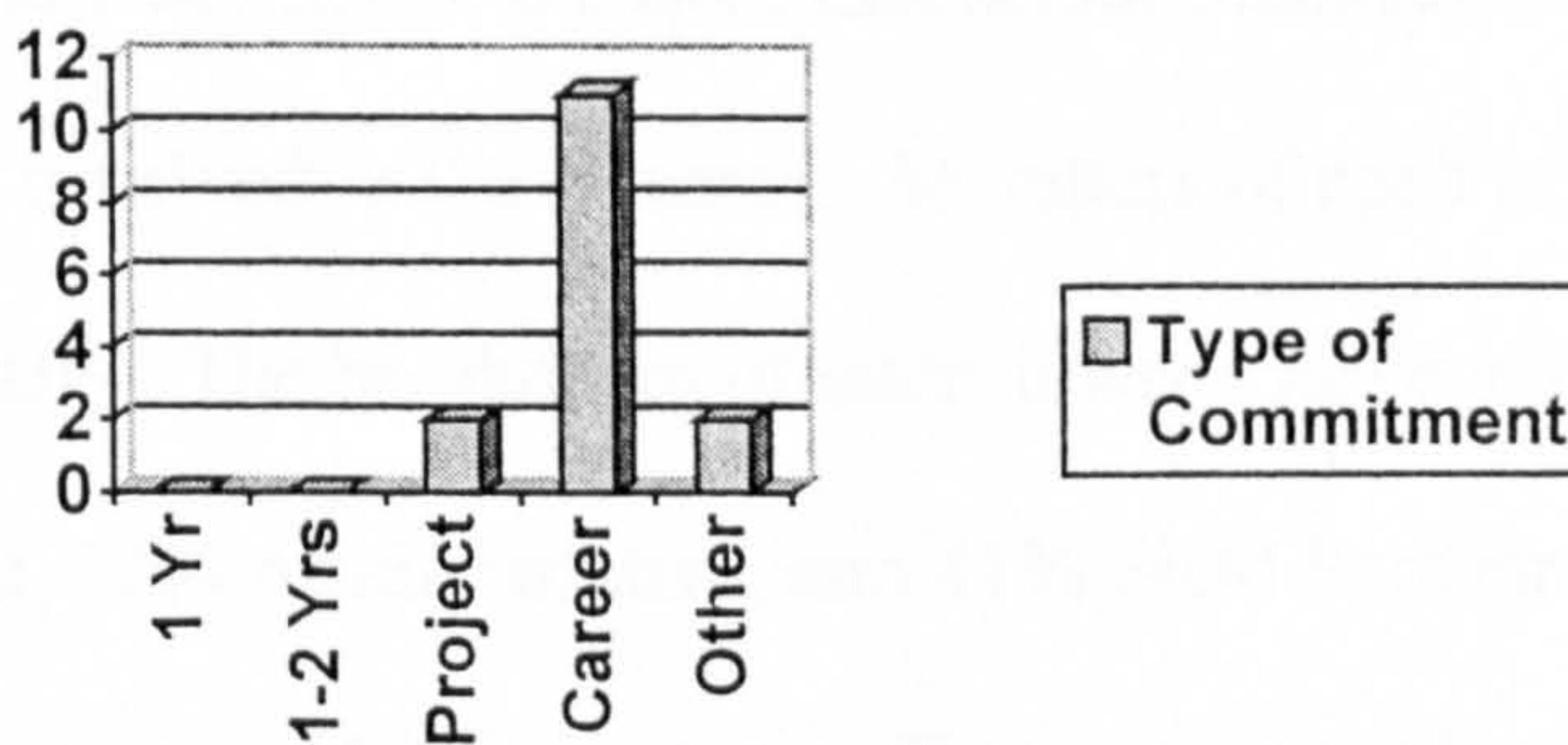
Figure 3.4, Gender Dominance of Organizations, shows that CEMO membership is equally divided between the genders.

Gender Dominance of Organizations
 Organizations
 Figure 3.4



According to Figure 3.5, Career Commitment, CEMO members are predominantly career oriented. That is, they apparently see themselves in this for the long term.

Career Commitment
 Figure 3.5



Initially, the survey of demographic data was conducted via mail and email, as mentioned previously. There was a very small proportion of respondents in the first attempt, six out of 200+ surveyed. Furthermore, not all organizations that responded chose to provide data in all categories. No explanation was given, but it became clear from the in-depth studies that not all organizations kept even these basic data. Subsequently, as a means to gather more material more thoroughly, surveys were conducted as a part of the interview process at the conclusion of the interview.

Organizations were asked to define the extent of their in-house cultural complexity in terms of the national origin of mission workers. Table 3.3 shows the results for the sample. The categories to which they were asked to respond were American (essentially from the United States), North American (United States, Canada, and Mexico), Western (comprised of personnel from the industrialized nations of Europe), Global (personnel derived from multiple nations), and Other. As a result of the pilot study, the Western and Other categories were dropped. The remaining three categories, American, North American, and Global delineate the organizations of this study.

Cultural Base	No.
American	8
North American	2
Global	5

Cultural Complexity
Table 3.3

3.3.4. Selection of Samples on Each Site

An intentional effort was made to ensure that senior management, administration, and field personnel were involved in the research. Members of each of these categories were sought out specifically. The breakdown of interviewees surveyed was as follows: 37% Senior Management, 22% Administrative, and 41% Field Personnel. Persons functioning as Field Directors and headquarters staff were counted in the Administrative

category. Additionally, Senior Management persons tended to have served both as Administrative and Field Personnel previously.

3.3.5. Testing of the Emerging Data

Later interviews provided the opportunity to share the emerging data and findings with those being interviewed at the end of the interview process. Individuals were asked for their judgment on the emerging information and its validity. This built into the research process a certain amount of self-validation. Furthermore, the weekly research seminar at the Oxford Centre for Mission Studies provided rigorous critical evaluation of the data and initial analysis and interpretation.

3.4. ANALYSIS OF ORGANIZATION DOCUMENTS

Several CEMOs provided various organizational documents such as Operations Manuals, Handbooks, Policies, etc. Analysis of these for comparison with interview and survey findings and that which is espoused in the literature as operationally optimal provided a more complete picture of the status of CEMOs in regard to Consequence Management.

3.5. SUMMARY

The research design incorporates both qualitative and quantitative research processes. A semi-structured interview was created to generate experiential data that would elicit through Grounded Theory, insights into current practice. This was augmented by a survey using traditional quantitative analysis to both gather additional new data and validate perceived data from the interviews. Finally, CEMO organizational documents provided further insights for this research.

The research aim was to explore the possibility of developing a model for identifying and dealing with the consequences of Dysfunctional Behavior in CEMOs. Because of the gap in the literature, as identified in Chapter 2, regarding Dysfunctional Behavior and its consequences, it was essential to “go empirical” in order to develop the necessary data that would allow for the attainment of the stated aim. Having designed the

empirical research process, the research was conducted according to plan. The next chapter proceeds to supply the findings of the research.

3.6. CONCLUSIONS

There are several conclusions drawn at this point of the process.

- Cold calling for data by email does not work.
- Confidentiality is crucial to reliable data.
- Comprehensive data is not available.
- Understanding of key concepts is low.
- Flexibility is essential.
- Grounded Theory is helpful.

CHAPTER 4

RESEARCH FINDINGS

4.1. INTRODUCTION

Having conducted the literature review and the empirical research, this chapter reports the results of the research process. Here are stated the findings of the research, that is, what the data shows before more detailed analysis and interpretation.

The research investigated three principal sources of data: organizations' policy documents (such as operations manuals and handbooks), surveys, and interviews. The research process was fluid. As explained in the previous chapter, it involved a dynamic movement between the various sources of data. Information emerged that lent itself to refinement of other aspects of the research. This chapter will discuss the results of the research according to the various sources, each of which made useful contributions but individually were not sufficient.

Organization operations manuals, handbooks, policy and procedure documents, and field manuals, provided indications of the quality and quantity of internal standards and procedures for CEMOs.

The questionnaire surveys collected quantifiable data on organization demographics, structures, processes, and impacts of Dysfunctional Behavior.

The interviews provided a compilation of data that describes the experience of Dysfunctional Behavior, a list of the results of that behavior (consequences), and a list of strategies engaged to manage the consequences. In the early stages of the interviews, general conversations about the subject indicated that most people were not readily able to discuss Consequence Management strategies. This is not surprising given the lack of literature. Therefore, the interview guide (Appendix C) was designed to lead respondents through an awareness of different aspects of the subject. This was done in order to

ascertain their own perceptions of the strategies used in their organizations and the degree of effectiveness of those strategies. The questions were preceded by general definitions of Dysfunctional Behavior, consequences, and strategies. The interviews were conducted in various locations (homes, offices, restaurants, etc.) as determined by convenience, timeliness, and conduciveness to the interview process.

As described in Chapter 1, Dysfunctional Behavior is any behavior which violates organizational policies, values, principals and/or practices causing deviation from the task completion or focus, thus disrupting function. It may involve individuals, families, small groups, or sections of the entire organization. Periodically members, individually and/or collectively, engage in Dysfunctional Behavior resulting in consequences that, in turn, require the implementation of strategies to manage these consequences.

4.2. ORGANIZATIONAL MANUALS AND HANDBOOKS

Organizational operations manuals, field manuals, policy letters, etc. were considered initially as important secondary sources of data for the research. However, there was very little within the documents (from the sample) that added to the material acquired from the interviews and survey. These sources were reviewed twice in the study, first in the early stages of the interview process, and finally at the conclusion of the interview and survey process.

The organizations' operations manuals, field manuals, policy letters, etc. indicated some awareness and concern for Dysfunctional Behavior and its consequences (CEMO 2, et. al.) In general, standards of acceptable behavior were expressed in terms of biblical injunctions, the need for tolerance, and a submissive spirit or servant heart. The most clearly expressed were standards contained in Articles of Faith and Doctrinal Standards. (Appendix A) References were made to possible disciplinary courses of action.

Due Process was defined in a limited way as grievance procedures for handling complaints from employees (CEMO 20). At no point was a clearly defined due process for

Consequence Management regarding Dysfunctional Behavior found. Individuals and supervisors are essentially left to “wing it.”

Field manuals went to great lengths to describe local demographic issues and new country/culture survival information. Only a few lines, if any, referred to interpersonal relations and acceptable behavior. These, when they occurred, were generalized and open-ended. For example:

The best way to preserve a mission group unity is to keep open the lines of communication. No doubt a large majority of the misunderstandings, hurt feelings and frustrations stem from lack of proper communication. (CEMO 19, Field Manual)

... [T]he new missionary many times is overly anxious about organizational details when the establishment of confidence and rapport with both missionaries and nationals is far more important. This requires a concentrated effort on development of our spiritual life and our relationship to one another. It is sufficient to say that each of us should appreciate fellow missionary's social need and do our best to cultivate the feeling that we are a family serving together. (CEMO 19, Field Manual)

4.3. SURVEYS

The results of the survey are presented in the following sub-sections and can be seen in a spread sheet format in Appendix F. The various tables in this section depict demographic data; systems, policies, and procedures available within the organization; and impact of Dysfunctional Behavior management on the overall organization. The survey was developed subsequent to, and as a direct result of, preliminary analysis of the interviews. Findings regarding survey data are presented here in this section as both descriptive of the CEMOs and analytical of CEMO capabilities and tendencies.

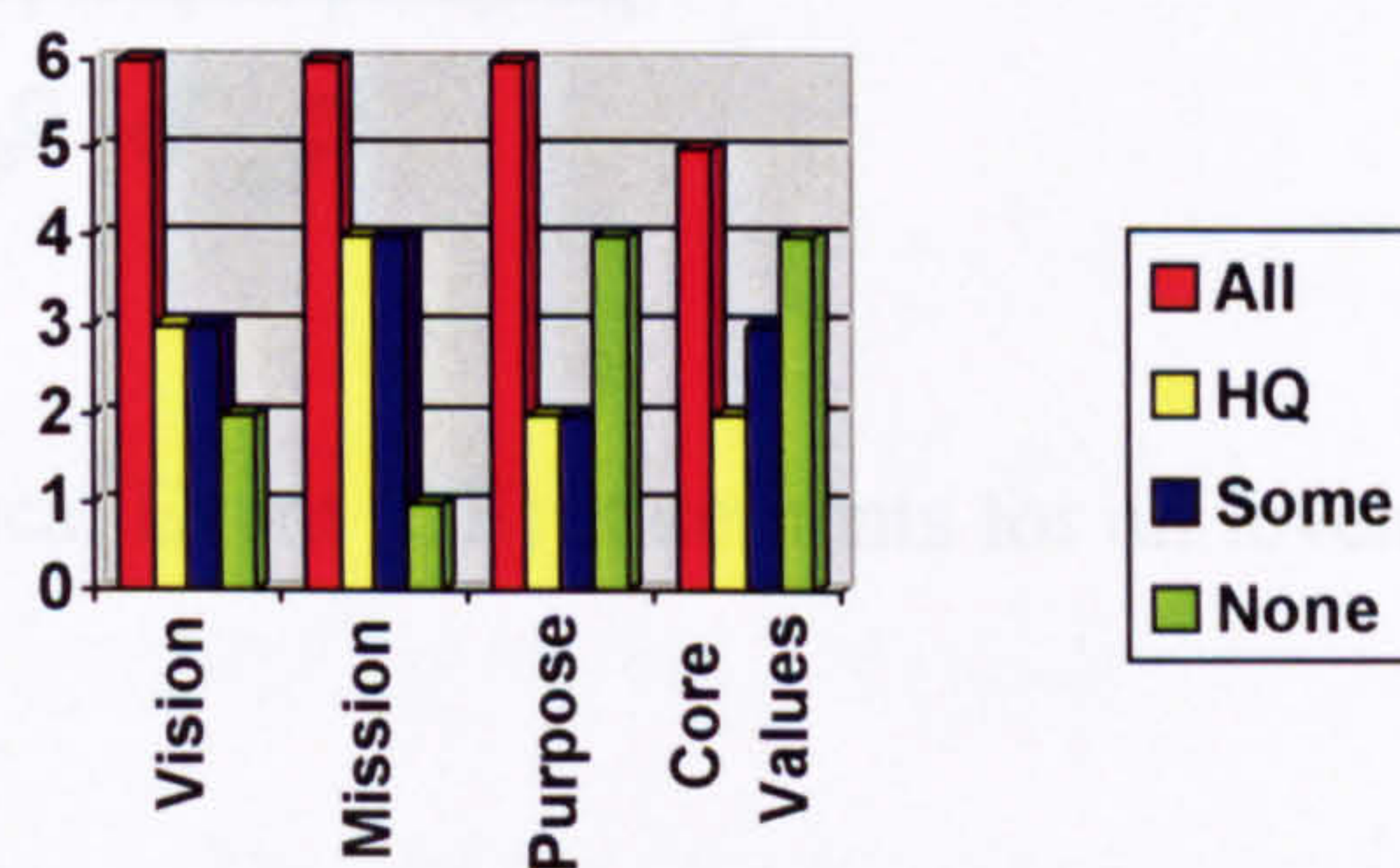
The survey highlighted the fact that organizations have produced sporadic and ad hoc collections of strategic documents including statements, policies, and procedures. This, combined with the comments from the interviews, may explain the sense of members being left to fend for themselves. What follows is a compilation of findings from that data.

4.3.1. Organizational Documents and Procedures

Generally, organizations develop and implement policies and procedures because it is expected that they will provide the organizations with more effective means of achieving

the desired results. Many of these have some bearing on Consequence Management in that they delineate standards and directions that are desired for the organization. In an attempt to determine the current state of mind for preparation for Consequence Management, organizations were asked to identify the presence of various organizational structures, procedures, policies, etc. The three figures on Procedural Sophistication (see Figures 4.1, 4.2, & 4.3, which list the most common structures and procedures) depict the extent of this incorporation. Not all CEMOs chose to respond to each item listed. If it is interpolated that missing items should be considered as not present, the figures are further skewed negatively. The definitions and rationale for these structures are discussed in Chapter 2.

Documents and Processes - 1
Figure 4.1



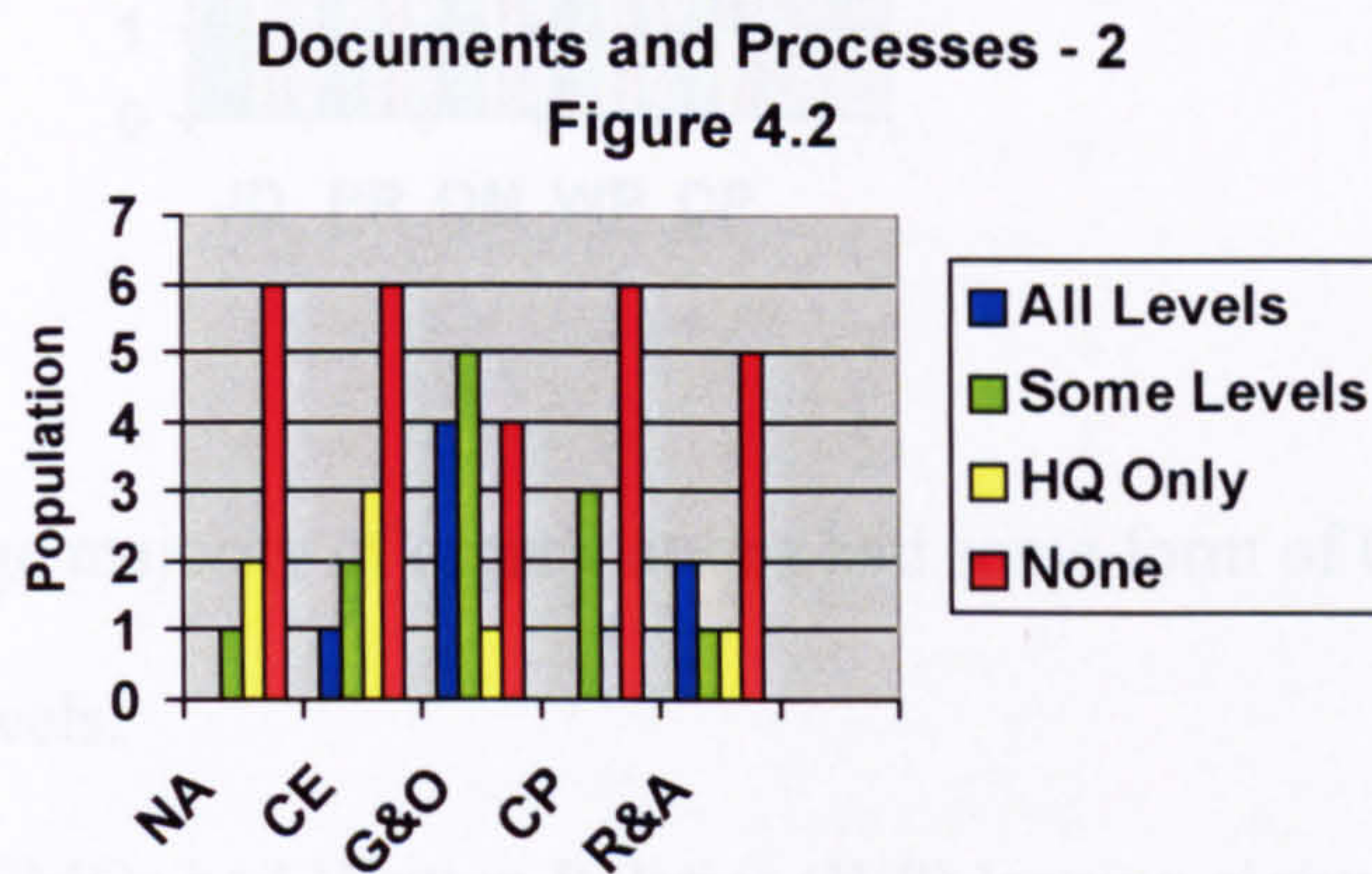
In Figure 4.1, the following information is charted. Just under half of the organizations studied had a Vision Statement communicated to all levels of the organization. Conversely, a little over half of the CEMOs had either no Vision Statement or a limited distribution of a Vision Statement.

The same breakdown identified for the Vision Statements (just under half of CEMOs surveyed) applied to the organizations regarding Mission Statements.

As far as Purpose Statements are concerned approximately 43% of the CEMOs had a purpose statement for all levels leaving the rest with no Purpose Statement or a limited use of Purpose Statements throughout the organization.

One-third of the organizations had Core Value statements for all levels of the organization but two-thirds had no Core Value Statements or limited distribution of Core Value Statements.

In Figure 4.2, we see that no CEMO had Needs Assessment (NA) procedures at all levels of the organization. This obviously leaves the CEMOs somewhat disconnected with their current and desired status.



One CEMO had Critical Event (CE) statements for all levels. The rest had little or no Critical Event Statements.

One-third of organizations produced Goals and Objectives (G&O) for all levels. However, that means two-thirds of the organizations had no goals and objectives established for some or all level.

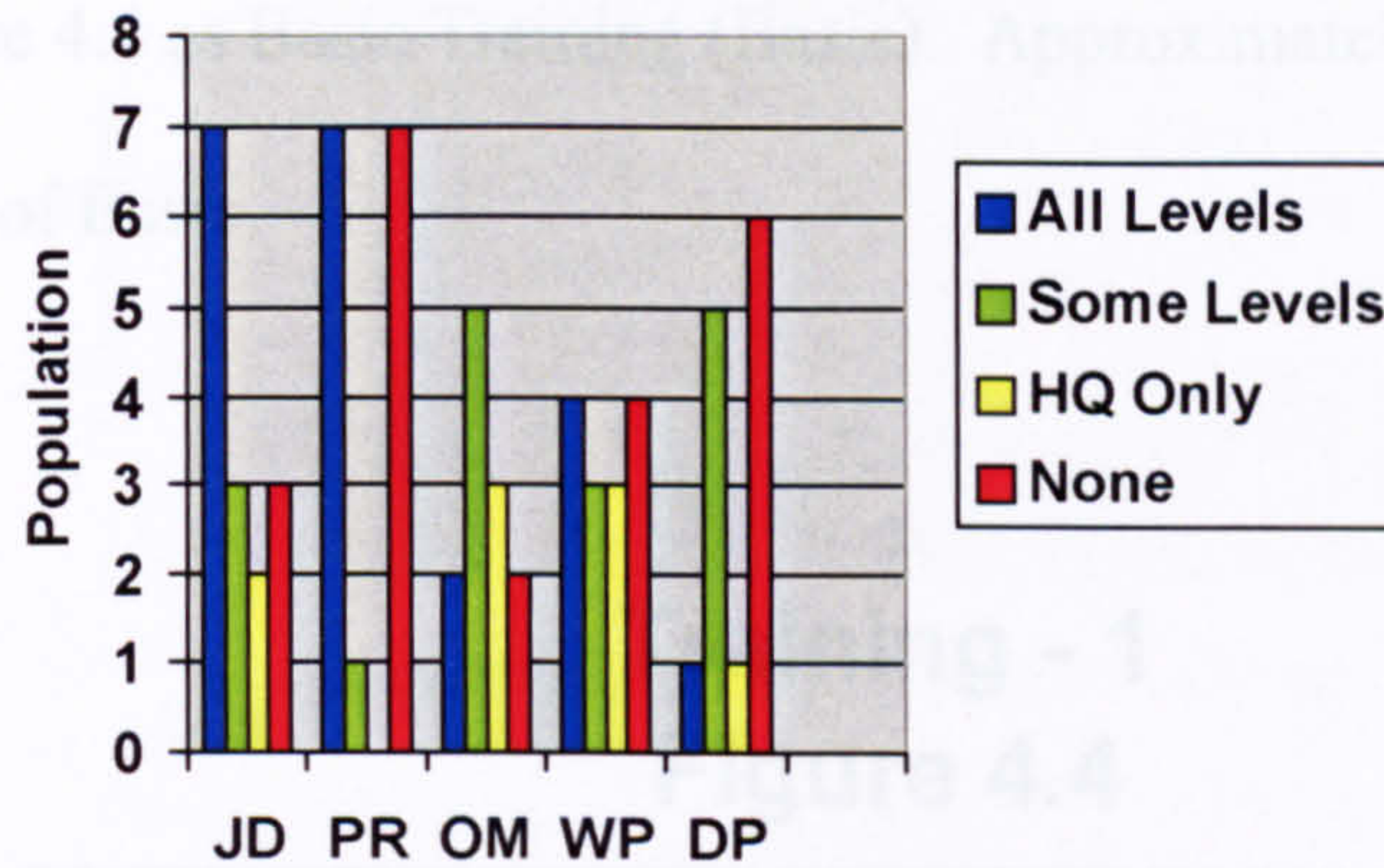
All organizations reported none or only some levels of Continuity Planning (CP).

Twelve percent of organizations had Review and Analysis (R&A) procedures at all levels, 50 percent had some or none but 38 percent gave no response. Review and Analysis, where it existed, varied in application.

Figure 4.3 indicates that half of the organizations had Job Descriptions (JD) for everyone, which left the remainder having job descriptions for only limited levels or none at all.

Less than half the organizations had Performance Reviews (PR).

Documents and Processes - 3
Figure 4.3



The large majority of organizations had some form of Operations Manuals (OM) but not at all levels.

Four CEMOs had Written Policies (WP) leaving eighty-three percent of the organizations with no Written Policies at some level or none at all.

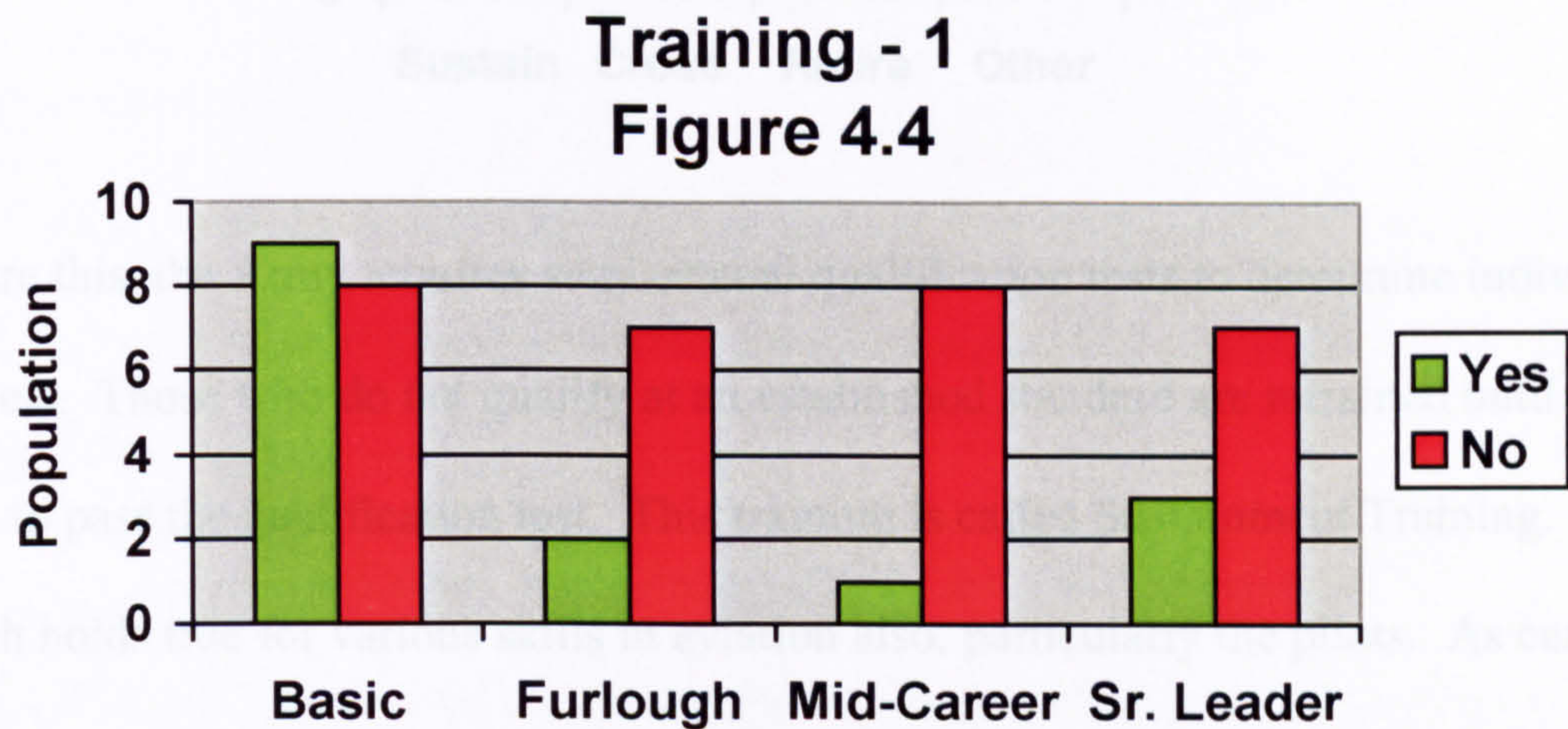
One CEMO had Due Process Procedures (DP) at all levels. All the other organizations had no established Due Process Procedures at some level or none at all.

4.3.2. Training Engagement

There are many skills needed to operate the functions of CEMOs. Some of these are acquired before a person joins the CEMO. Others are developed through hands on experience. New skills sets must be learned as tasks change, the mission matures, or one's position changes. An aspect of CEMO preparation for Consequence Management may be indicated by the levels and types of training that are provided for members.

In Figures 4.4 and 4.5, regarding Training Development Orientation, several categories of training are depicted.

Basic Training (the term Boot is used in the portrayal of survey data, Appendix F) and/or Indoctrination (Indoc. is used in the portrayal of survey data, Appendix F) generally can be summed up as organizational orientation. These categories are combined from the survey on Figure 4.4 as Basic Training (Basic). Approximately 70% of the organizations had some form of Basic.

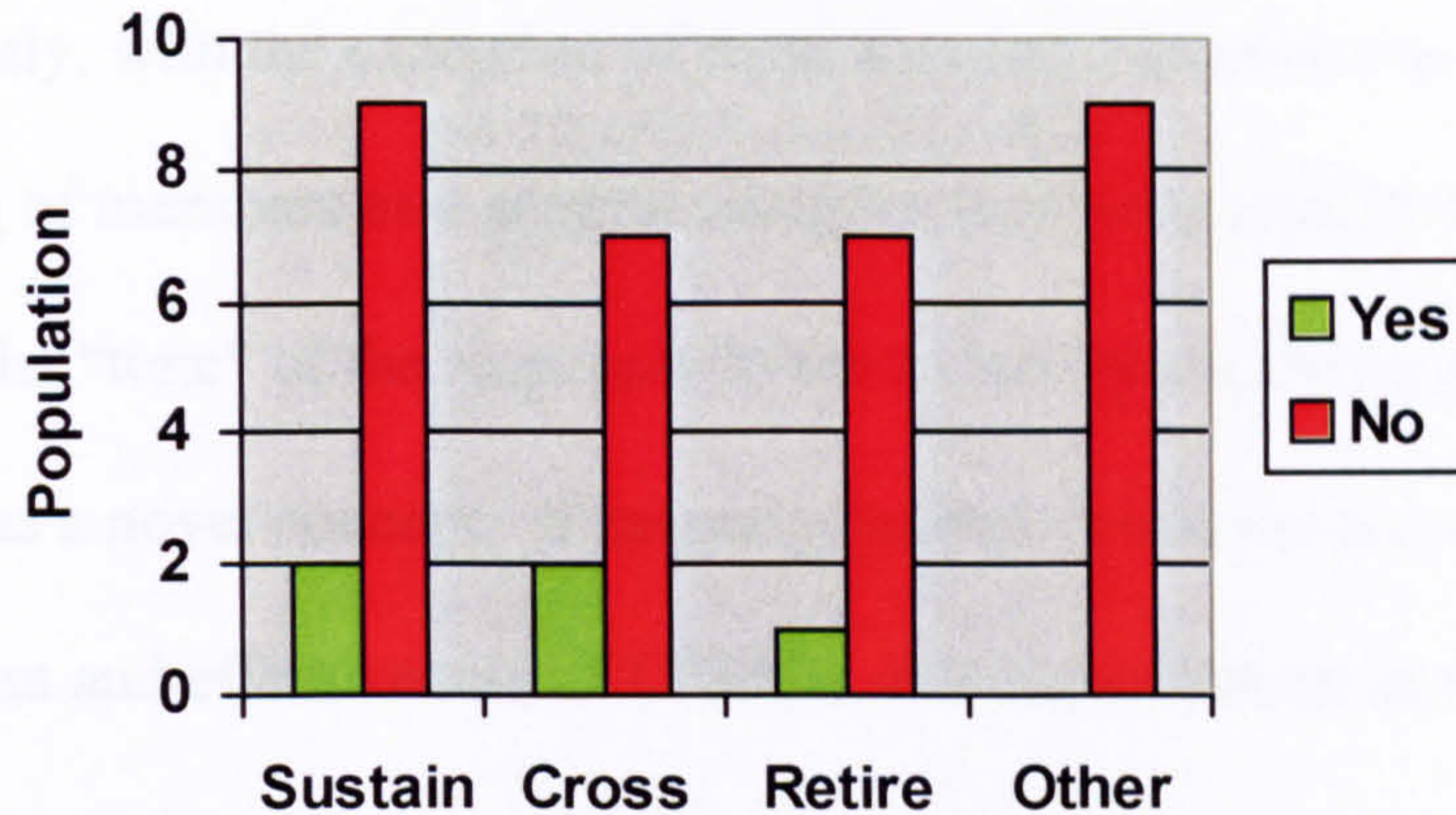


In an attempt to determine if organizations had clearly defined core curriculum and/or mandatory progressive training programs, additional questions were asked regarding types of training. Organizations were asked if they provided or required training of members while they were on leave from the field (Furlough). A little less than two-thirds of the organizations in the sample did not. None required or provided training at what might be considered Mid-Career opportunities for members. Just over one third of the organizations in the sample provided opportunities for Senior Leaders (Sr. Leader), usually in the form of attending external seminars, workshops, or conferences.

Figure 4.5 continues the picture of the information regarding progressive training. Sustainment Training (Sustain) is here defined as training to maintain and/or perfect skills that are required but not necessarily practiced on a regular or daily basis. For instance, the soldier in the Army must know at all times how to accurately operate the assigned weapon.

Training - 2

Figure 4.5



To ensure this, the Army requires semi-annual qualification tests to determine individual skill levels. Those who do not qualify at an established standard are retrained until they are able to pass the qualification test. This training is called Sustainment Training. This approach holds true for various skills in aviation also, particularly the pilots. As can be seen, only one organization reported any efforts at Sustainment Training. Regarding the thrust of this study, one area of Sustainment Training that could be provided for CEMO members is Managing Dysfunctional Emotional Behavior as outlined in Appendix J.

Cross Training (Cross) is defined as training to ensure that required skills are retained within an organization in the event that the primary skilled individual is no longer able to perform his/her duties. Colleagues are trained in other members' skills and responsibilities and trained to assume the responsibilities of the next higher supervisor. Only one organization reported providing Cross Training.

No organization provided training for members in anticipation of retirement (Retire). Retirement training prepares a member for re-assimilation back into the sending country's culture and life. It may also provide training for new and unique opportunities with the parent organization after retirement. Additionally, none surveyed reported

providing any other types of training such as information technology updates, specialty professional development, etc.

Collectively, with the exception of some form of orientation to the organization and its work, training of members as a general category was not a priority for the organizations in the sample. The “tone” of the responses to the questions regarding training seemed to suggest that it was a novel concept. If properly trained personnel are considered essential to both the success and effectiveness of CEMOs, the organizations in the sample seemed to ignore this requirement.

Critical Tasks Lists are lists of process/event task requirements from which lists of implied skills and capabilities deemed essential to a successful completion of a Critical Event (described above) may be compiled.

Critical Event → Critical Task List → Critical Skills

Thus, the Critical Task List for a given position provides significant content for Job Descriptions and is one basis for Performance Reviews. While not investigated directly, no CEMO indicated, either in the survey or in interviews, incorporating this concept in their approach to training development. Indeed, training development was lacking in the sample both formally and informally.

The lack of corporate sponsored training at the various levels questioned apparently provided fertile ground for the frustrations expressed in the interviews. Comments by leaders indicated that a “sense of calling by God” and a presumption of the inspiration and protection of the Holy Spirit seemed to dispose CEMOs in the past to conclude/assume that training was not necessary. Organizations may now be beginning to slowly change that perception but they were described as feeling their way. (CEMO 7, 20)

A Training Engagement Score was developed based on the number of training categories that were utilized by each organization. Figure 4.1 shows that scores ranged from 0.00 to a high score of 0.67. This score reflects the number of levels of training

practiced by the CEMO divided by 9 (the maximum number of levels surveyed). The ideal score would be 1.00.

Organization	Training Engagement
CEMO 1	0.00
CEMO 2	0.00
CEMO 3	0.11
CEMO 4	0.11
CEMO 5	0.11
CEMO 6	0.67
CEMO 7	0.00
CEMO 8	0.00
CEMO 9	0.22
CEMO 10	0.00
CEMO 11	0.11
CEMO 12	0.22
CEMO 13	0.22
CEMO 14	0.33
CEMO 15	0.11
Averages:	0.15

Training Engagement
Table 4.1.

4.3.3. Discipleship

CEMOs indicated that discipleship activities are considered important for staff members. The mandate to “Go and make disciples” under-girds almost all CEMO existence. They were asked if they required discipleship activities and if they verified that these activities took place. When a CEMO indicated yes to either of these, it was given a score of 1.00 each. Table 4.2 indicates that only two CEMOs required these activities, but surprisingly three reported verifying these activities.

Organization	Discipleship	
	Required	Verified
CEMO 1	0	0
CEMO 2	0	0
CEMO 3	0	0
CEMO 4	1	1
CEMO 5	0	1
CEMO 6	0	0
CEMO 7	0	0
CEMO 8	0	0
CEMO 9	0	0
CEMO 10	0	0
CEMO 11	1	1
CEMO 12	0	0
CEMO 13	0	0
CEMO 14	0	0
CEMO 15	0	0
Averages:	0.13	0.20

Discipleship Requirements
Table 4.2

A more detailed picture of Discipleship would be possible if the “marks of a disciple” were identified and surveyed. Such marks might include meditation, fasting, tithing, membership in an accountability group, interpersonal relations maturity (demonstrates the beatitudes), and demonstration of scriptural gifts and graces. These are accepted by many Christian, Evangelical groups. (CEMO #23) However, the almost universal lack of emphasis leaves this level of exploration to a future study.

4.3.4. Documentation Sufficiency and Saturation

That portion of Appendix F entitled Documents and Procedures Analysis illustrates the Density, Sufficiency, and Saturation of these Documents and Procedures for each CEMO. Additionally, the quantity of Documents and Procedures present was established and a weighted point system was assigned indicating the level of distribution of these documents and procedures throughout the organization. The following definitions apply to the terms used in Table 4.3.

- Quantity = Count of number of documents and procedures reported present in the CEMO.
- Density = Number of documents or procedures at each of four levels of the CEMO.
- Points = 3 points awarded for each document or procedure at All levels
= 2 points awarded for each document or procedure at Some levels
= 1 point awarded for each document or procedure at Headquarters Only
= 0 points awarded for each document or procedure at None
- Sufficiency = Quantity/14 [total number of documents and procedures surveyed]
[Indication of CEMO use of documents and procedures.]
- Saturation = Total Density Points / 42 [maximum number of density points possible]
[Extent of incorporation of documents and procedures throughout the CEMO.]

Organization	Documents and Procedures		
	Sufficiency	Saturation	Quantity
CEMO 1	0.29	0.24	4
CEMO 2	0.57	0.52	8
CEMO 3	0.36	0.26	5
CEMO 4	0.79	0.71	11
CEMO 5	0.43	0.14	6
CEMO 6	1.00	0.71	14
CEMO 7	0.71	0.45	10
CEMO 8	0.00	0.00	0
CEMO 9	0.50	0.31	7
CEMO 10	0.50	0.50	7
CEMO 11	0.29	0.14	4
CEMO 12	0.86	0.40	12
CEMO 13	0.36	0.33	5
CEMO 14	0.86	0.76	12
CEMO 15	1.00	0.74	14
Averages:	0.57	0.41	8

**Documentation Sufficiency and Saturation
Table 4.3.**

One CEMO claims to have all the Documents and Procedures incorporated in their operations (Quantity). However, these were not distributed throughout all levels of the organization (Saturation). All other CEMOs reflected lower scores with the lowest being 0.00 in both categories. The ideal score for Sufficiency and Saturation respectively is 1.00. The actual scores are depicted in Table 4.3.

4.3.5. Consequence Management Preparedness Scoring

The scores for Sufficiency, Saturation, Training Engagement, Discipleship Required, and Discipleship Verified were added together for each CEMO and divided by five. This provided a Consequence Management Preparedness Index (CMPI) score for each CEMO. Ideally, each CEMO would receive a score of 1.00. Thus, a CEMO receiving a score of 1.00 could be said, in the context of this instrument, to be “fully prepared” for Consequence Management. The highest score received was 0.72 and the lowest score received was 0.00. See Table 4.4.

Organization	Documents and Procedures Quantity	Documents and Procedures		Training Engagement	Discipleship		Consequence Management Preparedness Index (CMPI)
		Sufficiency	Saturation		Required	Verified	
CEMO 1	4	0.29	0.24	0.00	0	0	0.11
CEMO 2	8	0.57	0.52	0.00	0	0	0.22
CEMO 3	5	0.36	0.26	0.11	0	0	0.15
CEMO 4	11	0.79	0.71	0.11	1	1	0.72
CEMO 5	6	0.43	0.14	0.11	0	1	0.34
CEMO 6	14	1.00	0.71	0.67	0	0	0.48
CEMO 7	10	0.71	0.45	0.00	0	0	0.23
CEMO 8	0	0.00	0.00	0.00	0	0	0.00
CEMO 9	7	0.50	0.31	0.22	0	0	0.21
CEMO 10	7	0.50	0.50	0.00	0	0	0.20
CEMO 11	4	0.29	0.14	0.11	1	1	0.51
CEMO 12	12	0.86	0.40	0.22	0	0	0.30
CEMO 13	5	0.36	0.33	0.22	0	0	0.18
CEMO 14	12	0.86	0.76	0.33	0	0	0.39
CEMO 15	14	1.00	0.74	0.11	0	0	0.37
Averages:	8	0.57	0.41	0.15	0.13	0.20	0.29

CMPI = (Sufficiency + Saturation + Training Engagement + Required Discipleship + Verified Discipleship) / 5

Sufficiency = Quantity/14 [total number of documents and procedures surveyed]

Saturation = Total Density Points / 42 [maximum number of density points possible]

Engagement = Number of Levels of Training Practiced / 9 [maximum number of levels surveyed]

Required = Count of number of CEMOs requiring personal discipleship.

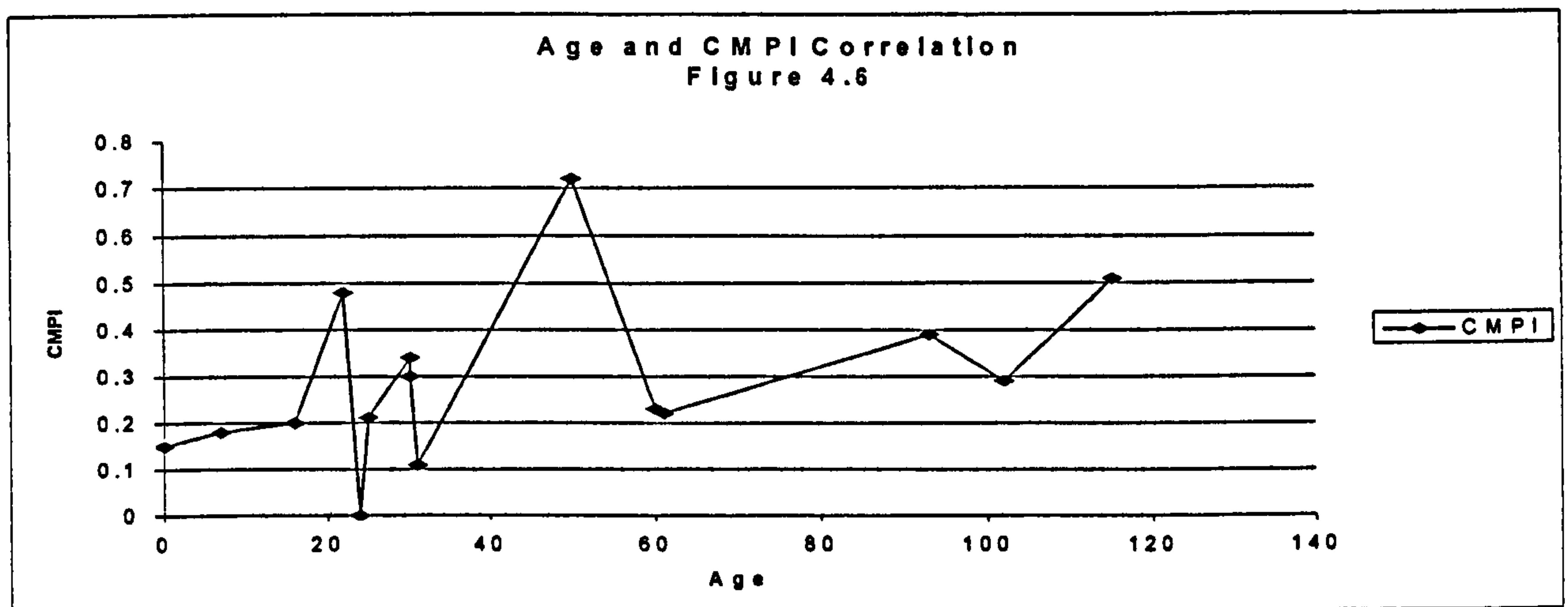
Verified = Count of number of CEMOs verifying member personal discipleship.

**Consequence Management Preparedness
Table 4.4**

It was not possible from the surveys and the interviews to develop sufficient data to do cause and correlation studies of the organizations in terms of cost and functionality. Organizations have simply not developed or collected data regarding cost issues. This certainly suggests a future area of research and study, i.e., developing a means to understand the impact on organizations of Dysfunctional Behavior and consequences from the perspective of total cost accounting.

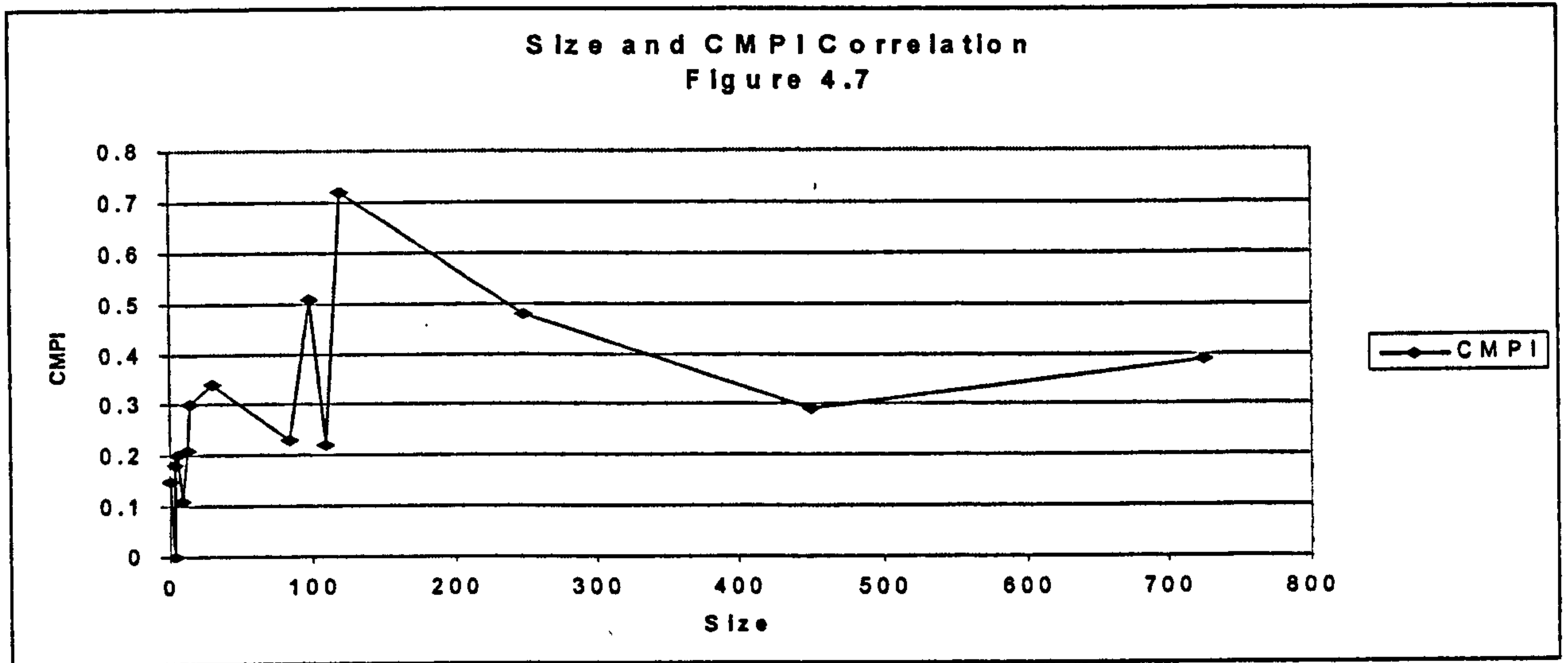
However, while there is some arbitrariness and judgement involved in the observations, there appears to be some general correlation between organization age, size, and expenditures with the CMPI score. Removal of the lowest score (0.00) and highest score (0.72) in the three comparisons allows for a closer approximation of trends.

The trend in the sample seems to indicate that both size and age correlate positively with an increase in the CMPI score with age showing the stronger correlation.

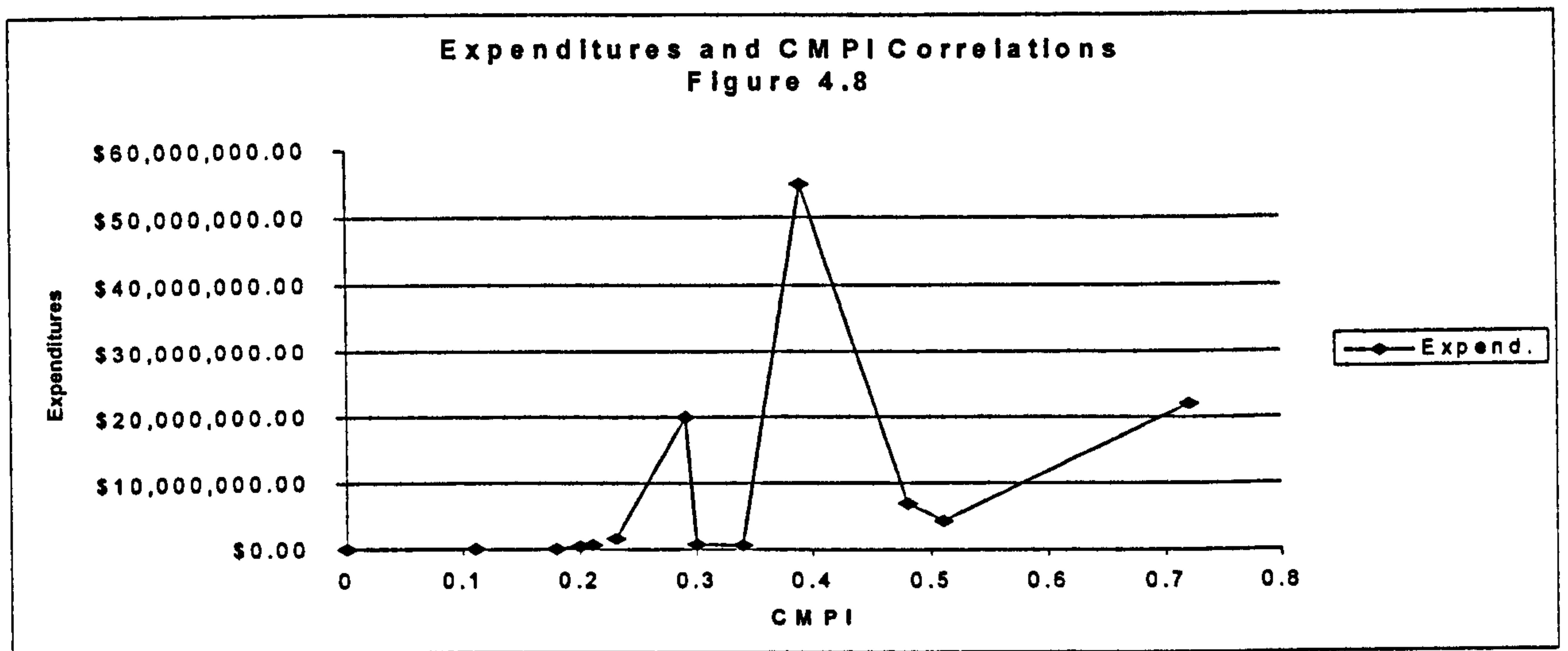


The age (Figure 4.6) and size (Figure 4.7) correlation may indicate an unconscious survival of the fittest rather than any intentional learning strategies. Certain elements of the survey – review analysis, expenditure figures, etc. - are indicators of the organizations' abilities to learn. They indicate the organizations' abilities to learn by being a means of providing pertinent data to the decision making and operational processes. The absence of

and/or limited nature of the means to learn from experience, as reported in the sample, indicate that the CEMOs have a long way to go in becoming Learning Organizations.



Furthermore, in the sample, budget expenditures (Figure 4.8) also have somewhat of a correlation with the CMPI score. Two CEMOs in the sample did not report budget expenditures and as such show as \$0 in Figure 4.8.



Future study is clearly called for to explain the correlations and the reasons for the scores organizations obtained that exceed or fail to come up to an apparent best fit curve. Indeed, one must ask if a best fit curve or linear relationship exists at all. In the context of the small sample in this study, such a relationship appears to exist.

4.3.6. The Incidence and Experience of Consequences of Dysfunctional Behavior as Reported in the Survey

The fifth page of Appendix F provides the data for this section. CEMOs were asked to give the number of cases of member Dysfunctional Behavior during the prior 12 months that required senior leader or board level intervention and report on the consequences in terms of impacts and costs. Not all of the organizations in the sample reported statistics regarding the impact of Dysfunctional Behavior over the prior 12 months. Six CEMOs reported ten cases. However, three CEMOs did not report a number of cases but indicated, in response to the second question in this section, that there were impacts on the organization suggesting at least an additional three cases. This indicates that, of the 9 CEMOs reporting in this segment of the survey, there were at least thirteen cases of Dysfunctional Behavior for the period covered requiring action by senior leaders or board level alone. It is tempting to suspect lesser cases were also present, perhaps in some significant number but that was not investigated. Nevertheless, if the sample is representative of the greater CEMO community, at a minimum, 60% of CEMOs (9 out of 15 in the sample) can expect to experience significant disruption from Dysfunctional Behavior annually. If the null response for the other CEMOs in the sample was simply due to lack of data on the part of the responder, then the incidence of Dysfunctional Behavior requiring senior response may be even higher. Also, it should be noted that several CEMOs reported more than one incident each. Then again, those CEMOs that did not report any data in this section of the survey were generally smaller and may not have actually had an incident of the level surveyed to report in the prior 12 months.

The impact of these cases on corporate policy, for the most part, was light. Eleven cases were reported as having light impact on policy, one had moderate impact on policy, and one had high impact on policy (requiring significant policy revision). Public image suffered more severely. Six cases were reported as light impact on image while seven (a

little over half) were reported as moderate. This is significant because CEMOs rely heavily on public trust. (I 28) In other words, 25% of CEMOs can expect moderate to high negative impact on public trust in any year due to Dysfunctional Behavior.

The costs in dollars and work hours expended on Consequence Management are not known. This data is not generally collected and tracked by the organizations in the sample. Those five CEMOs that provided some data did so in small and round figures with some hesitancy as to the adequacy of the data. Consequently, it is not possible to accurately define the cost in basic figures nor as a percentage of expenditures.

Only four CEMOs attempted to evaluate their experiences with Consequence Management through some form of “Post Mortem” (Review and Analysis).

4.3.7. Summary

Organizations report a mixed picture regarding the various demographics, organizational documents and procedures, and training capabilities. All organizations report some of the items requested but none of the organizations had all of them. The survey data sheets in Appendix F provide the raw data for the figures in this section. There is insufficient data in the sample to draw firm conclusions regarding the incidence of Dysfunctional Behavior and the CMPI score within each CEMO. More research is needed.

4.3.8. Conclusions

According to the CMPI scores, the CEMOs in the sample appear to be vulnerable to repeating experiences of Dysfunctional Behavior and the resultant consequences. Implied in the CMPI scores is the possibility that integrating the missing components at the organizational level will reduce CEMO exposure to the consequences of Dysfunctional Behavior.

4.4. INTERVIEWS

The interviews collectively provided a large amount of material for understanding Dysfunctional Behavior and its consequences and their management. This material is

described below. Generally, the data findings drawn from the interviews are presented here in the same order as they were discussed under the semi-structured guidance of the interview guide. Just as there was an attempt to develop a flow of thought that naturally led the interviewee through the interview, there is the same natural flow to the presentation of the data. The sub-sections are:

- 4.4.1. Dysfunctional Behavior as an Organizational Phenomenon.
- 4.4.2. Consequences of Dysfunctional Behavior.
- 4.4.3. Identifying the Severity of Consequences of Dysfunctional Behavior.
- 4.4.4. Strategies for Managing Consequences.
- 4.4.5. Criteria for Successful Management.
- 4.4.6. Evaluation of Effectiveness.
- 4.4.7. Satisfaction with the Results of Strategies.
- 4.4.8. Costs of Dysfunctional Behavior Management.
- 4.4.9. What Might Help Resolution.

As interviewees progressed through the interview, they portrayed a lessening of familiarity of the topics being investigated. They generally did not have the vocabulary or conceptual reference points to continue to produce the same volume of material to the latter questions as they did for the initial questions.

4.4.1. Dysfunctional Behavior as an Organizational Phenomenon

All interviewees recognized the concept of Dysfunctional Behavior. Members could describe vividly their encounters with persons whom they judged to be dysfunctional. No one described him or her self as the dysfunctional member. Furthermore, several instances of unit or organizational dysfunction were presented. (I 27, 28) It was observed by a few that some behavior that was treated as dysfunctional turned out to be, in the long run, actually strongly functional and corrective for the organization. (I 27, 31)

4.4.1.1. Categories of Dysfunctional Behavior

Respondents were encouraged to consider and comment on the behavior of individuals, families, communities/cultures, units/sections, organizations, and any other groups appropriate to their organization and experience. Some first described incidences

of Dysfunctional Behavior while others presented categories of Dysfunctional Behavior, the following additional responses and distinctions emerged.

It is not done consciously. Moral compromise, losing their [sic] focus,... We have not spent any time analyzing issues in this way. It is more a question of, 'is the primary issue one of interpersonal conflict from the past or a present day situation, does it involve relational issues or organizational/systemic in nature?' We almost never find it to be just one event but a combination that affects all the others. The categories used by missionary leaders are driven by the need to resolve a present situation. Instead we look at what are volitional issues versus unconscious patterns. Some behaviors may be perceived [by senior leaders] as volitional when they are spin-offs from something rooted somewhere else. (I 12)

In more focused terms, some interviewees related categories based on impact, as follows: (this is a composite of the responses)

1. Attitudes and behaviors that affect general organization culture.
2. Attitudes and behaviors that affect the external strategies of the mission.
3. Attitudes and behaviors that affect local internal relationships.
4. Attitudes and behaviors which reflect a failure to grasp the vision of the organization.
5. Attitudes and behaviors that negatively affect public image.
6. Attitudes and behaviors that negatively affect mission performance.

One CEMO leader used the following four levels of severity as an assessment mechanism to categorize Dysfunctional Behavior that helped formulate a structured response to a given situation.

1. Chargeable moral and criminal offenses.
2. Consenting adults in objectionable or unacceptable behavior.
3. Appearance issues and emotional bonding that begins to interfere with organizational performance.
4. Tolerable idiosyncrasies – irritants. (CEMO 19)

Table 4.5 depicts the four general lists or categories of Dysfunctional Behavior that have emerged, Competency/Capacity, Moral/Legal/Ethical, Organizational Dysfunction, and Medical/Physical/Health. These categories are the result of the Grounded Theory coding described in chapter 3. The responses to the interview guide were analyzed and categorized to produce this breakdown. Of these, the category of Competence/Capacity reflected the longest list of behaviors that were reported with the sub-category of Work/Professional Competence listing the most types of Dysfunctional Behavior. Some of

the behaviors overlap or are common to both Personal Competence and Work Competence. A response needed only to be mentioned once to be included in the non-coded list because the typology is based on a sample of members of the CEMOs that participated in the study and is not exhaustive of the population. Interviewees from a number of CEMOs reported that they had no objective criteria for acceptable and unacceptable behavior. (I 3, 8, 25, et. al.) For these interviewees the process of responding to Dysfunctional Behavior was very subjective. Members and leaders reported reliance on personal observation and experience, team member feed back, and national partners'

Competence/ Capacity	Moral/ Legal/ Ethical	Organizational Dysfunction	Medical/Physical/ Health
Intra-personal	Substance Abuse	Turning the Blind Eye	Depression
Interpersonal/ Personal/Family	Funds and Resources e.g. gambling, indebtedness, waste fraud and misuse	Corporate Incapacity and Structure Inadequacies	Seasonal Adjustment Disorder
Inadequate Work/Professional Competence and Skills	Other Illegal Acts	Systems Failures	Post Traumatic Stress Disorder
Philosophy/Doctrine/The ology	Liability, Personal Injury and Loss (Safety)	Inconsistency, Favoritism and Nepotism	Stages of Grief
Cross-cultural/Cultural	Inappropriate Sexual Behavior	Collusion	Physical Illness
Cross-generational	Lifestyle Issues Antagonistic Behavior	Non-Learning	Injury

Categories of Dysfunctional Behavior
Table 4.5.

feedback as means by which Dysfunctional Behavior was identified. For a full digest of these lists of categories of Dysfunctional Behavior see Appendix D.

The categories and sub-categories of Dysfunctional Behavior that have emerged are listed in Table 4.5 and are described below. A process of finding categories and sub-categories evolved in part from the type of responses given by interviewees themselves. When asked to describe Dysfunctional Behavior, some interviewees responded with terms such as "lack of professional competence" while others would give specific descriptions of

personal events. The analysis and coding of all the responses, as described in Chapter 3, led to the establishment of the categories.

4.4.1.1.1. Competency/Capacity Dysfunction

Six sub-categories of Dysfunctional Behavior were noted in the Personal Competency/Capacity category.

4.4.1.1.1.1. Intra-personal Dysfunctional Behaviors

Intra-personal Dysfunctional Behaviors include anger control, blame, conflict avoidance, learned helplessness and abusive behaviors. For example, several respondents described situations of tension in their field assignments that were the direct result of poor anger control on the part of other mission staff members. (I 3, et. al.) None had a story to tell that ended with a positive result.

4.4.1.1.1.2. Interpersonal/Family Dysfunctional Behaviors

Interpersonal Dysfunctional Behaviors include power struggles, inability to communicate clearly and ignoring cross-cultural differences. One interviewee described the results of the manipulative and controlling behavior of a staff member. (I 25) Other interviewees describe engaging in withdrawal and avoidance when there appeared to be no option for change. (I 3) The behavior of children or spouse may be the cause of stress and dysfunction according to several reports. (I 3, 8, 27)

4.4.1.1.1.3. Inadequate Work/Professional Competence and Skills

Professional competence or skills can be either lacking or inadequate for the task, especially as members advance into positions of supervision, management and leadership. For example, it is common practice to appoint a member as field director based on longevity of service in the field. (I 27) This longevity of service, at times, may be the result of only one term served on the field. (I 28) All the CEMOs in this study reported in the survey that they provided no training in the area of leadership, administration, and supervision of staff personnel to those moving into line management. A common thread of

concern in many of the interviews was inadequately prepared leadership. (I 3, 8) It was felt that these leaders seemed prone to make and repeat mistakes in management and leadership. (I 3, 1, 12, 20)

4.4.1.1.4. Philosophy, Doctrine, or Theology Divergence

Philosophy, doctrine, or theology that is not or no longer in concert with the organizational position, standards, culture or expectations results in what is defined as Dysfunctional Behavior from the perspective of the CEMO. For example, several interviewees described the tensions that arose when members espoused or engaged in religious beliefs and/or practices that were not part of accepted practice or professed belief, as affirmed at the outset of their relationship with the organization. One area of practice and belief, among many, that is particularly difficult for some organizations to handle is the practice of speaking in tongues. In at least one organization in the sample, engaging in the practice of speaking in tongues, whether in public or private experience, resulted in immediate expulsion. (I 28) To be fair, it is reported that the member is to be confronted and given an opportunity to “recant.” Although some dialogue might be pursued for a short amount of time, an impasse would result in the loss of the member from the CEMO. This would include, of course, the loss of all his/her family members, if there are any and their supporters. It was reported that one CEMO had shifted in its theological position. This CEMO was considered by some interviewees as no longer evangelical. The interviewees had no recourse in this matter. (I 29, 30 31)

4.4.1.1.5. Cross-cultural/Cultural

Many members of CEMOs have not received training in cross-cultural communications and relationships. Individuals may be promoted to levels of international leadership in CEMOs based on success as fund raisers in the sending country or success on a single field. One senior leader of a CEMO was promoted even though he had never learned the language of the host nation where he spent most of his field service. To this

day he has had difficulty dealing with the national members from that country. (I 28).

4.4.1.1.1.6. Cross-generational

It has already been reported that new/younger members of CEMOs frequently feel that both field leaders and CEMO leaders do not understand the needs and perspectives of the new generation workers. Failure of leaders to understand the values and needs of the new workers leads to deteriorating relationships and other costly consequences. (OCMS Seminar, 2002)

4.4.1.1.2. Moral/Legal/Ethical Dysfunction

Many reported Dysfunctional Behaviors impinged on moral, legal, or ethical values and standards of the organization and its field of service.

4.4.1.1.2.1. Substance Abuse

Substance abuse including alcohol, drugs and tobacco is defined by CEMOs as dysfunctional. Indeed, many organizations in the sample prohibit the use of alcohol, controlled substances (drugs), and tobacco. The pressures of a new culture and the loneliness of deployment away from home can trigger the resurgence of patterns of behavior that had been thought to have been abandoned as a part of a prior life style before one's commitment to be a Christian. (I 12)

4.4.1.1.2.2. Funds and Resources Mismanagement

Poor stewardship of resources or misrepresentation of activities and/or intent are defined as unacceptable. For example, each field appoints a staff member to be responsible for bookkeeping and accounting. The individual appointed may have had no prior experience as an accountant or bookkeeper and will usually be appointed without training. Having control of more funds than they may have ever seen before in one place has resulted in individuals who temporarily divert money for personal use. When this is discovered, as in one reported case, the member was charged with embezzlement. (I 26)

Needless to say, at a minimum, such appointment practices have resulted in poor stewardship of resources.

4.4.1.1.2.3. Other Illegal Acts

Other illegal acts relate to malpractice in respect of health, safety, environment, accounting procedures, violations of immigration laws, import and export regulations, etc. For example, mission pilots are required to fly no more than a specified number of hours per month. A pilot whose hobby is micro-liting, flies on his off duty time. This can result in an accumulation of more flying hours than is permissible by law, organizational standards, and principles of safe practice. (I 11)

4.4.1.1.2.4. Liability, Personal Injury and Loss (Safety)

Behavior of members that causes physical injury or loss to a person or persons through action or neglect may cause the organization to have to make reparations or pay penalties. Such consequences can be very costly to the CEMO. (I 11)

4.4.1.1.2.5. Inappropriate Sexual behavior

Behavior that violates conservative Christian, monogamous, heterosexual standards in the sending country; the religious, cultural, and societal standards of the host nation society; or the personal morality of members of the organization, invites censure. For example, one mission wife developed a close relationship with a male leader of the local church who visited the mission compound frequently, staying in the missionary family home. Local national church members observed touches that lingered too long and verbal exchanges that were “too intimate.” In an effort to avoid embarrassment, the wife of the station leader confronted the woman in question. There was no admission of any kind of sexual involvement but she did admit to hugging and a kiss. Guidelines for conduct were established but there was some questioning as to whether or not they were followed. This, coupled with other professional behavior concerns, resulted in the loss of the mission family to field; they were not renewed for a second term. (I 25)

There have been reports of various forms of misconduct by mission personnel including adultery, fornication, child abuse, pedophilia, and homosexuality. (I 25, 26, 28) These are apparently frequent enough in occurrence that they merit proscriptive statements in some of the operations manuals and handbooks submitted for this study.

4.4.1.1.2.6. Lifestyle Issues

Inappropriate dress and entertainment choices of staff members that are offensive to fellow workers and/or nationals have been identified in the study as dysfunctional. For example, conservative dress styles are the norm for mission members in this study. Some contemporary western fashions are considered immoral and embarrassing in many cultures, especially in the Middle East. Women who do not adhere to the local standards of dress whether out of ignorance, pride, or their husband's preference for the western styles may be subject to ridicule, avoidance, or even public attack. Men wearing shorts in some societies are considered offensive or allowing the sole of the foot to be seen is regarded as an insult in some countries. (I 12)

4.4.1.1.2.7. Antagonistic Behavior

While from time to time all people feel angry and may sometimes demonstrate antagonistic behavior, there are those who seem to have a deep-seated need to challenge authority and insist on their own interpretation of events and procedures. These people create much tension and are seen to seek to deliberately undermine others in organizations and communities. (I 25)

4.4.1.1.3. Organizational Dysfunction

Whole organizations, sections, regions or small groups may reflect various Dysfunctional Behaviors. Six categories were identified.

4.4.1.1.3.1. Turning the Blind Eye

Turning the Blind Eye refers to the unwillingness to perceive, for various reasons, some aspect(s) of the organization, its environment, the target audience, etc. that is/are

critical to successfully fulfilling the mission. For example, one interviewee told a particularly poignant story of his experience with his CEMO that essentially branded him as incompetent and incorrigible without any recourse for rebuttal. It happened that the CEMO in question accepted the analysis of senior field personnel, did not inform or confront the individual at the time of the analysis, and held the categorization in written form in his personnel file at headquarters. In this case, the critical piece of information was the senior person's inability to make valid assessment of the individual concerned or to communicate as a supervisor. (I 3)

4.4.1.1.3.2. Corporate Incapacity and Structure Inadequacy

The organization engages in operations without sufficient capacity to complete its tasks or is no longer capable of performing a "critical event." For example, it is reported that several organizations have instituted programs to train indigenous peoples in farming techniques to improve their ability to feed themselves and their communities. The need was perceived and programs were developed. (I 2) However, they all tended to fail. One notable exception exists. This one exception was initiated by an "outsider," who was himself a successful farmer from a long line of successful farmers. The other programs were characterized as being started by and run by persons not fully trained as farmers. They did not know that they did not know how to run a farming training operation. (I 2)

Structural incapacity is shown in the reports by sudden opportunities extending CEMOs beyond their capacity. For example many missions attempted to expand their activities into the old USSR after its collapse at the beginning of the 1990s, but without changing their structure. Many of the efforts were unsuccessful as management could not cope with the sudden expansion. (I 11)

4.4.1.1.3.3. Systems Failure

Systems become dysfunctional when they do not provide flexibility of processes that fully address the organizational needs in the face of environmental change and new

challenges. Sometimes this is the result of the growth of the CEMO where the CEMO moves into fields of endeavor beyond the scope of the original mission. At other times it may be the result of simple short sightedness on the part of the architects of the organization systems. (I 11) Systems often lag years behind the needs of the organization. This is due in part to the extended periods required to develop systems and processes.

4.4.1.1.3.4. Inconsistency

For whatever reason(s), implementation of mission procedures and standards become erratic and arbitrary. For example, it was reported in one institution of higher education for training clergy that two people were engaged in an improper relationship. The course of action taken by the leadership was twofold. The female in question was interviewed in private. The male was called to stand before an executive committee of the institution to answer questions. Both individuals terminated their relationship with the institution. In the instance reported, there were no established policies or procedures for how to proceed. Furthermore, indigenous members of the staff did not want to handle the problem but would rather defer to the missionary members. (I 15) Inconsistency can also be shown as favoritism or nepotism though no illustration of these was indicated by the interviews.

4.4.1.1.3.5. Collusion

Collusion occurs when members consciously ignore or circumvent standards, values, practice, or policy and multiple members work together to promote or maintain a Dysfunctional Behavior. For example, charges were made on several occasions regarding a mission member allegedly involved in pedophilia. (I 27, 20) Such charges were perceived as being unbelievable until one family insisted on pursuing the charges. These issues had been around for several years in this organization without any investigative action taken. The pain suffered by one family and their determination to pursue to resolution eventually caused the individual to depart the organization under a cloud of

guilt. The mismanagement of this event allowed the individual to be removed from the area of jurisdiction under which he could have been charged and he was returned to the sending nation. Consequently, no criminal or civil charges were filed and the individual, for all intents and purposes, escaped, having never been charged nor having the allegations fully investigated. It was reported that he is now working in another CEMO. (I 27, 20)

4.4.1.1.3.6. Training

Organizations fail to make use of the training of their members. The CEMOs in this study did not make an intentional effort to provide advanced leadership training for their members. This shortcoming may be due to a simple lack of understanding of the members' needs or the possible solutions available. If so, CEMOs may not be capable of assessing and understanding the wealth of resources that second career members can bring to their new work site. For example, a retired senior officer from one of the branches of the U.S. military signed on for a tour as a missionary with a CEMO. The individual had highly developed skills and experience in leadership, administration, management, and program planning, which were appropriate for the ministry. Observations and suggestions made by this person to the leadership in the field went unheard or ignored. The field organization continued to have both bookkeeping problems and team cohesion problems despite the expertise available to it on station. (I 1)

4.4.1.1.4. Medical/Physical/Health

One interviewee's statements indicating the resurgence of old Dysfunctional Behavior patterns as a result of situational stress, as mentioned previously, has bearing here. Health is a significant precursor to behavior. (I 12) Health can decline with prolonged exposure to a stressful environment. The interviewee, a psychiatric consultant to many CEMOs in this study, stated that large numbers (25%) of staff members have significant psychiatric history. (I 12) Some of the possible health related problems are discussed below.

4.4.1.1.4.1. Depression

Depression is perhaps the leading malady treated by visiting physicians to CEMO field locations. (I 12) Much of what is seen is treatable on site. Depression has far reaching implications because it can cause both physical debilitation and emotional incapacity to cope with life's challenges. One family member suffering from depression can so focus the attention of the other family members as to render them incapable of meaningful contribution to the work of the CEMO. (I 12)

4.4.1.1.4.2. Seasonal Adjustment Disorder

Seasonal Adjustment Disorder is a form of depression with a specific physical cause, the absence of sufficient sunlight that allows the body to create and maintain the needed chemical balance for mental equilibrium. It occurs in environments where sunlight is lacking due to climate or distance from the equator. Many who suffer from this are treatable on site. However, failure of treatment may cause the loss of the individual/family from the work. (I 12)

4.4.1.1.4.3. Post Traumatic Stress Disorder

Post Traumatic Stress Disorder (PTSD) is the mental and emotional response to some traumatic experience such as a natural disaster, injury, or violent encounters (crime or war). Interviewees report that such states are potentially part of the CEMO members' experience. (I 3, 12, 25, 27, et. al.)

4.4.1.1.4.4. Stages of Grief

CEMO members may encounter events that cause strong grief such as loss of a loved one, physical violence to self or a loved one, or separation from loved ones during a time of deep need. It is reported that grief may cause temporary or long lasting Dysfunctional Behavior due to the acting out of anger, sorrow, and denial. (I 12, 28)

4.4.1.1.4.5. Physical Illness

Physical illness may cause members to be incapacitated to some degree. The

frustration over the incapacity may lead to behavior that is dysfunctional. (I 12, 27)

4.4.1.1.4.6. Injury

In like manner to physical illness, injury may lead to outward expressions of depression, anger, and frustration that are dysfunctional. Some injuries such as head trauma may actually cause aberrations of behavior as in the case of amnesia or neurological damage that causes inaccurate perceptions or judgements. While no incidence of this type of Dysfunctional Behavior was identified, the recognition of its potential was indicated. (I 12, 13)

4.4.1.1.5. Summary

Table 4.5 depicts the structure of the typology of Dysfunctional Behavior that emerged from the interviews. There has been no previous means of positioning an experience of Dysfunctional Behavior within a framework of theory. This now begins to set the stage for defining the levels of Consequence Management that may be required. Other external data suggests higher levels of dysfunction with over 60% of clergy under some form of medication for stress related disorders. (I 12) This is supported by other research that shows that:

- (1) 'Stress now contributes to 90% of all diseases. Half of all visits to doctors are stress-related'. 'Anxiety reduction' may now be the largest single business in the Western world.
- (2) 'Doctors, lawyers and clergy have the most problems with drug abuse, alcoholism and suicide.'
- (3) 'Research 25 years ago showed clergy dealing with stress better than most professionals. Since 1980, studies in the U.S. describe an alarming spread of burnout in the profession. For example, Jerdon found three out of four parish ministers (sample: 11,500) reported severe stress causing 'anguish, worry, bewilderment, anger, depression, fear, and alienation'. (Croucher, 2003)

Commenting on these categories, particularly Competence, one interviewee qualified the term competence to describe an individual who normally may be competent but, when under pressure, may resort to dysfunctional patterns of behavior.

With the advent of short-term missionaries and high mobility of mission workers in modern travel, there is less preparation of missionaries and an almost unconscious assumption that one can do almost anything for only a year or less. Old ineffective relational techniques resurface with unexpected pressures and foreign cultures. (I 12)

Organizational dysfunction is clearly portrayed in the context of staff member

screening procedures according to two professional consultants that were interviewed.

These persons are both mission executives/staff and consultant resources for various CEMOs.

Most screening processes in missionary agencies are abominable. [It is an organization dysfunction.] They never screen a person in team context to determine fit. HR in mission agencies are hurting for candidates. They are resistant to ask the questions that will preclude persons from candidacy. It also becomes a spiritual issue in that they essential say 'if God has called a person, why should I be questioning their fitness for service'? We see screening as a mechanism to determine proper fit rather than a means to weed out' people. We have systemic dysfunction globally. As much as 25% of candidates have major psychiatric history. (I 12, 13)

4.4.1.2. Sources for Identifying Dysfunctional Behavior

Dysfunctional Behavior was reportedly identified in organizations by the sources depicted in Table 4.6. There may be other sources possible and available to organizations and members. Those listed here are those interviewees identified.

DIRECT INTERNAL SOURCES	DIRECT EXTERNAL SOURCES	INDIRECT SOURCES
Supervisor observations Colleagues confide Review & Analysis Process Analysis of reports Formal Evaluations Climate surveys On-site inspections Performance evaluations After tour debrief	Nationals – Church, Government Authority, Citizens Sister agencies Media reports Legal action initiated Criminal charges Civil suite Regulatory violations Backers communicate concerns Reputation is injured	Health statistics Morale Reduced productivity Attrition statistics Rumors Repeated topic of concern in community meetings Turf battles Defensiveness Critical spirit Back stabbing Disharmony

**Sources for Identifying
Dysfunctional Behavior
Table 4.6.**

4.4.1.2.1. Direct Internal Sources

Several Direct Internal Sources for identifying Dysfunctional Behavior were provided by the interviewees. The first hand observations of supervisors and colleagues, which were subsequently instrumental in determining that Dysfunctional Behavior had occurred, were highly respected as good indicators. (I 26, 28) Review and Analysis

processes were described as helpful in identifying less obvious incidents of Dysfunctional Behavior. (I 25) Reports from the field sometimes included statements that Dysfunctional Behavior had occurred or was occurring. (CEMO 24, 25) Formal evaluation tools or procedures also yielded information regarding Dysfunctional Behavior. (I 25)

4.4.1.2.2. Direct External Sources

Sometimes CEMOs first heard of Dysfunctional Behavior from sources external to their own organization. These sources frequently had firsthand acquaintance with CEMO members or were a result of some external interface or authority. (I 25) Local nationals, church members, governmental officials, or local citizens were sometimes the first to detect the Dysfunctional Behavior of staff members. (I 25) Fellow workers in other CEMOs working along side for joint projects or in mission in the same locale could have an objective viewpoint to assess the presence of Dysfunctional Behavior. (I 24) Media reports, legal actions, and regulatory findings sometimes were the first notice that Dysfunctional Behavior has been occurring. (I 25) Word may have reached backers that in turn communicated to responsible leaders in the CEMO. (I 24) The reputation of the CEMO could have suffered from the impact of Dysfunctional Behavior and the decline of public trust could be the first indicator to the leadership that something was wrong. (I 25)

4.4.1.2.3. Indirect Sources

The third column indicates that Dysfunctional Behavior was detected through inference, interpolation, and other indirect sources. (I 27) The large number of potential sources in this category indicated the importance of indirect sources and the need to be sensitive to the signals that they may generate for the CEMO, its operations, and its members. Furthermore, the presence of indirect source information indicated the need to confirm the data through more direct sources. Regarding multiple sources of information, none of them may be convincing on their own, but considered collectively, a compelling picture may appear that requires intervention.

4.4.2. Consequences of Dysfunctional Behavior

When asked about what occurs to/in the organization as a result of Dysfunctional Behavior, the interviewees had several responses. Three levels of consequence emerged from the interview responses, Personal, Corporate, and Stakeholder and are shown in Table 4.7. These reflect to some extent the indirect indicators listed in Table 4.6. However, some said that consequences were not identified or considered, that is, not thought of, recognized, recorded or managed. (I 3 et. al.) Interviewees noted that a consequence of Dysfunctional Behavior could easily be another Dysfunctional Behavior producing repetitive cycles. (I 12, I 27)

PERSONAL CONSEQUENCES	CORPORATE CONSEQUENCES	STAKEHOLDER CONSEQUENCES
Stress Health problems Demoralization - sense of betrayal, disillusionment Negative emotional states - rage, grief, exhaustion, disbelief, etc. Survival mindset	Team cohesion hurt Declining morale Disharmony Damage control gets primacy Reduced efficiency Personnel attrition Loss of "Brand" confidence and public trust Declining recruitment Diversion of resources Termination of a program	Donor base eroded Host nation relations decline Sending nation relations adversely impacted (home churches, collegial agencies, State Department support, etc.) Sister agencies impacted Defame God's reputation

**Consequences of Dysfunctional Behavior
Table 4.7.**

4.4.2.1. Personal Consequences

As might be expected, several personal consequences arose from Dysfunctional Behavior. Individuals became highly emotional in the telling of their stories at the point of relating the impact of Dysfunctional Behavior upon their own lives. (I 3) CEMO members related the excitement and enthusiasm they held as they started work and the sense of disillusionment and depression when faced with the realities of working with senior members that were less than ideal team members. (I 3) One story described the extreme

measures the member took to avoid being in the same place as the member exhibiting the Dysfunctional Behavior, to the extent of taking up work that was totally unrelated to the other member's areas of responsibilities. (I 4) Another story related the pain of the discovery that a mission team leader had sexually abused the interviewee's daughter on the mission station. This situation was aggravated when leadership did not believe the charges nor take proper steps to investigate. Belatedly, when it was discovered that the abuse actually took place, counsel was provided to the family who now had to work through the additional trauma associated with not being believed for a significant period of time. (I 20)

4.4.2.1.1. Stress

Stress is a normal part of the experience of members, especially new members, as they interact with the new culture and work setting. However, stress is compounded and becomes debilitating in circumstances as related above. (I 3, 20, 24, 25) Unrelieved or unmanaged stress will have serious long-term effects on the welfare of individuals, families, and groups resulting in physical, mental, emotional, and relational disruption. (I 12)

4.4.2.1.2. Demoralization

Demoralization was reported to occur when the member was faced with leader or colleague behavior that was disruptive and/or demeaning. Interviewees reported high expectations when entering service on a new field. The new member expected the leadership and fellow members to demonstrate the highest ideals of interpersonal relations and professional competence. When these did not appear, the new member's usefulness to the organization, validity of his/her personal calling, and the authenticity of the organization were questioned. This resulted in a reduction of effectiveness on the part of the new member. An additional result was the eventual loss of the member from the field of service or sometimes from mission work. (I 3 24, 25)

4.4.2.1.3. Negative Emotional States

When faced with Dysfunctional Behavior members reported feeling rage, grief, disbelief, isolation, and depression etc. (I 4, 11) The experiences often arose out of normal human interaction but frequent occurrences resulted in additional Dysfunctional Behavior on the part of the member, him or herself, or reduction in professional job performance. (I 24, 27)

4.4.2.1.4. Health Problems

Physical health problems may occur because of unhealthy environmental conditions to which the member was susceptible because of reduced vitality caused by stress. Injury occurred because the individual was not paying attention to their surroundings properly as a result of the perceived stress. (I 12)

4.4.2.1.5. Survival Mindset

It was reported by some that they developed both a mental barricade and physical withdrawal from interaction with offending members. (I 3, 21) They reported seeking any means possible simply to survive the current assignment. Thus, this was at times a distraction from the members work and purpose.

4.4.2.2. Corporate Consequences

The CEMOs suffered various consequences of Dysfunctional Behavior. In the two illustrations given in Section 4.4.2.1. above, (CEMO 20, 24) several additional corporate consequences were experienced.

4.4.2.2.1. Team Cohesion

Team cohesion was nonexistent in the first case mentioned. (I 4) Members simply did not associate with one another in the presence of the dysfunctional individual.

4.4.2.2.2. Decline of Morale

The mental and emotional attitudes of members reflected the sense of being valued and engaged in meaningful work. When individuals experienced being devalued and they

saw the work being undermined as a result of Dysfunctional Behavior, morale was reduced resulting in a negative work environment. (I 27)

4.4.2.2.3. Disharmony

Disharmony was reported as the norm in the examples given in Section 4.4.2.1., at least from the perspective of the members making the report. It was felt that the poor relationship with the one member, in this case a leader, poisoned the relationships with the other members. (I 3)

4.4.2.2.4. Damage Control Becomes Primary

One CEMO leader reported that the consequences of Dysfunctional Behavior that required leadership intervention caused significant energy, time, and resources to be diverted from the ongoing work of the mission to managing the consequences at hand. (I 28) At least for the duration of the management of the consequences, the mission work was neglected in favor of the damage control.

4.4.2.2.5. Low Mission Effectiveness

The more Consequence Management was required, the less members focused on operational priorities. Effectiveness of the mission work was reported as inversely related to the amount of Dysfunctional Behavior requiring Consequence Management. (I 26, 27)

4.4.2.2.6. Personnel Attrition

In the various examples given by interviewees, as a consequence of Dysfunctional Behavior, personnel transferred to other teams within the CEMO or resigned rather than return to that particular team or field. (I 3, 19, 27)

4.4.2.2.7. Loss of Brand Confidence and Public Trust

When knowledge of the state of affairs became public, it was reported that reputation and public confidence were lost. (CEMO 6, 24) In the case of one CEMO, the Dysfunctional Behavior of one member directly caused the loss of significant donor support to the extent that the very existence of the CEMO was threatened. (CEMO 6)

4.4.2.2.8. Declining Recruitment

The loss of public trust was reported to adversely affect recruitment. One disgruntled member can systematically undermine years of hard work and relationship development with various sources of recruits for the CEMO. (I 23)

4.4.2.2.9. Termination of a Program

When a team becomes so ineffective because of Dysfunctional Behavior or the target audience so resistant to the work because of Dysfunctional Behavior, CEMOs terminate a project or ongoing work in order to regroup and rebuild. (I 23)

4.4.2.3. Stakeholders Consequences

The consequences of Dysfunctional Behavior may extend beyond the immediate situation to encompass various stakeholders.

4.4.2.3.1. Donor Base Eroded

It was reported that the donor base may erode. (I 27) When word of a problem was communicated to stakeholders that support the work of the CEMO, the donors sometimes chose to withdraw their support or support some other agency that appeared to have a more competent operation or team. (I 28)

4.4.2.3.2. Host Nation Acceptance Reduced

Various host nation networks and systems were adversely affected such as government agencies who refused to cooperate with the work, visas were denied, local communities rejected the work, and the local church reduced its appeal to the community or its interaction with the CEMO. (I 28)

4.4.2.3.3. Sending Nation Relations

Home churches, government agencies (State Department, etc.), training institutions (colleges, seminaries, etc.), private organizations, etc. were said to be sensitive to the reports of Dysfunctional Behavior that may be attributed to persons that they have supported or with whom they have been associated. Their own reputation may be

adversely affected by the reports of Dysfunctional Behavior because of the negative association. Thus partnerships and support relationships may be modified or terminated because of some members Dysfunctional Behavior. (I 26, 27; CEMO 14)

4.4.2.3.4. Sister Agencies

Various likeminded organizations, whether from the sending nation or different nations, can be impacted by the reports of Dysfunctional Behavior. They may have partnership agreements with the affected organization or they need only to be engaged in the same or similar work in order to suffer from the negative reports. (CEMO 15)

Culpability by association has caused losses for various groups. The extent of the loss may be more severe for the smaller organizations. (CEMO 18, 19)

4.4.2.3.5. Defame God's Reputation

For the CEMO, the ultimate consequence was viewed as damage to the name of God and the credibility of the message that CEMOs sought to present with the intended end result of changing lives. (I 14, 13, 19) The behavior of CEMO members was viewed by many as the validation of both the message and the work of the organization. (CEMO 7)

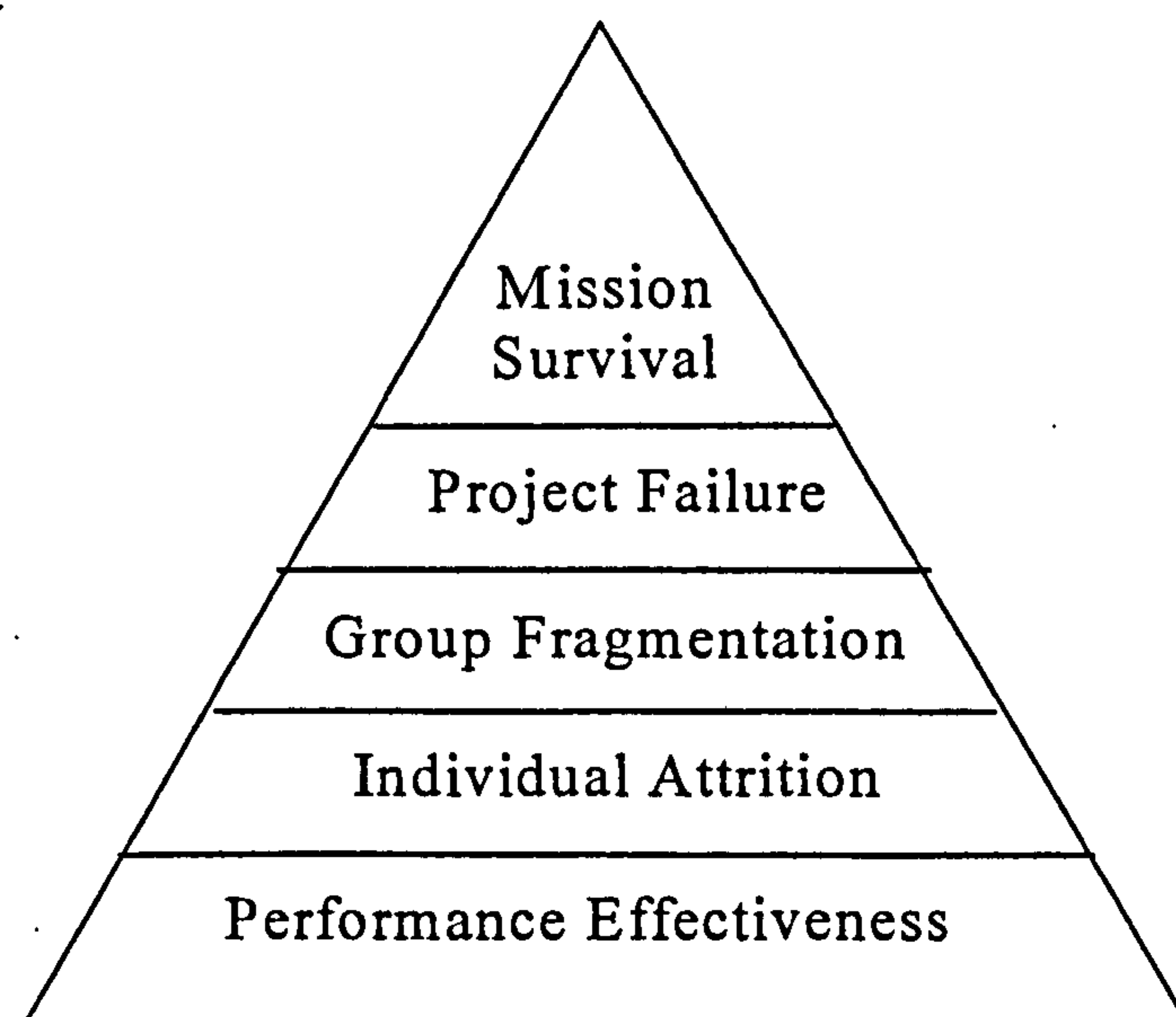
4.4.2.4. Methodologies to Track Consequences and Costs

CEMOs expressed the desire and intention to be good stewards of the resources entrusted to them. (CEMO 6, 12, 14, 15, 16, 20) Backers insist on such accountability and enforce this value system through the process of granting and withholding resources. (I 8, 11, 12, 14, 20, 22, etc.) Establishing the means and standards for tracking costs of any aspect of operations was implied in the concern for good stewardship in order to make corrections and improvements in current practice and policy. It was reported that resources expended on Consequence Management were resources lost to operations. (I 3, 25, 28) It was observed that the consequences of Dysfunctional Behavior were costs in and of themselves while organizational responses to manage the consequences were also costly. (I 28)

Interviewees were asked to describe the procedures for tracking the consequences of the Dysfunctional Behavior. Interviewees' comments showed a general low level of thought and energy assigned to the process of tracking consequences. What tracking took place was reported in 60% of responses as an informal process with little or no accountability. The remaining 40% were equally divided between no tracking, avoidance, and ad hoc (up to the individuals). Comments correlated closely with comments to the effect that there was no effort expended on procedures to document the costs of Dysfunctional Behavior or Consequence Management.

4.4.3. Identifying the Severity of Consequences of Dysfunctional Behavior

Further analysis of interviewee statements regarding the consequences of Dysfunctional Behavior produced a list of threats to the organization. These included a wide range of types of severity which are clustered and classified as shown in Figure 4.9, and are as follows.



Threat Severity to Organizations
Figure 4.9

4.4.3.1. Threatened the Survival of the Mission

Here the direct consequences of Dysfunctional Behavior were sufficiently severe as to threaten the existence of the entire organization or an entire component or operation in a

specific locality. For example, in the case of one CEMO in this study, the time and resources expended to manage the consequences of one case of Dysfunctional Behavior “nearly crippled the mission.” They faced extinction. (CEMO 6) In another case, a mission operated under the registration of a husband and wife. When the marriage broke up, the mission had to withdraw from the country. (CEMO 17)

4.4.3.2. Threatened the Survival of a Project

The Dysfunctional Behavior of one or more persons alienated necessary support personnel involved in a project, or population, or squandered, or lost necessary resources. For example, on more than one occasion, the practices of individuals in the mission have caused backers to find fault with the mission’s management and leadership. This resulted in the backers sending their funds and resources to other organizations. In some cases, how leadership managed the consequences of Dysfunctional Behavior determined the continued support of certain backers. (I 28) Backer support was important to CEMOs because most CEMOs could not function without it.

4.4.3.3. Threatened the Continuing Employment or Function of a Group of People

The Dysfunctional Behavior of a group, or members of that group was such that the group had to be eliminated. However, it was important to note that there was always the risk of expensive legal action stemming from an unfair dismissal. (I 11) For example, the standards for defining an unfair dismissal were determined by local custom, regulations, and statutes. Any effort to resolve a case without regard to these local issues left an organization wide open to charges of unfair practices.

4.4.3.4. Threatened the Continuing Employment of an Individual

Repetitive tardiness, poor performance, disruptive or argumentative behavior that did not improve after appropriate counsel, documentation, and discipline were examples of threats to an individual’s continued employment. For example, organizations released from employment members who did not conform to established behavioral and output

standards. This was relatively easy to accomplish when the organization had clearly established job descriptions and performance review processes. (I 8) Another example was the practice of terminating people who changed their religious beliefs and practices as mentioned previously. Usually, when such an event occurred, the individual is given the opportunity to reeducate themselves, or recant, or resign. Normally the step of termination of the employee in the situation did not happen. The individual concerned was frequently voluntarily moved to a different organization or location. (I 27)

4.4.3.5. Reduced Efficiency and Effectiveness

At this level of severity, there was no threat to the continuance of the organization or its people, but there was a dropping of efficiency and effectiveness as the organization adopted, or failed to adopt, coping or corrective strategies. Scarce resources of time and emotion were consumed. This was the most commonly reported consequence of Dysfunctional Behavior. It was reported by interviewees from all the sample organizations, yet it was perhaps the most difficult to quantify in terms of organizational cost, time and emotional penalties. The most frequently reported symptoms were:

4.4.3.5.1. Reduced Team Cohesion

The ability of the immediate team to pull together effectively was reduced, or hampered, due to the perceived Dysfunctional Behavior. (I 27) For example, two individuals reported withdrawing from all unnecessary contact with a specific team member because of the Dysfunctional Behavior demonstrated by that team member, in both cases it was a supervisor. (I 1, 3) The individuals reported feeling alienated by the demeaning and accusatory manner of supervision used by the field director in question. They each simply withdrew from contact with the field director to a more comfortable mode of operation.

4.4.3.5.2. Leadership Distraction

In many of the organizations in the sample, leadership positions were an extra duty

imposed on a senior member of the mission team. Dysfunctional Behavior increased the amount of time and resources the leader had to spend on these “extra duties”, and reduced the time and resources that were spent on the primary duties. (I 23) Thus, a mission member with an extra duty of supervisor or field leader, often believed that the primary responsibilities remained the principal activities they were engaged in before they became a supervisor. The requirements of mentoring and administration were viewed as a burden to be borne and were handled as secondary matters.

4.4.3.5.3. Individual/Family Casualties

It has been noted repeatedly, in the circle of mission organizations, that large numbers of members return from the field, never to return to that field or the mission. (I 27) Attrition is a serious loss of organizational resources and a breach of stewardship standards. (I 28 referred to Taylor, 1987, p. 3) The strain on families exacted additional tolls. For example, the isolation, cultural adjustments, and prevailing assumption by organizations that both husband and wife were mission staff personnel created great demands and strains on personal well-being and family life. The cumulative effects of the strains caused some individuals to act in inappropriate ways. (I 12)

4.4.3.5.4. Integrity/Credibility is Impeded

As “outsiders” (supporters, backers, partners, etc.) observed the Dysfunctional Behavior, the individual and organizational integrity and credibility were called into question. (I 22) Motives, qualifications, and efficacy were questioned. The capacity to effectively complete the mission tasks was impaired. For example, Islamic and Hindi groups in the Bhopal region compiled a list of Christian mission agencies active in their area and quantified the use of “spiritual warfare” language in their publications and web sites to substantiate their claims that Christians had come to the region to conquer them. They insisted that this was sufficient reason to persecute the Christians. (OCMS, 2002 - Samuels) In this context, the Dysfunctional Behavior was the militant language and

demeanor of the mission staff and publications.

4.4.3.5.5. Host Nation Relations Damaged

Relations with host nation citizens, governments, agencies, and national churches were adversely affected and could ultimately result in the expulsion of the mission, as has happened with various organizations working in Russia in recent years. (I 22) For example, organizations that failed to assess the type of music they used in worship services were either expelled from the country or refused permission to continue operations. (I 27) The music, which was imported from an American contemporary context, was very similar to music used in the corrective institutions of the old Soviet Union to harass and unbalance inmates in processes akin to brainwashing. (I 28)

4.4.3.5.6. Resource Losses

As has already been noted, one of the consequences of Dysfunctional Behavior is attrition of personnel. Additionally, it was reported that Dysfunctional Behavior required the consumption of fiscal resources to intervene and correct the situation. (Batchilder, 1998; I 20) Also, interviewees indicated that if knowledge of the situation went public, or filtered back to the backers, recruitment and support declines, even for sister agencies. (Sinclair, 1998; I 8) Resource loss was clearly noted by the leadership. It has already been noted that there appeared to be no conscious tracking of time and resources expended on damage control at various levels of the organizations to determine the complete cost to the organizations. (I 24)

4.4.3.5.7. Backers Bail Out

Several interviewees acknowledged awareness of backers that no longer supported their mission, either from their personal experience, or experience of someone with whom they had first hand contact. (I 1, 3, 12, 25, 26, 27)

4.4.3.5.8. Target Audience Inoculated Against the Message

When an organization was seeking to improve the human condition (whether

spiritual, economic, or social), the validity of the concepts that were transmitted were linked, in the minds of the observers, to a demonstration of those concepts in the lives of the promoting organization's members. Any discrepancies were noted and judged adversely against the organization and any other organization making similar claims. CEMOs in the sample were related to each other through many points of contact. Frequently, they deployed personnel in close proximity to each other, or engaged in partnership efforts. Thus, the impact of one member affected all. (I 27)

4.4.3.5.9. Sending-Nation Relations are Disrupted

The U.S. State Department, other governmental agencies (including the military), and business organizations have a stake in the reputation of organizations operating from the USA. It has been reported they can, and do, exert significant influence over the ability of mission organizations to deploy their assets to perform their functions. (I 19) For example, it was reported that business organizations have refused to sell supplies to, or cooperate with, other expatriates in the area of operations when association with them was perceived as detrimental to their own reputation or operations. (I 17)

4.4.3.6. Response Thresholds

All levels of threat severity, except threats to the Mission Survival, were reported as being tolerated and/or ignored by the organization, at least for a period of time, assuming that the organization was capable of identifying the threat. However, each organization had a response threshold that, once crossed, appeared to trigger "corrective action." For most of the organizations studied, this threshold was not well defined. Responses were often in the nature of "knee jerks", rather than reasoned and consistent organizational strategies. Some managers were reported to be inclined to side step, or ignore, issues or not perceive an issue until it "hit them between the eyes." (I 1, 3)

4.4.3.7. Summary of Threat Severity of Consequences of Dysfunctional Behavior

Figure 4.9 illustrates the levels of threat severity associated with the consequences of Dysfunctional Behavior. Beginning at the bottom of the figure, the severity of threat increases as the list ascends through the figure. The severity of threat listed at higher levels in the figure will include those in the listing below them.

In the long run, the overall consequence of Dysfunctional Behavior is the subversion of the mission and, ultimately, damage to the reputation of the God it claims to serve.

4.4.3.8. Conclusions Regarding Severity of Consequences

Figure 4.9 presents a means of visualizing the typologies associated with the resulting consequences of Dysfunctional Behavior. At the beginning of this chapter, the need for understanding the typologies of Dysfunctional Behavior and the subsequent consequences was explained.

Additionally, understanding the levels of threat associated with consequences of Dysfunctional Behavior aids the leadership to focus Consequence Management efforts with a clearer understanding of the scope of the efforts.

The typologies that emerged from the research, and are presented in this chapter, established a foundation for the emerging Strategic Model Template. This foundation defined the nature and scope of Dysfunctional Behavior and its consequences.

Furthermore, it established levels of severity that could guide the implementation of Consequence Management.

4.4.4. Strategies for Managing Consequences

The development of Strategies for Consequence Management began with an understanding of what initiates Consequence Management, followed by a comprehension of the scope and extent of Consequence Management responses. These responses should build on a rationale for the Consequence Management response. Additional factors that

were revealed by the research involve Consequence Management methods, the Consequence Manager, and timing of responses. This section sets out the findings in these areas.

4.4.4.1. Recognizing the Trigger Points for Consequence Management

For any Consequence Management strategy to work it must be set in motion by some initiating signal. It is important to recognize these signals when they present themselves. When asked, “*What aspects of Dysfunctional Behavior or consequences trigger organizational response?*” the following eight categories of responses were given:

1. The Ripple Effect.
2. Irritated Backers.
3. Disrupted Host Nation Relations.
4. Conflict of Values.
5. Doctrinal Variance.
6. Moral Problems.
7. Filed Charges, Suites, Complaints and Grievances.
8. Cost Overruns and Effectiveness Degraded.

There is no significance to the order of this list. Any one could be the first presenting trigger. They are discussed below.

4.4.4.1.1. The Ripple Effect

When action or behavior initiated responses on the part of other people, and those responses in turn affected additional people as well as those in the immediate issue, a response was triggered.

Interviewees report such chains of events. As an example,

One interviewee (a field director) reported that while he was on leave, the staff members that remained on station were responsible for the continuation of the work. The supervision of the work was carried out in his absence in such a manner that nothing was accomplished without the expressed approval of one subordinate worker. By the time the director returned to the field (one year later) his position of leadership had been completely undermined. The worker had engaged in some questionable relationships with a local church leader and the work had been severely hampered. The long and arduous process of restoring the operational effectiveness involved confrontations with the worker, her spouse, and the local national church leader. Additional consequences followed, the termination and loss of the subordinate member couple, and, (due to burn out) the loss of the field director and his family to the work. (I 25)

In this story, the ripple effect is seen culminating with the loss of the CEMO’s

members from the mission field. The story portrays consequences leading to the discovery of Dysfunctional Behavior by questioning a source.

4.4.4.1.2. Irritated Backers

When stakeholders reacted to the real or perceived circumstance in various ways, a response was triggered. These reactions ranged from voicing concern to withholding support to actively seeking to undermine the organization. (CEMO 6) An interviewee reported that the Dysfunctional Behavior of a staff member so undermined the relationship between the CEMO (a relatively new and small organization) and its backers that it almost destroyed the CEMO. (I 19)

4.4.4.1.3. Disrupted Host Nation Relations

Effective operations for CEMOs in the field are highly dependent on the approval of the local authorities from the host nation. When real, or perceived, threats to the community, or its members, caused these authorities to withdraw support, or approval for operations, then responses were triggered. (I 22)

4.4.4.1.4. Conflict of Values

In some countries, the accepted financial means of conducting business is different from that in America. For example, giving an official a gratuity for a speedy resolution to a problem may be both normal and expected. Such behavior in the United States, especially when the gratuity is given prior to the service, is defined as bribery. Policies expressed in the CEMOs' organizational documents are frequently set in terms common to the United States. Thus, the values at work in the field may cause the headquarters to perceive a trigger point for Consequence Management, when the headquarters judges the behavior on the field to violate some corporate value. The mission staff member may be disciplined for not operating according to a standard that may not properly apply in the setting in which he or she is located. This can apply to many areas of behavior, including interpersonal relations and sexual conduct. (I 31)

4.4.4.1.5. Doctrinal Variance

CEMO policy handbooks require members to notify their headquarters when they change their belief structure, their theology, or their religious practice, when they become at variance with the organization's established standards. (CEMO 2, 19, 24, 25) CEMOs report that they are quick to respond to these. (I 1. 25, 26)

4.4.4.1.6. Moral Problems

The report of moral problems was seen as a report of Dysfunctional Behavior and an indication of other underlying Dysfunctional Behavior. This almost always causes the leadership to engage in some confrontation and corrective action as, at least, rudimentary Consequence Management. (I 27)

4.4.4.1.7. Filed Charges, Suites, Complaints, and Grievances

One interviewee, who had a wide range of experience with several organizations, believed that when charges were filed against a staff member or an organization, legal and regulatory requirements always initiated organizational response. (I 11)

4.4.4.1.8. Cost Overruns and Effectiveness Degraded

Under the rubric of stewardship, CEMOs responded to cost discrepancy issues. Organizations reported that they terminated programs or missions when the desired results were not achieved. (CEMO 14, 20) These coincided with the Corporate Consequences and Stakeholder Consequences listed in Table 4.7. There were no reports of programs terminated because of personal Dysfunctional Behavior.

4.4.4.2. Responses

Interviewees had a difficult time naming actual strategies for managing the consequences of Dysfunctional Behavior. When encouraged and allowed time to think, some useful information developed. Using the Grounded Theory approach, responses clustered into four categories: Reactive, Proactive, Inactive, and Interactive. Some responses could be found in both the Reactive and Proactive categories and are

differentiated by whether or not the action is seen as a response after the fact or a policy that predisposes response.

Table 4.8 lists the various types of strategies employed by CEMOs in response to the consequences of Dysfunctional Behavior. What follows is a rendering of the advantages and disadvantages of the various strategies by category.

Reactive Strategies	Proactive Strategies	Inactive Strategies	Interactive Strategies
Programmed quick response	Boot camp	No policy	One-down position
Overkill	Cross train leaders	Conflict avoidance	Uninvolved, respected other
Termination	Redefine and reorganize structure	Don't get involved	
Hire a consultant	Predetermined policy to terminate no longer viable partnerships	Confusion over policy, etc.	
Personal confrontation	Establish performance and relationship standards		
Shunning	Work assignments by best fit and capabilities		
Redefine corporate structures	Monitor for compliance and learning		
	Structure for effective operations and communications		
	Policies of due process		
	Defined roles and responsibilities		
	Leadership training		
	Dedicated resources		

Strategies for Managing Consequences
Table 4.8

4.4.4.2.1. Reactive Strategies

Reactive responses tend to have the character of a “knee jerk”. Responses occur without much forethought and seem to be based on unquestioned assumptions within the mind of the reactor. For example, some organizations have a policy of immediate expulsion for speaking in tongues.¹ (CEMO 20, 25) However, reactive responses can be based on training and as such may be related to proactive strategies. For example: Emergency Medical Technicians, who make life and death decisions quickly and consistently, are trained to follow a prescribed set of procedures for triage (Programmed Quick Responses), as in the case of a mass casualty incident, to determine who requires immediate care, who is treatable later, and who is beyond help. No CEMO reported having such a trained, pre-programmed response. Table 4.9 summarizes the Reactive Strategies identified in this research and indicates the advantages and disadvantages of each.

Strategies	Advantages	Disadvantages
Programmed quick response	Problem solved quickly	Short response time may equate to insufficient information for some decisions
Overkill	Thorough solution	Much collateral damage
Termination	Problem person gone	Loss of skilled personnel
Hire a consultant	Fresh perspective	Costly outsider implies inability to solve problems
Personal confrontation	Pointedly addresses the problem	Personally offensive and culturally unacceptable in many nations
Shunning	Distances the offensive person	Alienates the shunned one - loss of valuable member
Redefine corporate structures	Increases efficiency	Does not fix culture and climate

Reactive Strategies
Table 4.9.

¹ “Speaking in Tongues” – the ability of some persons while in a state of spiritual sensitivity or excitement to pray and worship in an unknown language (heavenly or human) or communicate with people in a language not learned. This is considered desirable by some groups, but considered divisive and disruptive by others.

4.4.4.2.1.1. Quick Response

Most interviewees indicated in the context of the interview that they believed a quick response to Dysfunctional Behavior was desirable. (I 27, et. al.) It was believed with hindsight, that a quick response would prevent, or reduce the compounding of the consequences of the Dysfunctional Behavior.

4.4.4.2.1.2. Overkill

The tendency of some to react harshly to any perceived fault was seen as counter productive and dysfunctional in itself, thus escalating the consequences of Dysfunctional Behavior. (I 3) Micro-management was seen as another form of overkill. It could be expressed as a normal means of management, or a situational response on the part of CEMO leadership. (I 28)

4.4.4.2.1.3. Termination

Termination was viewed as an acceptable response of leadership after proper due process. However, some felt that to terminate problem members was a means of avoiding responsibility for mentoring and coaching the dysfunctional. (CEMO 7)

4.4.4.2.1.4. Hire a Consultant

Some CEMOs hired professional persons to step into a situation in order to provide a skilled neutral presence for managing the consequences of Dysfunctional Behavior. (CEMO 7, 20, 25) This was not always seen as helpful, as when the presence of an outsider was resented, or the cost of such intervention was seen as excessive or punitive. (CEMO 20, 25)

4.4.4.2.1.5. Personal Confrontation

Personal confrontation appeared to be viewed as a biblical requirement by some (Mat. 5, 18) and it was at least given 'lip service', but was not consistently followed by CEMO members (see Inactive Strategies below). (I 25) It was seen as inappropriate and offensive in many non-western cultures. (I 26)

4.4.4.2.1.6. Shunning

Shunning was normally a group response to an offending individual. It was also the response of an individual to one or more persons as a means of insulating him or herself from continued aggravation. (I 3, 4) The interviewees indicated that this may take place with or without explanation or acknowledgement of a perceived problem.

4.4.4.2.1.7. Redefine Corporate Structures

Some consequences of Dysfunctional Behavior caused CEMO leadership to assess the adequacy of organizational structures. When this occurred, significant policy and procedure changes were often implemented. (CEMO 20)

4.4.4.2.2. Proactive

Strategies	Advantages	Disadvantages
Boot camp	Members prepared	Eliminate some members
Cross train leaders	Produces good team work	Costly in time and resources
Redefine and reorganize structure	Improves structures	Does not fix culture and climate
Predetermined policy to terminate no longer viable partnerships	Promotes productive relationships	May be emotionally painful
Establish performance and relationship standards	Establishes boundaries and expectations	Perceived as stifling creativity and individuality
Work assignments by best fit and capabilities	Maximizes use of talents	Requires trained leaders and time to assess and assign
Monitor for compliance and learning	Ensures quality and focus	May be over done causing resentment, etc.
Structure for effective operations and communications	Streamlines the organization	Upsets old cherished methods and structures
Policies of due process	Clarifies organization procedures	May restrict creativity
Defined roles and responsibilities	Clarifies organization expectations	May limit intervention by other members
Leadership training for Consequence Management	Properly prepared leaders	Costly
Dedicated resources	Tools/skills available	Costly

PROACTIVE STRATEGIES

Table 4.10.

Proactive strategies were defined as established policies, practices and principles that were in place to function as guidelines ahead of an event. In the case of the larger organizations in the study, some were in written form. For the smaller organizations, these were less likely to be written but were more often held in the mind of the leaders.

Consequently, the general memberships of these organizations were not cognizant of the options available to leadership, or the policies and values that were behind a series of actions taken in response to the consequences of Dysfunctional Behavior. Table 4.10 categorizes the various proactive responses to Dysfunctional Behaviors and their consequences.

4.4.4.2.2.1. Boot Camp

All CEMOs claimed to have some form of orientation training, but some were more specific as to the content of that training with scenarios involving Dysfunctional Behavior being incorporated into the training. (CEMO 7, 19) Where this occurred, it was felt the members were better prepared to handle situations that might arise. (CEMO 19) In addition, one of the reported results of such training was the elimination of potential members from membership, because of their failure to satisfactorily perform during the scenarios presented. (CEMO 19) In the past, it is reported that CEMOs were reluctant to turn away any candidates because the need for workers was so great. (I 28)

4.4.4.2.2.2. Cross Train Leaders

Some leaders actively pursue cross training of subordinates, so that there will be continuity in mission work, regardless of situations that may arise that would incapacitate any one individual, or group within the organization. (CEMO 7, 14) Cross training is training of personnel in skills required for colleagues' or superiors' positions, in order to insure that function continues when individuals cannot continue. Most of the CEMOs in this study did not report having, or pursuing, this emphasis in training.

4.4.4.2.2.3. Redefine and Reorganize Structure

Organizations that anticipated Dysfunctional Behavior and its consequences consciously structured themselves to deal with the inevitable Dysfunctional Behavior event. (CEMO 7) They projected that an event would occur at some time, or times and put in place mechanisms they expected would either prevent or manage the consequences of

Dysfunctional Behavior. All CEMOs reported some (at least minimal) policies and practices for this purpose.

4.4.4.2.2.4. Predetermined Policy to Terminate No Longer Viable Partnerships

In recognition that organizations change over time, one CEMO reported a policy of reviewing the efficacy of existing partnerships and terminating those that were no longer viable in the context of its stated mission. (CEMO 14)

4.4.4.2.2.5. Establish Performance and Relationship Standards

Some CEMOs had established performance reviews at some or all levels of the organization. (CEMO 7, 20, et. al.) The existence, and the level of clarity, of performance standards, (some means to measure success and quality of performance) was not assessed in this study. CEMOs also reported having some written policies for unacceptable forms of interpersonal relationships for members. (CEMO 20, 24, 25, etc.) The implied purpose of performance reviews and relationship standards was to prevent Dysfunctional Behavior and its consequences.

4.4.4.2.2.6. Work Assignments by Best Fit and Capabilities

Some CEMO leaders reported that effort was being made to ensure a best fit between members' skills and work responsibilities. (CEMO 7, 14) This practice was not identified in the interviews and surveys supplied by most CEMOs.

4.4.4.2.2.7. Monitor for Compliance and Learning

The interviews and surveys indicated that very little was done to assess the effectiveness of programs and personnel by means of collection of performance data. When asked how it was determined that a situation has been successfully managed, one response that occurred several times was "When it stops being a topic for discussion at meetings". (I 3, 27) There was little acknowledgement of a process to determine policy compliance.

4.4.4.2.2.8. Structure for Effective Operations and Communications

CEMOs reported that lines of communication and authority were established so that effective supervision of operations and clear communications occurred. (I 28) When delays or impediments occur, regarding operations and communications, usually the communications and control structures were revised. (I 28) However, there were reports that this was not always the case. (I 1, 3) They reported a lack of means to assess operations and learn from those assessments as hindering the ability to restructure the organization.

4.4.4.2.2.9. Policies of Due Process

Due Process Procedures are the specified processes and methods to be followed should some significant activity occur. Due Process Procedures were frequently associated with grievance procedures. (I 27) However, they also referred to procedures to be followed within the organization to address situations that required resolution like Dysfunctional Behavior and the consequences thereof.

Interviewees were asked to define or describe the organization's policies of Due Process regarding intervention by leaders, or other members in issues of Dysfunctional Behavior. One interviewee simply stated "They are being developed." (I 4) Another interviewee referred to mandatory grievance procedures at the US headquarters. (I 27) Generally persons could not describe, or were not aware of any Due Process policy. Interviewed CEMO staff members were without clear guidelines as to Due Process for Consequence Management.

4.4.4.2.2.10. Defined Roles and Responses

Interviewees were asked if any clearly defined statement of expected roles and responsibilities existed in the organization. Responses were evenly split between Yes, Partially, and No.

Members were asked to describe the means of accountability, responsibility, authority, and reporting mechanisms for the resolution of the consequences of Dysfunctional Behavior. One member (ex-military) referred to a “chain of command” and his organization’s established principles and practices. (CEMO 14) One person discussed the tendency to assume resolution was complete when the issue ceased to be a topic of conversation. (I 4) All other persons said there was no system in place.

4.4.4.2.2.11. Leadership Training for Consequence Management

The comments received indicated that CEMOs do not, will not, or cannot engage in a comprehensive training program. Part of the problem, in this regard, was perceived to be that a faith mission believes it has a difficult enough time raising funds for field operations. Fund raising for indirect needs (such as training) was perceived as more difficult, if not impossible, for many of the organizations. (I 23, 27)

CEMOs in this study provided some form of indoctrination, but that ended the corporate investment in training. Individuals sometimes requested to attend some additional training, usually on leave, or for higher education. The CEMOs in this study did not have a list of wanted or desirable training for their members. The various levels of training listed in this research were treated as new considerations by the interviewees.

When asked, “What are your sustainment training requirements for this area?” the interviewer had to define for each interviewee the concept of sustainment training. Two responses were given by all interviewees.

There are no sustainment training programs. (All)

The Church [denomination headquarters] has required some form of CEUs [Continuing Education Units], but not in this area specifically. (I 26)

It is concluded that training for Consequence Management is significantly lacking in the organizations represented by the interviews.

4.4.4.2.2.12. Dedicated Resources

All interviewees reported that more money, skilled people, facilities and time for mentoring activities were clearly seen as desirable. In contrast, the current practice of assigning leadership responsibilities as extra duties to senior field members based solely on longevity on the job was viewed as counterproductive.

4.4.4.2.3. Inactive

The category called Inactive is defined as a “no response” response. Interviewees indicated that it was usually the result of CEMOs having no policy in a given area, leadership seeking to avoid conflict, or members not wanting to be involved with the issue(s) or other people engaged in the situation. Additionally, inactivity was also the result of confusion about policy, practice and standards. Interviewees based this on assumptions: the least said, soonest ended; ignore it and it will go away; it has nothing to do with us; or God’s will is good. (I 1, 3, 31) Table 4.11 highlights some Inactive Strategies.

Strategies	Advantages	Disadvantages
No policy	No problem	Uniformed actions & reactions
Conflict avoidance	Short term peace	Long term tension
Don’t get involved	Remain personally unsullied	Communicates lack of regard for the involved
Confusion over policy, etc.	Freedom to interpret	Inconsistency and insecurity

Inactive Strategies
Table 4.11

4.4.4.2.3.1. No Policy

During the course of interviews, the interviewee would express ignorance about the topic of a given question, stating that the organization had never communicated any policy on the subject whether it be due process procedures, lines of communication, resourcing of intervention efforts, etc. (I 25) Thus, policy may not exist at all, or may not have been, effectively communicated to the field.

4.4.4.2.3.2. Conflict Avoidance

Many interviewees described the very normal tendency to avoid conflict. They went on to describe instances when this tendency was itself dysfunctional and aggravated the situation. (I 3, 4, 16, 26, etc.) This was particularly a problem when it was the response of leadership to tensions in the team.

4.4.4.2.3.3. Don't Get Involved

The “don't get involved” response was a particular refinement of the conflict avoidance response. This response was described by members who observed Dysfunctional Behavior in others, but did not see themselves as being directly impacted by the event or situation. They felt that it was not their responsibility to handle the matter. (I 12, 13)

4.4.4.2.3.4. Confusion over Policy

Where policy existed, but training for implementation was lacking, interviewees reported that confusion or ambivalence also existed. This was aggravated by the knowledge of policy implementation for previous occasions where policy implementation was inconsistent. (I 4, CEMO 14)

4.4.4.2.4. Interactive

The Interactive category of responses involved all applicable levels of stakeholders including the alleged one at fault and, where necessary, external expertise. This was likened to a community approach seen in many non-western societies and was characterized by collaboration among all concerned parties. (CEMO 20, 23)

Strategy	Advantages	Disadvantages
One-down position	Non-threatening	Personal vulnerability
Uninvolved, respected other	Non-attributive of blame	Dependent on other persons effectiveness, limited feedback

Interactive Strategies
Table 4.12.

4.4.4.2.4.1. One-Down Position

The One-down Position is a strategy whereby the person(s) who has/have been offended, goes to the offending person(s) and intentionally places himself/themselves in a position of dependence on the good will of the other party. It was reported in some CEMOs that this was a highly regarded practice in many societies, where it was incumbent on the superior person to care for the needs of the disadvantaged. This yielded, surprisingly, positive results. (I 27, 28) Some members engaged in cross-cultural work expressed ignorance of this tactic. (CEMO 25)

4.4.4.2.4.2. Uninvolved, Respected Other

On another tact, it was reported that some societies valued the use of disinterested and uninvolved persons as third party advocates for mediation. Such persons needed to possess some level of respect and standing in the community, and be trustworthy without posing a threat to the individuals involved. (I 27, 28) There were no first hand reports from CEMOs or interviewees of this tactic being used.

4.4.4.5. Consequence Management Rationale

For the question as to why organizations seek to resolve the consequences of Dysfunctional Behavior, interviewees listed no more than two kinds of rationale in any one of their responses. Five classes of response emerged: Relational Values, Task Completion, Protect Reputation, Quality Assurance, and Stewardship of Resources. The research indicates that it was the significance of the rationale that determined the strategy for intervention. For example, organizations that were primarily concerned with their reputation and/or task accomplishment, did not appear to interviewees to place much emphasis on salvaging and reconciling dysfunctional persons for continued work in the organization. (I 1) Conversely, organizations that placed highest priority on relational values sought first to reconcile members and manage reputation later. (I 7)

Additional to the various rationales given, one individual, a field staff member, said

that there was no intervention by the organization. (I 3) Another interviewee, an organizational leader, indicated he had never reflected on the motivation for intervention but that he just had a compulsion to fix things. (CEMO 6) Comments from the interviews listed below are indicative of the various foci of rationale that is displayed in Table 4.13.

Rationale Focus	Number of CEMOs
Relational values	5
Task completion	4
Protect reputation	2
Quality assurance	2
Stewardship of resources	1

**Rationale for Consequence
Management
Table 4.13.**

Relational Values:

The good ones [CEMOs] care for the people. They are compassionate. Some just don't want the disruption, they do not want to lose the work. They don't know how to care. They are blind to their blind spots. Then again, too many times they care but they trust God to do the work of caring and take less [responsibility] on themselves. (I 12)

To salvage what had been a great relationship and to ensure quality ministry on the field. (I 7)

Reputation:

Anything we do reflects ultimately on the character of God. Negative reflection needs to be corrected and we need to reflect the character of Christ in our ministry. (I 8)

Consequences do damage to the Church (credibility). (I 14)

Stewardship of Resources:

It is expensive not to intervene. (I 21)

Quality Assurance:

Senior leadership was committed to the quality of ministry. Rationale is driven by our core values. (I 25)

There is also the problem of efficiency. Enable our target clients to become agents of transformation, to become the people that God wants them to be. (I 8)

Task Completion:

Handled with minimum of disruption, set up precedence, concern for basic morality. (I 31)

Maintain our credibility and ability to fulfill our mission in Christ. Redeem our people and present them 'pure.' Redeeming people has priority over program accomplishment. (I 19)

This would suggest that CEMOs and staff members perceive and articulate the rationale in varied ways that reflect a particular culture. The CEMOs and members affirmed the importance of each rationale but tended to prefer a singular rationale as is evident in the comments.

As another means of ascertaining intentionality for Consequence Management, interviewees were asked to identify the Goals and Objectives for Consequence Management. Only three types of response emerged from the interviews.

1. Protect our good name.
2. Do whatever is good for the kingdom of God.
3. Restore, rehabilitate, and discipline members.

These coincide with some of the rationales listed in Table 4.13 and listed above.

4.4.4.6. Methods of Consequence Management

The respondents were not able to give a clear description of their organization's methodology of Consequence Management. In some CEMOs, senior leader visits for intervention were common, with one reporting that it was the only way "troubles" were handled. (CEMO 14, 20) Arbitration and mediation were the techniques that might be used, with the decision of the visiting leader open to appeal to leaders up the management chain, with the Board having the final word. (CEMO 17) These usually only addressed Dysfunctional Behavior. Consequences seemed to be addressed incidentally, or unconsciously, not with the same intentionality accorded the Dysfunctional Behavior.

Some reported that one-on-one confrontation by a colleague or supervisor, was the normal means of bringing the subject to light for resolution. (I 25) However, as already mentioned, in one case involving two nationals in an institution that was established and run by the CEMO, it was reported that the confrontation took place in two different ways. The single female involved was confronted privately by a leader, while the single male

involved was called to account before the local board. Both left the organization rather than submit to constraints. (I 30) Inconsistency is reported by experienced members as counter-productive, especially when the problem involves persons from non-western cultures where the accepted approach is indirect. (I 27)

The most clearly stated remedy for the dysfunction is removal of the offender. This is reported to occur in several ways:

- Fire the individual.
- Transfer to a new or different field.
- Promote member out of the situation.
- Assign for advanced education and training. (I 28)

Additionally, counseling was mentioned by some interviewees as a strategy for Consequence Management. (I 12, 16, 27) Interviewees responded as if the confronting of Dysfunctional Behavior was the essence of Consequence Management. (I 2, 4) This suggests that there is a broad need at some level for member training in Consequence Management because, as the literature shows, there is far more to Consequence Management than simply confronting an individual, or individuals regarding their personal behavior.

4.4.4.7. The Consequence Manager

The list of persons who were reported to intervene in cases of Dysfunctional Behavior was relatively short. It is interesting to note that colleagues on the field were not mentioned often. Mission literature available to prospective members strongly embraced a position of tolerance and team play, without mentioning anything about internal correction of members. (CEMO 20, 24, 25) This was reinforced by the comments in the various Operations manuals (CEMO 20). Combining this with a natural reticence for conflict helped to set the standard for a "hands off" practice on the part of colleagues. The following is the reported list of persons who engage in intervention.

- Colleagues on the Field. (I 4)
- Field Leaders. (I 7)
- Executive Staff Members. (I 13)
- CEO/COO. (I 28)

Sending churches or their representatives were not mentioned.

4.4.4.8. Chronological Issues (Timeliness)

All interviewees reported that the timing of intervention and resolution was a very important issue. No one reported that timing was under control. Rather, the following responses indicated a sense of being out of control.

Responders indicated that in known situations, the intervention did not occur soon enough. There was a desire, in the comments, for greater urgency and for speedier solutions. (I 27)

One interviewee reported that indigenous people brought issues up fast. (I 4) As to resolution, interviewees did not know if resolution was timely. Generally, interviewee comments indicated that the concept of “timely” referred to both a quick apprehension of the problem, and a quick resolution of the issues.

When asked about how long it takes to learn of the need to respond, member responses ranged from “Too long” (I 27) to “It tends to drag out” (I 26) to “I am not qualified to answer.” (I 3) Some responses seemed to indicate at least some experience with Dysfunctional Behaviors, but no experience in Consequence Management, at least as a coherent discipline.

The responses to the question, “How long do cases take to resolve (by category)?” indicated that no reliable data was available to answer this question. Lack of data makes it difficult to identify and analyze current strategies, particularly as to effectiveness.

In conclusion, it appears from the responses that members do not have access to data about Consequence Management in their organizations. This appears to be due to the data not being collected, and/or leadership not providing feed back. From some of the comments it is evident that CEMOs do not collect, much less process, the data necessary to answer these questions. It is reported that various organizations that practice total cost

accounting may be inclined to collect this sort of data. (I 11) However, there were no comments given that indicated that CEMOs were inclined to engage in the discipline of total cost accounting. This is not necessarily surprising, given the scale of operations of many CEMOs and the number of incidences requiring Consequence Management. Many feel it odd to count the costs of consequences, rather than just dealing with them.

4.4.5. Criteria for Successful Management of Consequences

In every interview, it was reported that there were no published corporate criteria for the management of consequences. Whatever criteria may have existed, were in the minds of the supervisors or leaders, certainly not clarified for the rank-and-file. Comments like, “They were never resolved” (I 3) and, “When they would cease to be on the agenda”, (I 4) or “When an individual is voted into leadership”, (I 5) were typical.

When individuals were asked, “What are your post-mortem procedures? When are they conducted? How are the results used?” The answers can be summarized collectively as ‘there are no corporate means to determine an acceptable management endeavor.’

4.4.6. Evaluation of Effectiveness

Interviewees were asked to report on the effectiveness of the current practice of Consequence Management.

4.4.6.1. Self Assessment Statements

Some interviewees gave narrative assessment statements, while several others chose to give themselves or their organization a score. Only one had a less than positive interpretation of their effectiveness. (I 28) This seems to contradict the assessments about timeliness, and even statements concerning the lack of Consequence Management strategies in the CEMOs in the study. During the course of the interviews, the individuals seemed not to notice this discrepancy. Perhaps because Consequence Management strategies were apparently unknown as a discipline, it never occurred to members that such was desirable or possible. It might be concluded that the lack of Consequence

Management strategies allows members to assume that addressing the Dysfunctional Behavior is the total of Consequence Management. Then again, failure to establish objective, measurable criteria for Consequence Management leaves one exposed to the probability of poor assessments.

4.4.6.2. Ineffective or Inappropriate Strategies

As questions probed deeper into the process, the answers became more simplistic or simply not available. However, at this point in the interview the individuals seemed to have a very good grasp of what did not work. Some of the items offered up appeared to be situational in nature, as in the practice of one-on-one confrontation. (I 2) While such behavior may be acceptable and practical in a western setting with western people, in cultural settings that value indirection in problem solving, this approach was described as rarely beneficial. (I 28)

Interviewees did not try to clarify when a confrontation strategy was or was not effective, although two responses conversely indicated that indirection did not work well with westerners. (CEMO 14, I 17) What follows is an explanatory list of items that were reported as not working.

4.4.6.2.1. Rigidity

Rigidity meant the non-questioning adherence to the “letter of the law” when dealing with the consequences of Dysfunctional Behavior. Personal circumstances, environmental and cultural factors, were not taken into account in this type of response. It was reported that rigidity created a climate of distrust and fear, and the perception that the organization was more important than the member’s welfare.

One individual reported that his CEMO required adherence to a strict code of financial management, that completely refused to provide any form of “pay off” to government officials, in order to get work permits, etc. What, on the one hand, was seen by local persons as an expression of gratitude for services, was defined as bribery and graft

by the organization. In a culture that did not pay civil servants adequately, the gratuity allowed the civil servants to continue to serve the community and support their families. Civil servants, and other locals, were inclined to perceive the failure to provide the gratuity as disrespect for both the official and the customs of the land. It was the opinion of the interviewee that this stand by the CEMO undermined the evangelistic work of the mission. (I 32)

Regarding Dysfunctional Behavior situations, the same rigidity was reported. The alleged “dysfunctional member” was judged unworthy, and forced into a survival mentality of staying out of sight and quiet around the supervising missionary. (I 3)

4.4.6.2.2. Misplaced Confidentiality

In an effort to maintain confidentiality, organizations normally did not include derogatory information about members’ Dysfunctional Behavior and its cost to the organization in any transfer referral. Thus, transfers between organizations or fields, which were rehabilitation transfers, were not communicated to the receiving supervisor. (I 28) This was, in part, a result of not keeping detailed records of overall cost and impact of consequences to the organization. Supervisors, as a group, were not trained, according to the surveys and interviews (Table 4.1), on proper performance counseling practices and expectations within the organizations.

4.4.6.2.3. Knee Jerk Reactions

The lack of alert criteria and proper training, coupled with the sense of urgency that was reported by managers during crisis, caused inappropriate decisions and actions. (I 28) Some reactions mirrored the act of killing a fly with a sledge hammer, a process of overkill. While the fly would be most definitely eliminated, the surrounding environment would suffer irreparable damage from the blow that was thought to be the remedy. Knee jerk management has the same effect on team cohesion, self esteem, public image, future operations, etc. as the sledge hammer had on the furniture that the fly was sitting on,

crushing the functionality and vitality. (I 27, 28).

4.4.6.2.4. Micro-Management

The pathology of micro-management is typified by the non-delegating manager. He or she seeks to be a part of every committee, group, process, and decision, so that he or she can control decisions and actions. One leader was so involved in the details of every activity under his supervision that workers were either threatened by his appearance on site or frustrated to distraction with his meddling. Workers had a tendency not to volunteer for a second experience. (I 12)

4.4.6.2.5. "Sweep It Under the Rug"

Interviewees told several stories about the impact of this approach. It is reported that ignoring Dysfunctional Behavior and its consequences simply allows tensions to build until they become disruptive. (I 25, et. al.)

4.4.6.2.6. Promote Upstairs

In the research, two organizations reported moving personnel to headquarters positions in order to remove them from a deteriorating situation as a result of the consequences of Dysfunctional Behavior. (CEMO 20, 25) When this was done, it communicated to the member that he/she had failed and was no longer of any value for field service. (I 26) Other members of the organizations tended to view the transferred member in this same light. (I 26, 27) As a result the organization had a member at headquarters level that was deemed incapable of functioning at the field level. One agency reported the case of a mission member who had been brought back from the field and placed in counseling. He was marginally effective at the headquarters, and reported to have never gotten over his own perception of being dysfunctional. (I 29) Obviously, not all promotions fit this category.

4.4.6.2.7. Leave of Absence for Education

A convenient method of dealing with Dysfunctional Behavior, and its consequences, has been the reassignment of a member to school for advanced degree studies. This did not address the possible environmental causes that bred the Dysfunctional Behavior, the attributes and character of the member(s) concerned nor the consequences of the dysfunction. (I 12) The hope and expectations of the management in these cases appeared to be that the member, upon completion of the degree, would be assigned elsewhere. (I 28) This did not appear to detract from persons with educational ambitions being encouraged to pursue advanced degrees in order to provide greater service and effectiveness. (I 27)

4.4.6.2.8. Lengthy Rehabilitation

The organizations under study do not have the time, resources, or skills to function as a mental, spiritual, emotional, or social hospital. There was nothing in their mission statements, or purpose statements, to suggest the requirement to function as an extensive healing community for their own staff. Nevertheless, organizations have continued to keep members on staff in a marginally functioning capacity, rather than release them to a proper healing community. (I 20) The cost of this strategy to the organization and the individuals concerned, is unknown, the figures have not been calculated regarding the expenditures, loss of resources or the cost in human terms. (I 27) Indeed, no measures were described that could be used to assess the cost in human terms. Justification for this practice was found in the implicit values of the CEMO. (I 27)

4.4.6.2.9. Little or No Record Keeping

All CEMO members expressed the need for more “usable” information, such as typologies of Dysfunctional Behavior and Consequence Management, costs, personal history, impacts, etc. so that critical decisions could be made in an informed way. Nevertheless, the data that would meet the need was not collected.

4.4.6.2.10. Return to Homeland

It was reported that, when members were returned to their homeland for a time of rest and rehabilitation (out of cycle), the fact of the return weighed heavy on their minds. (I 25) They saw themselves as having been rejected as a mission member and having failed God. During the protracted time it takes to work through relocation, rehabilitation, and reevaluation for future service, the individual tended to become entrenched in some serious negative self-concepts. (I 12)

4.4.6.3. Conclusion to Effectiveness of Strategies

Interviewees seemed to know when something did not work, or was ineffective. The failure to collect data regarding Consequence Management obscures the clarity by which members evaluate effectiveness.

4.4.7. Satisfaction with the Results of Strategies

When asked if they were satisfied with results regarding their strategies, all but two said “No!” After receiving a clear and unequivocal “No” by all but two of the people (CEMO 14), the question was asked, “If you are not satisfied with your strategies’ effectiveness, why?” The responses indicated the sense of frustration with the current state of Consequence Management. All interviewees expressed an overall sense of inadequacy regarding Consequence Management, stating for example that they never received information soon enough. (I 28) “Fallout” seemed to continue well past formal actions. (I 25) “We don’t learn from our experience”. (I 29) The available data is inadequate for effective Consequence Management, (I27) etc.

In conclusion, members were not satisfied with their strategies’ effectiveness. This dissatisfaction was based more on feelings and perceptions, than data.

4.4.8. Cost of Dysfunctional Behavior Consequence Management

No CEMO in the study reported processes for acquiring information about the effects of Dysfunctional Behavior, in and on the organizations, as they applied to

operational effectiveness, stewardship of resources, and organizational learning. There was no indication in the research of efforts by organizations to engage in cost analysis of Consequence Management (what it costs to conduct Consequence Management operations) nor the impact of Consequence Management strategies on the operations budget. One organization (CEMO 25) charged the field unit budget that required incident intervention for all travel and lodging expenses associated with the intervention. It was reported that this practice discouraged informing headquarters about problems because of the resulting loss of resources for operations. (I 25) Field leaders felt that they could not ask for help because they could not afford it. Thus, they considered themselves to be on their own. This isolation left personnel to make do as best they could.

Although the cost of Dysfunctional Behavior and its consequences was viewed as significant, there was no effort to quantify this cost. Neither was there any effort to establish the cost of current Consequence Management strategies.

4.4.9. What Might Help Consequence Management

Individuals were quick to respond with ideas of what might help them in their ability to manage the consequences of Dysfunctional Behavior. These are reflected in some of the Proactive Strategies given in Section 4.4.4.2.2. above. The responses fell into three broad categories: Resources, Improved Systems, and Training. Training appeared to be the greatest desire of respondents. Nevertheless, the respondents' comments indicated the interlocking relationship between all three categories. Marshaling these items into a coherent approach for Consequence Management appears to require a paradigm shift for CEMOs as to how they envision themselves and their essential operations requirements.

4.5. CONCLUSIONS

In many regards, the survey and interview data were complementary and reinforcing. Also, each provided unique material not available through the other instrument.

The research shows that in general, CEMOs, members and managers:

1. Have no common understanding of Dysfunctional Behavior.
2. Respond to Dysfunctional Behavior and its various consequences inconsistently, partly due to the high level of subjectivity used.
3. Have no systematic understanding of consequences.
4. Do not measure consequences.
5. Do not attempt to manage consequences in a structured way.
6. Lack the awareness of the need for corporate accountability in identification and tracking of consequences and costs of Consequence Management.
7. Do not have a considered and systematic procedure for identification, tracking, and managing of consequences and costs.
8. Do not train in the identification and management of Dysfunctional Behavior and Consequence Management.
9. Are at risk from Dysfunctional Behavior.

The interview data comprises a rich and varied source of information for Dysfunctional Behavior and Consequence Management. Individual interviews provided many descriptions of Dysfunctional Behavior, and expressed the need for improved Consequence Management, except that CEMOs which had addressed the issues, covered less than might have been expected. The strength of the data is in the diversity of responses that were amenable to Grounded Theory analysis. Interviewees complemented each other in the breadth of insights that were collectively provided.

It appears that CEMOs are not equipped to identify, manage, and learn from incidences of Dysfunctional Behavior and their consequences.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1. INTRODUCTION

This chapter discusses the findings and considers some possible reasons for the data and the conclusion that CEMOs are not equipped to identify, manage and learn from incidences of Dysfunctional Behavior and their consequences.

5.2. SUMMARY OF FINDINGS

CEMOs in this study have demonstrated that there are some common features shared between them. They:

1. Have no common understanding of Dysfunctional Behavior.
2. Respond to Dysfunctional Behavior and its various consequences inconsistently, partly due to the high level of subjectivity used.
3. Have no systematic understanding of how to identify or manage consequences of Dysfunctional Behavior.
4. Do not measure consequences of Dysfunctional Behavior.
5. Do not attempt to manage consequences in a structured way.
6. Lack the awareness of the need for corporate accountability in identification and tracking of Dysfunctional Behavior and its consequences.
7. Do not have a considered and systematic procedure for identification, tracking, and managing the costs of Dysfunctional Behavior and its consequences.
8. Do not train in identification and management of Dysfunctional Behavior and Consequence Management.
9. Are at risk from Dysfunctional Behavior.

5.3. INTERPRETATION OF FINDINGS

As the research indicates, CEMOs are unique in several aspects that strongly influence organizational structure and practice and the findings may be an expression of the unique nature of CEMOs in this study. Of particular note are:

1. The unique character of members who serve on foreign fields. The independent and “maverick” nature of persons who willingly and intentionally leave their home culture in order to go to the chosen land for the sole purpose of presenting a Christian influence in the host society may result in an organizationally resistant individual. (Sugden, 2002)
2. There is a self-perceived gap between the management priorities of sending organization and the field realities and requirements.
3. The sense of an individual calling by God inclines persons to assume a divine approval that may preclude submission to various organizational requirements and procedures. (OCMS)
4. Organizational systems, structures, practices and procedures are viewed by many members as restrictive and confining, stifling creativity and, worst of all, quenching the inspiration of the Holy Spirit. (Chapter. 3, section 3.3.3.)
5. The ideological motivation and purpose of the operations of CEMOs combined with an implicit assumption of divine guidance may encourage organizations not to analyze various aspects of their operations, nor to invest resources in intentional leadership development or organizational development. (There are two exceptions in the study sample, CEMO 7 and CEMO 23.)
6. The argument has been made that resources are not available for organizational development and training due to the nature of resource development practices of CEMOs, and the perceptions of backers who insist that their contributions go exclusively to field operations.
7. It has been suggested that these organizations were developed by, and in support of the very individualistic type of personnel mentioned above.
8. Because of these aspects of organizational identity, CEMOs tend to be suspicious of, and resistant to, any influence that is perceived as generated by values, motives, and practices that appear to be external to a culture based on “divine guidance.” (Sugden, 2002; OCMS Seminar, 2002)

Interpreting from these findings, there appears to be at least eight inter-related reasons why CEMOs are not at the moment able to manage Dysfunctional Behavior and its consequences.

1. The Character of Missionaries.
2. The Theology of Missionaries.
3. The Theology of Missions.
4. The Structure of Missions.
5. The History and Traditions of Missions.
6. The Context of Missions.
7. The Competence of Mission Personnel.
8. The Culture of Missions.

5.4. TOWARDS A MODEL OF UNDERSTANDING: THE CONSTRAINING TRIANGLE

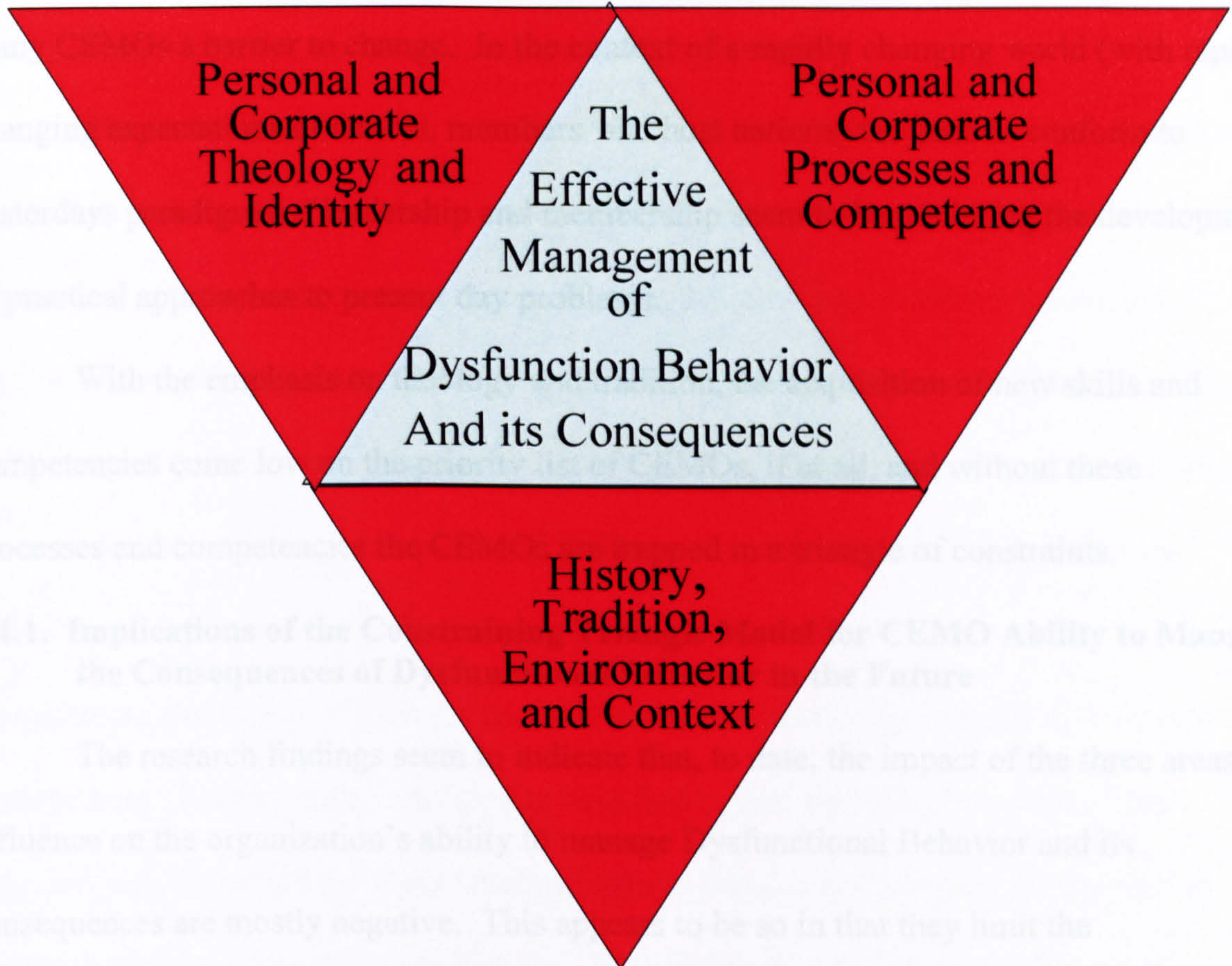
Figure 5.1, The Constraining Triangle (next page), depicts how the effective management of consequences of Dysfunctional Behavior appears to be strongly influenced by the eight reasons listed above. Those eight reasons have been grouped into three areas of influence:

- ◆ Personal and Corporate Theology and Identity
- ◆ History, Tradition, Environment, and Context
- ◆ Personal and Corporate Processes and Competencies

These influences may be either positive or negative. The Constraining Triangle Model depicts the three main areas of influence which have been found to impede CEMOs' capacity to effectively manage Dysfunctional Behavior and its consequences.

The Constraining Triangle

Figure 5.1.



Personal and corporate theology significantly influences personal and corporate identity. Given the nature of evangelical theology with its emphasis on its biblical base, change is not easy unless it is seen to have a divine mandate. Although Dysfunctional Behavior is depicted throughout the Bible and its consequences are graphically portrayed, the divine mandate appears to be taken as to avoid Dysfunctional Behavior rather than to be prepared to manage Dysfunctional Behavior and its consequences. Thus CEMOs become trapped within a theology which calls for perfection rather than a theology which deals with imperfection. The identity and image CEMOs seek to maintain is one of rightness and righteousness. This they perceive as necessary in order to sustain their support from donors and other benefactors, but which disables the CEMOs in that they tend to avoid evidence of un-rightness – in this case in the form of Dysfunctional Behavior.

In general, the very long history of mission has been shown to be a strong point.

In general, the very long history of mission has been shown to be a strong point. On the other hand, in the context of Dysfunctional Behavior, tradition has become for many CEMOs a barrier to change. In the context of a rapidly changing world (with rapidly changing expectations of donors, members, and host nations) the need to conform to yesterdays paradigms of leadership and membership seem to be inhibiting the development of practical approaches to present day problems.

With the emphasis on theology and tradition, the acquisition of new skills and competencies come low on the priority list of CEMOs, if at all, and without these processes and competencies the CEMOs are trapped in a triangle of constraints.

5.4.1. Implications of the Constraining Triangle Model for CEMO Ability to Manage the Consequences of Dysfunctional Behavior in the Future

The research findings seem to indicate that, to date, the impact of the three areas of influence on the organization's ability to manage Dysfunctional Behavior and its consequences are mostly negative. This appears to be so in that they limit the organization's ability to adopt systems and procedures associated with effective management and learning, inhibiting change within the organizations. The consequences of the three areas of influence as to their mutual meaning for and impact on operations appear to be largely unexplored. Yet effective management of Dysfunctional Behavior and its consequences within CEMOs appears to be dependent on the intentional engagement with all three areas.

5.4.2. Implications of the Constraining Triangle Model for the Emerging Strategic Model Template

The Emerging Strategic Model Template (ESMT) addresses only one aspect of this model, The Personal and Corporate Processes and Competencies. From the findings, it appears that negative forces of the other two areas of influence might impede the successful application of the ESMT for Consequence Management, since these two areas largely define CEMO culture and climate and hence behavior. Thus, changes to structure

and process (the incorporation of the ESMT) that do not integrate with and proceed from corporate culture and climate, may be dysfunctional in the long run.

5.4.2.1. Personal and Corporate Theology and Identity

The research did not seek to explicate the interface between theological foundations of CEMOs and their ability to operate effectively. Within the community of those organizations that identify themselves as Evangelical are many different theological systems that under gird their values and practices. Each one may cause CEMOs to view and manage Dysfunctional Behavior and Consequence Management somewhat differently. For example, these systems may cause CEMOs to develop differing rationale for the definition of Dysfunctional Behavior, and the implementation of Consequence Management that will guide the process and define the desired end results of Consequence Management. Furthermore, individually held theological positions may differ from espoused organizational theology creating internal stresses and possible Dysfunctional Behavior with its attendant consequences. Theological assumptions are often untested on the part of individuals and organizations. Future study and theological reflection are required to address the inherent tensions this model highlights.

5.4.2.2. History, Tradition, Environment, and Context

History, tradition, environment, and context all influence corporate culture, behavior and capacity. The research touched on these areas through their emergence from the stories and cases that were revealed during the study. It is recommended that future study seek to produce a clearer understanding of the influence of these forces on change management capability in regard to learning from Dysfunctional Behavior and Consequence Management. Such understandings may be essential to a successful implementation and long term development of the SMT.

5.4.2.3. Personal and Corporate Processes and Competencies

The research revealed a wealth of new data and understandings for both Dysfunctional Behavior and its consequences. The establishment in Chapter 4 of

typologies provides part of the foundation for the art and discipline of Consequence Management.

5.5. DISCUSSION

This chapter first discusses the typologies and then discusses the various current organizational practices and conditions needed for effective management of Dysfunctional Behavior and its consequences.

- ◆ Types of Dysfunctional Behavior
- ◆ Types sources of information
- ◆ Types of triggers for responses
- ◆ Types of consequences
- ◆ Types of rationale

The material presented expands on the conclusions of Chapter 4 (listed below) as possible interpretations of the findings and discusses the concepts rather than the interpretations so as to avoid duplication of text. In general, sections of this chapter consider the following conclusions as indicated:

1. CEMOs have no common understanding of Dysfunctional Behavior.
2. CEMOs respond to Dysfunctional Behavior and its various consequences inconsistently, partly due to the high level of subjectivity used.
3. CEMOs have no systematic understanding of consequences.
4. CEMOs do not measure consequences.
5. CEMOs do not attempt to manage consequences in a structured way.
6. CEMOs lack the awareness of the need for corporate accountability in identification and tracking of Dysfunctional Behavior and its consequences.
7. CEMOs do not have a considered and systematic procedure for identification, tracking, and managing the costs of Dysfunctional Behavior and its consequences.
8. CEMOs do not train in Dysfunctional Behavior and Consequence Management.

9. CEMOs are at risk from Dysfunctional Behavior.

5.5.1. Typologies

It would appear that the use of typologies would be quite consistent with the evangelical theological position and therefore its absence has more to do with the constraints of the third influence – corporate and personal competence. The several typologies developed provide a foundation for the ESMT.

5.5.1.1. Typology of Dysfunctional Behavior

Because no other source was identified, it appears that this study is the first to itemize and categorize Dysfunctional Behavior. Thus, none of the interviewees had access to a broad perspective on Dysfunctional Behavior and its consequences as was developed by this study, nor the multiple examples that emerged during the empirical research.

The organizations surveyed and people interviewed had difficulty discussing dysfunctional behavior. Although interviewees were able to indicate some examples and associated issues of Dysfunctional Behavior, they did not have a clear understanding of the extent of, and interrelationships involved in, the consequences of Dysfunctional Behavior in their organizations. Interviewees had an intuitive grasp of some of the issues, but neither they, nor their CEMOs had a practical understanding of the management of the consequences of Dysfunctional Behavior. This may be due in part to the sensitivity of some of the examples explored, but many had no language for Dysfunctional Behavior and could not describe the offered examples in any structured manner.

This would suggest that a simple typology would enable CEMOs to more effectively recognize Dysfunctional Behavior, discuss it, and reach conclusions relevant to its management. The typology was presented in Chapter 4, Section 4.4.1.

5.5.1.2. Typology of Sources of Information on Dysfunctional Behavior and its Consequences

Interviewees related the various sources of information that might provide awareness of the presence of Dysfunctional Behavior and its consequences. The

interviewees were aware of some of the possible sources, reporting a few each. Several lacks were noted as contributing to the inability to identify more possible sources. These included lack of technology to gain information, lack of a system of understanding, lack of communication/networking with others on the subject, lack of training, lack of access to knowledgeable supervisors, etc.

The development of a Typology of Source (Table 4.3) would improve sensitivity to these potential contributors to Consequence Management. Being knowledgeable about various sources enables the responder to quickly assess the facts regarding Dysfunctional Behavior and its consequences from additional independent resources. Once again the evangelical position should present no barrier to the use of this typology. Indeed, to view these sources as partners in the stewardship of resources could be a very positive incentive.

5.5.1.3. Typology of Triggers for CEMO Leader Intervention

Section 4.4.4.1. of Chapter 4, describes the various triggers that were identified by interviewees. Once the various triggers of Consequence Management are understood, responders can be sensitized to these and quickly recognize a triggering event when it occurs. Subsequent strategy planning and implementation is better informed when members are aware of the dynamics of the event.

5.5.1.4. The Consequences Themselves

Section 4.4.2. of Chapter 4 and its subsections describe the many consequences that interviewees reported. When dealing with a specific event or set of circumstances, it may be easy to miss some of the consequences of Dysfunctional Behavior. The Dysfunctional Behavior itself might polarize the focus and scope of perception to such an extent that various consequences are missed and never addressed. The typology of consequence may allow the responder to systematically search for consequences so that the Consequence Management strategy will be effective and inclusive. The act of comprehensively identifying consequences is the first step in mitigating the extent and severity of the consequences. However, the use of this typology may present some CEMOs with a

challenge since it tends to expand the size of the problem. Given the tendency of CEMOs to avoid Dysfunctional Behavior and its consequences, a more simplified approach, which reduces the range of consequences to more manageable units, may have greater chance of being accepted.

5.5.1.5. Typology of Rationale for Consequence Management

Most interviewees responded to the line of inquiry regarding rationale as if it should be obvious to everyone why one would seek to fix things. For some, a quizzical first effort to respond to the questions indicated a lack of consideration of their motivation prior to the question. One interviewee stated that he had never given thought to his rationale for Consequence Management. Once the list was compiled, definite variations in focus were evident. Rather than relying on an unconscious assumption of motivation, awareness of the typology of rationale may allow CEMOs to address all of the rationales collectively, and in a balanced manner pertinent to the nature of the Dysfunctional Behavior and the consequences. Section 4.4.4.5., Chapter 4, provides the rationale that were identified. By focussing on more spiritually toned language, it should be possible for most CEMOs to adopt this particular typology.

5.5.1.6. Summary

Various typologies were developed from the research and provided the researcher with a substantive understanding of the nature of Dysfunctional Behavior, sources of information, triggers, Consequence Management rationale, and its consequences. The typologies were not available in the literature. This is the first time they have been reported. Thus, CEMOs are currently without these resources and hampered in any effort to conduct Consequence Management. These typologies might be used to provide a critical framework for engagement in Consequence Management but may need to be adapted to accommodate the evangelical culture and traditions.

5.5.2. Current Organizational Practice and Condition

5.5.2.1. Policy

The list of organizational documents, principles, policies, practices, and procedures, as presented in both the survey (Appendix E) and interviews (Appendix C), was not fully available in any one of the CEMOs in the study. No organization possessed a comprehensive portfolio of policies relating to Dysfunctional Behavior and Consequence Management. Organizational documents, principles, policies, practices, and procedures are normally, continuously developed after an organization has come into existence. They usually reflect a maturation process honed by experience and necessity.

The interviews and survey both showed that organizations had some organizational documentation except CEMO 8. When an organization engaged in strategic planning, these documents tended to be reviewed and developed according to a regular sequence, with the Mission Statement and Vision Statement coming early in the process, and with the others building and expanding upon them. (I 27) The farther removed in sequence the subsequent documents were from the Mission Statement and the Vision Statement in a general development sequence, the less likely organizations were to have them. One organization had none. This seems to indicate that organizations do not have a thorough, informed, and objective understanding of organizational policy structure. The main reason for this is probably due to the effect of the competency constraints. Most missionaries do not have management training and since most leaders emerge from the ranks of the mission community, it follows that the leaders do not have the training that would enable them to approach policy formation in a comprehensive and professional manner.

5.5.2.2. Standards

All organizations in this study indicate that they understood the need to provide quality work in the field and at headquarters. Furthermore, Dr. Everett N. Hunt, my first supervisor in this study before his death in 1996, indicated that what is less recognized in the group of organizations studied, is the need for standards applied to other aspects and

components of the human resources chain than just organizational and individual output. (Hunt, 1996) The Human Accountability Project of Geneva, Switzerland published the following statement on the subject of standards in organizations.

Working alone or with others, the organization sets or specifies standards it will use in protecting and fulfilling the rights of claimants and field staff.

Standards comprise clearly identifiable 'rules,' principles, guidelines or a code, and are supplemented by measurable performance indicators.

Subject only to serious operational constraints, the setting of standards and performance indicators involves direct participation by the stakeholders whose interests they serve.

The organization reviews standards and indicators periodically, in the light of monitoring, experience and learning.

(<http://www.hapgeneva.org/pdf/HAP%20Briefings%206.pdf>)

Additional standards to be considered include standards for inputs and standards for processes. The following areas of standards are of concern to CEMOs.

5.5.2.2.1. Input Standards and Monitoring

Organizations obtain inputs in the form of personnel, services, finances, supplies, equipment, and property. Focusing on the human component, personnel - ensuring the best methods of obtaining quality competent persons for the tasks to be performed, is crucial to a successful CEMO. (I 8, 27) The primary institutions for personnel recruitment into CEMOs are Training Agencies/Schools, the Home Church/Denomination or Congregation and Specialty Recruiting Agencies. Independent contacts, mission conferences, special emphasis programs at other religious conferences, etc., also contribute personnel to the recruitment process, but it remains for the CEMOs to screen applicants. They do so mainly in partnership with the types of agencies noted above. Several CEMOs in the sample maintain a special presence on various institution campuses in the form of residences and centers, to expedite and augment recruitment, screening, and development. However, it has been observed that current screening practices are generally inadequate to provide a full and thorough assessment of applicants and insure a best fit for their assignments. (I 12, 13)

In terms of The Constraining Triangle Model, all the forces are at work here and impede the development of improved recruitment. The strong emphasis on divine call

tends to override concerns about competency and suitability. Thus the use of professional assessment techniques is rare with very limited use of psychometric testing or assessment centers and given the pools from which the CEMOs draw their recruits, they may have a protracted process to develop a more professional approach.

5.5.2.2.2. Process Standards and Monitoring

The ISO 9000, Quality Standards published by the International Organization for Standardization, defined process as follows:

In general, a *process* uses resources to transform inputs into outputs. In every case, inputs are turned into outputs because some kind of work, activity, or function is carried out. Processes can be administrative, industrial, agricultural, governmental, chemical, mechanical, electrical, and so on. (<http://www.praxiom.com/iso-definition.htm#Organization>)

All work is a process. Every process is a transformation. Every process has inputs and outputs. Every process transforms inputs into outputs. (<http://www.praxiom.com/iso-9000-1.htm>)

For consistency, all work or process should be governed by documents and procedures. Where some documentation of organizational identity - vision, mission, purpose, values - (see Appendix F) existed, many of the personnel interviewed had yet to develop an understanding of the functional and fundamental purpose of the documents, and how they were coupled to everyday activities for mission accomplishment. The documents of organizational identity are viewed as crucial to forming a corporate strategy. They would appear to be linked to the size and function of the organization. The central role of these documents is becoming increasingly understood by CEMO leaders as evidenced by the appearance of some of them in corporate policies.

It was observed that some personnel resisted the idea of any involvement with management principles, and even stated to the researcher, "This is a ministry, not a business. We don't need management concepts and skills, just spiritual people." (I 9) Indeed, some Christian literature is overtly anti-management or business administration. (McKenna, 2002, p.9) This is set in counter position to a myriad of extensive materials and programs established in literature and practice.

Once again the constraints of the triangle will need to be overcome, particularly those of theology and identity. Yet vision, mission, purpose, and values are all spiritual concepts and therefore the presentation of these will require they be couched in evangelical language to be accepted.

5.5.2.2.3. Output Standards

It has been reported that some organizations have attempted to meet the requirements of every needy target group that arises within the area of operations. (I 28) Management acknowledges that this may cause member burnout, failure to live up to organization potential, and cause the organization to fail through lack of focus. (I 11)

The ISO 9000, Quality Standards defined outputs as products.

ISO distinguishes between four types of products: Hardware, Software, Processed Materials, and Services. (<http://www.praxiom.com/iso-definition.htm#Organization>)

A product is an output that results from a process. Products can be tangible or intangible, a thing or an idea, hardware or software, information or knowledge, a process or procedure, a service or function, or a concept or creation. Please note that when ISO uses the term product they also mean service. (<http://www.praxiom.com/iso-9000-1.htm>)

The outputs of a CEMO may be producing converts, disciples, churches, health care programs, education programs, economic development programs, relief programs, etc. (I 8, 7, 13, 14, 20)

The process of establishing usable success criteria has been defined, in a business context, as:

Define business goals and objectives for both the development organization and its customers.

Identify constraints that limit the project manager's options. Derive project success criteria that relate to the business objectives. (Weigers, 2002)

Thus, success criteria are established to ensure that mission objectives are met. Substitute CEMO for the word business in this process to find applicability for this study. Weigers goes on to state:

You can't judge whether a product satisfies all of its business objectives until some time after delivery. However, each business objective should imply technical success criteria that you *can* monitor prior to release. (Weigers, 2002)

In the same way, CEMOs find it difficult to define success in a final sense. (I 8)

CEMO members also may not be in the habit of defining success in such objective terms.

(I 11) For CEMOs, success is, at times, described in the context of personal sacrifice and suffering that may lead to martyrdom and is usually expressed in subjective terms. (I 23) Nevertheless, CEMOs should be able to identify some measurable criteria for success, if only to be able to satisfy the needs of their supporters and donors.

In the context of output standards, most mission organizations put defined limits on their “clients” (that is, the target groups that are to be the recipients of the organization’s efforts). Organizations prescribe their target audience to ensure that it matches the purpose and capabilities of their mission and the output of its members. This may take the form of activities, client lists, locations, or client conditions. Thus, client context features may be disqualifiers for the organization’s efforts, given the organization’s resources and attributes and can be used to avoid over commitment, which may lead to Dysfunctional Behavior.

Success may be judged internally and formally through in-process reviews, review and analysis reports, and performance reviews. Additionally, success is judged, in a larger sense, by all the stakeholders of the CEMOs. However, some argue that the only judge of success is God because they are answering a call from Him. (I 27)

Regarding the output of the CEMOs in this study, Appendix F displays the Primary Mission Focus for each CEMO. The Primary Mission Focus categories listed in the appendix are Evangelism, Church Planting, Development, Education, Support, Technical, Construction, Mechanical, and Other. Seven organizations had a single mission focus. Eight organizations had multiple foci. One organization claimed to focus on all nine categories listed. Each Primary Mission Focus could incorporate several output categories that may be measured. For instance, for Evangelism CEMOs could measure the number of times members are able to present the Good News to groups, individuals, and media markets. Furthermore, they could measure the number of inquiries for more information, or actual decisions to accept their message in the form of conversions. Additionally, cataloging evidence of changed lives in the forms of changed behavior, improved relationships, or increased quality of life may supply a good measure of successful outputs.

Similar approaches to defining outputs may be applied to each of the Primary Mission Foci.

This study did not seek to catalog output measurement criteria. Nevertheless, a full comprehension of the quality of an organization's outputs may inform the organization of evidence of Dysfunctional Behavior and the possible need for Consequence Management. However, when asked "How do you know when the situation has been resolved successfully?" a frequent response was "When it ceased to be a topic of discussion." (I 3, 14, 26, 28) Interviewees could not elaborate the process or the criteria for management of consequences. These processes and criteria were not present in their experience. For the purpose of this study, management criteria are the output standards for Consequence Management. Thus, in regard to successful Consequence Management, there appears to be a strong need to develop criteria to measure the success of Consequence Management. Likewise, there needs to be a full definition of criteria that explicate failure. Both the theological and competency constraints will need to be addressed before effective Dysfunctional Behavior management can be expected.

5.4.2.3. Organizational Flexibility

The following sets the stage for considerations of Organizational Flexibility:

Everyone knows adaptability is required in this age of computerization and instant communication. The game and market change quickly and dramatically. An inflexible organization will lose the competitive battle to the quick, nimble and responsive. (<http://www.pinnacleseminars.com/training/outline/bsflexible.html>)

CEMOs are just as vulnerable to these demands as organizations from the business sector. The competitors that CEMOs face are differing world-views, religions, and cultures that are fighting to gain, or hold the hearts and minds of those they view as their members, or potential members and those other CEMOs who compete for funds and personnel. (I 8) Flexibility requires measurement and analysis of current practices. (I 8)

When any organization analyzes itself for improving its inputs, processes, and/or outputs, it will naturally discover areas for improvement and change. (Kennedy, 1991, p.

150ff) Two areas were reported in the research as having been particularly difficult for organizations to manage. These were:

First, the reorganization to flatten or streamline their structures. (I 13) This means that as much bureaucracy and duplication as possible is eliminated. In order to maintain a reasonable span of control, systems of communication and authority were viewed as needing to be streamlined. (I 13)

Secondly, it was reported that the hardest change of all for a mission organization to embrace is a demonstrated commitment to change. (I 28) Members of the organizations were viewed as having developed a vested interest in their power and position (I 3), and it was rare to observe people taking delight in divesting themselves of status and security for the sake of the organization. (I 28) For some, the sense of a divine call seemed to often carry a hidden presumption of eternal perpetuity in one's position and function. Once again the three constraining forces can be seen as impeding CEMO flexibility.

5.4.2.4. Consequence Management Preparedness

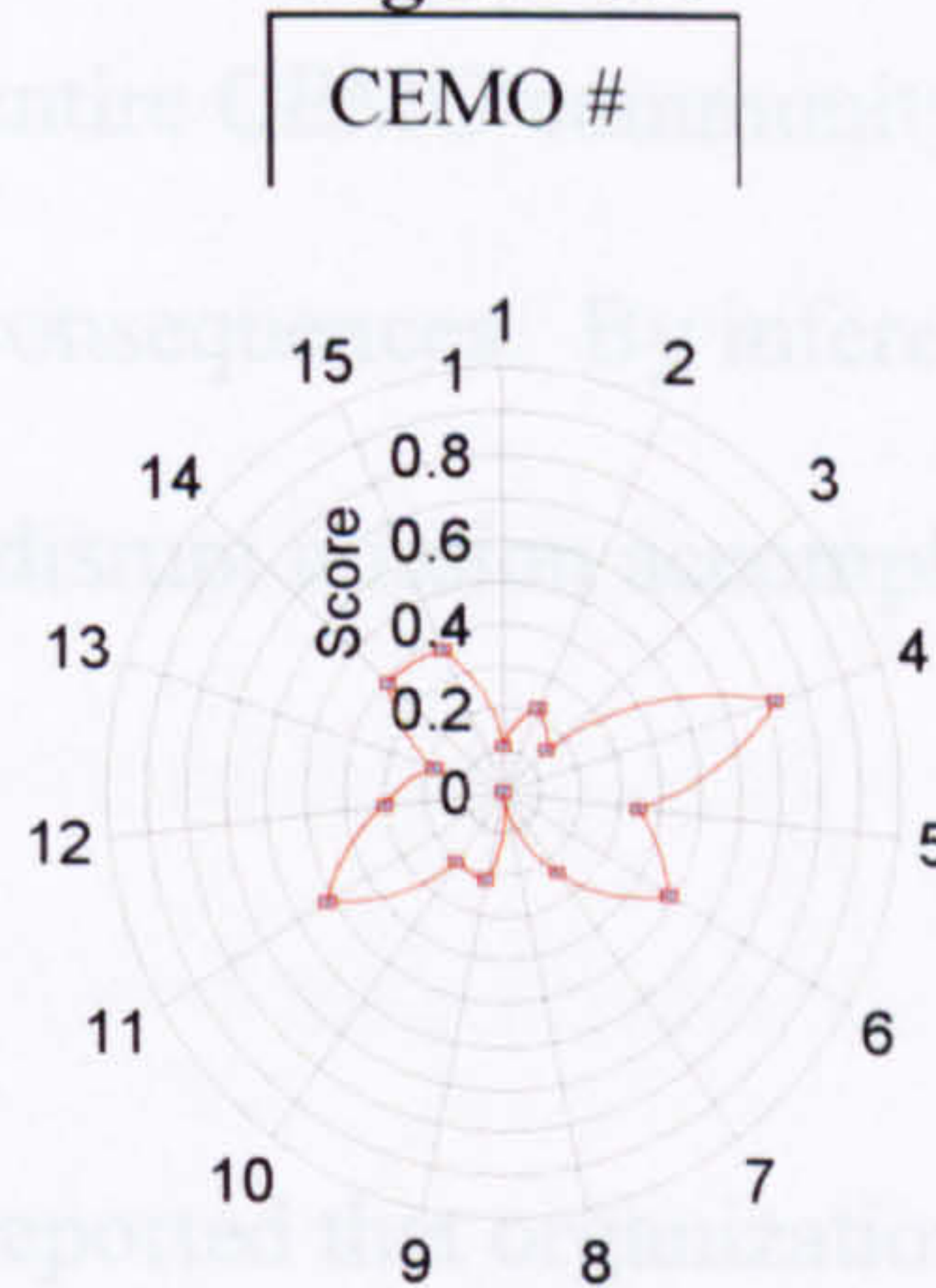
CEMOs, because of the language and framework difficulties, demonstrated an innate lack of awareness of their organizational condition and Strategic Integrity (see Section 2.5 of Chapter 2). Diagnostic Tools for assessing the current organizational capacity to effect consequence management were not available to organizations.

The Consequence Management Preparedness Index (CMPI) presented in Table 4.1 may provide one such tool. Two ways to depict the CMPI that assess the current state of Consequence Management throughout the sample are shown in Figure 5.2 and Figure 5.3.

scattergram. The maximum score would be 1.00 for each CEMO. The figure shows that most CEMOs do not come close to reaching the maximum for preparedness. The average CMPI in the sample is 0.29 with one CEMO scoring 0.72 as the high score and one CEMO scoring 0.00 for the lowest score recorded.

Consequence Management Preparedness Index Radar Map

Figure 5.3



Another way of showing this data is seen in Figure 5.3, which is a map of the scores in a circular format, sometimes called a radar map. A score of 0.00 is recorded at the center of the area with a maximum score of 1.00 recorded at the outer perimeter. Each spoke of the chart is one CEMO with its score plotted along that line or spoke. If the overall circular area is defined as the scope of potential Consequence Management Preparedness for the sample population of CEMOs, then that portion of the area enclosed in the red figure illustrates the current level of Consequence Management Preparedness of the sample. Ideally this picture would be equal to the full circle. The reality is significantly less than the ideal.

In conclusion, with the average CMPI score 0.29, it can be stated that, regarding the sample, 71% of the sample's potential for effective Consequence Management (or Consequence Management Preparedness) is unrealized. To the degree that the sample is accurately representative of the entire CEMO community, there is much risk present from Dysfunctional Behavior and its consequences. By inference, Dysfunctional Behavior and

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5.4.2.5. Systems Thinking

Generally, interviewees reported that organizations treated Dysfunctional Behavior and the consequences in a reactionary mode. (I 7, 3, 12, 15) Using Peter Senge's model of System Thinking (Senge, 1990, p. 68), it appears that, for CEMOs, most situations are treated in isolation from overall organizational process needs, usually treating symptoms rather than fundamental causes and results. There was no indication that the CEMOs of the study insured that their personnel were capable in systems thinking at any point in their careers. Consequently, members operated without awareness of the connectivity of their actions and decisions with corporate structures and team dynamics. For example, one CEO declared in an open forum that while he knew that his CEMO had an Operations Manual, he had no idea of its contents or thought it necessary for him to know the contents. (OCMS, 2001) Systems Thinking does not appear to be a normal *modus operandi*.

Many members and managers may do well in day to day operations without a systems thinking capability, or at least with a limited capability. However, both Senge's work and Weick and Sutcliffe's work argue persuasively that systems thinking or mindfulness are critical skills, particularly when confronted with the unexpected or operational surprises. (Senge, 1990, p. 68ff; Weick and Sutcliffe, 2002, p.41-49) Disaster

Recovery literature (see Section 2.3.7., chapter 2) implicitly assumes a systems thinking approach as evidenced by such items as the Disaster Recovery Plan Template (Appendix L). In the sample, a conceptual framework is missing from the systems thinking of CEMO members pertaining to Consequence Management. It can be argued that evangelical orientations tend to encourage segregation, differentiation, and compartmentalization in thinking – classically seen in the secular/sacred divide. Until the barrier between the perceived mission and management thinking are broken down, a proactive approach to Dysfunctional Behavior will be difficult to develop.

5.4.2.6. Training Management and Professional Development

Virtually all training, or education received by members of the CEMOs in the sample was engaged at the initiation of the individual member. Some organizations were beginning to establish training departments or offices. (I 23) However, as shown in the findings that emerged from the survey and interviews (Appendix F), no CEMO had a department for training that actively pursued and managed an agenda that incorporated all the levels of training that were questioned. One of the places these levels were described was in the training publications of the military. (FM 25-101) One CEMO indicated an intention to develop such an approach. (CEMO 7)

Based on the reports, training is not focused on mission criteria, or job performance, or comprehensive in scope. Considering the Constraining Triangle Model, one reason for this deficiency comes out of the theological position that the person who is called by God is also equipped by God and therefore training is of limited value. It may be that placing more emphasis on training as discipleship, coaching and mentoring – for which there are many biblical examples – would enable CEMOs to engage in more life long learning practice.

5.4.2.7. Learning Mechanisms

It is of particular note that no CEMO had established formal learning procedures, nor a learning climate or culture as defined by Senge (1990) (see Section 2.1. and

2.3.1.5.9., Chapter 2) which would assist it in the assessment of its own capacities and status. CEMOs claimed to place a high value on stewardship of resources and assets. Indeed, to do otherwise would have been to invite stakeholders to drop their support of the mission activities. Yet, CEMOs in the sample did not invest time and energy in developing internal information that indicated the state of stewardship. Any statement about the health of the organization regarding Consequence Management was thus one of blind (uninformed) faith. Pursuit of excellence in quality of ministry performed by CEMOs requires good data and analysis. No CEMO will improve its Consequence Management capability without reliable information. This of course is a classic tension between the faith and works philosophies and the CEMOs' theology places them firmly in the former category. Again they are trapped in the triangle.

5.6. SUMMARY

Figure 5.1, The Constraining Triangle, presents a summation of the complexity of the forces that predispose CEMOs against effective Consequence Management. Even those CEMOs that indicated that some experiences of the consequences of Dysfunctional Behavior almost destroyed their organization, appeared not to be prepared to effectively enact Consequence Management. This was seen as running counter to their theology, and traditions which are expressed in their desire to respond with compassion and sincerity to their members.

Chapters 2, 4, and 5 describe a significant and diverse number of strategies for Consequence Management that have been identified from the surveys, interviews, and literature, but CEMOs have little awareness of them or employ these strategies sparingly and/or inconsistently. Furthermore, procedures for cost tracking and review and analysis are lacking, making it impossible to determine overall effectiveness of the presence of the identified strategies, verses the absence of them.

Standards for the three categories: Input, Process, and Output, are low to absent. Training (to standard) as a corporate strategy is particularly lacking in the sample of

CEMOs. The training types and subjects (Section 5.3.1.2.8.) that were surveyed are, for all practical purposes, nonexistent in CEMOs, educational institutions, and home church/denominations, with little or no dialogue between them on the issues.

Organization improvements may be slow to be achieved. This is due in part to three particular traits of CEMOs. First is the assumption of a divine calling (that unconsciously presumes that change is not necessary or even to be avoided). Secondly, CEMOs come out of 2000 years of tradition and therefore seem to experience inertia more than younger organizational traditions. The older the organization is, the stronger the inertia. Thirdly, there is the fact that CEMO leadership does not know what they do not know regarding Consequence Management, nor is there any strong indication of a desire to know.

5.7. CONCLUSION

It is believed that when effective strategies of processes and competencies for the management of the consequences of Dysfunctional Behavior are present in organizational life, this will result in a lower incidence of Dysfunctional Behavior, lower incidence of concomitant consequences, and higher operational effectiveness. It is understood that, to be effective, these should be supported by 1) personal and corporate theology and identity and 2) a conducive mix of learning from their history, tradition, environment, and context. This could be measured by comparative studies between organizations that do or do not have these strategies. Conversely, when such strategies are not present, it is believed that there will be a measurable increase in the incidence of Dysfunctional Behavior, more personnel turbulence, and a measurable negative impact on organizational efficiency as assessed by the same measures. Such beliefs can also be verified by measuring a CEMO (that has significant short falls in processes, practices, and policies) before and after the implementation of the specified processes, practices, and policies. The CEMOs in the sample do not maintain the necessary data to verify these beliefs.

Simply stated, CEMOs are not well prepared to conduct Consequence Management despite the existence of many useful tools and approaches because they are trapped in the

Constraining Triangle. During interviews and conversations about this study it was observed that CEMO success was a function of the “grace of God” over the 2000 years of Christian expansion that overcame human and institutional shortcomings. This conclusion does not imply that CEMOs are not beneficiaries of God’s grace if they do not “get their act together” organizationally. It simply supports the idea that, in general, CEMOs can be more effective channels of God’s grace when they consciously adhere to effective leadership, management, and organizational disciplines, than they have been.

However, to date, CEMOs have not been provided with the language and technology to enable them to effectively manage Dysfunctional Behavior and its consequences. Yet, collectively the data shows that such language is possible and that such a technology is capable of being constructed. The research provides a basis for the construction of such language and technology for Consequence Management as described in Chapter 6, The Emergent Strategic Model Template with its Consequence Management Matrix.

CHAPTER 6

A CONSIDERATION OF AN EMERGENT STRATEGIC MODEL TEMPLATE AS A FRAMEWORK FOR CONSEQUENCE MANAGEMENT

6.1. INTRODUCTION

We have seen that there is little direct literature and research focused on Consequence Management relating to Dysfunctional Behavior, although there are helpful materials available from various domains and disciplines that have bearing on Consequence Management. However, current and historic practices in the CEMOs in this study have provided a number of examples of strategic and tactical responses by organizations engaged in Consequence Management, albeit in fragmented and rudimentary forms. No CEMO had a comprehensive process for Consequence Management. Therefore, in this chapter, an attempt is made to coalesce the findings of the research into an Emergent Strategic Model Template (ESMT) as a framework for Consequence Management. The use of the word 'emergent' indicates the tentative nature of the ESMT since the literature and empirical material on which it is constructed is necessarily limited. However, it is intended to be a useful first step, and thereby make a significant contribution to our understanding of how to manage the consequences of Dysfunctional Behavior.

Effective Consequence Management requires unified and coherent management approaches to prevention, detection, monitoring and recovery. This demonstrates Strategic Integrity. The phrase "Strategic Integrity" is used to describe the condition in which all aspects of organizational identity, policy, operation, culture and climate reflect the organization's mission, purpose, values, and vision. Attaining Strategic Integrity is therefore, the result of a process that ensures the congruence of all aspects of the organization's identity and performance through strategic thinking, planning, and implementation. The attainment of Strategic Integrity will require the organization to deal with the impediments of the Constraining Triangle.

The ESMT provides a means of managing the consequences of Dysfunctional Behavior and therefore, contributes to the creation of Strategic Integrity. The concept of Strategic Integrity emerged and evolved from observations of organizational function and the responses in the interview process of this study. However, in 1960 MacGregor advocated integrating all aspects of organizational strategy and practice, including human resources as a strategic asset (MacGregor, 1960). Authors have continued to emphasize integration and achieving congruence, albeit without the use of the term “Strategic Integrity”.

To shift from integrating organization strategy, tactics, policy, actions and plans (an action itself), to possessing Strategic Integrity (a state of being), is moving from an emphasis on performance to an emphasis on condition; moving from a focus on an implied task of mission to a focus on corporate character. This places ‘being’ as the definitive precursor of strategy and tactics. What you are and what you know determines how you do what you do. This is espoused by Peter Drucker (Drucker, 1990, p.16ff), Karl Weick and Kathleen Sutcliffe (Weick and Sutcliffe, 2001, p.116ff), and in U. S. Army training manual on leadership (FM 22-100). This is especially significant for CEMOs because the validity of the message they portray is established, in large part, by the integrity of their behavior.

Interviews indicated that there were three broad approaches to strategic thinking and strategic planning in the organizations in the sample. The largest observed grouping of CEMOs approached the concept of strategic thinking and planning as if it were an event, engaged in annually or less frequently, and to be referred to upon occasion for authoritative purposes. In this first group, most seemed to have given little thought to the nature of strategic thinking.

Far less frequent in number were the second group of organizations that engaged in strategic thinking and planning as a total mind set or lifestyle all of its own, in which strategy was an on-going process coupled to learning.

In the third group, strategic thinking was simply a business or military activity that threatened to undermine principles of faith and contaminate the work of the Holy Spirit. In these organizations, strategic thinking and planning were largely absent.

In the less rigid cultures of the second group, the CEMOs recognized the value of strategic thinking and planning. However, they also regarded some of the principles and practices that originated in, or were acquired from, world views or systems that were different from those of CEMOs' "Biblical thinking," as needing to be scrutinized and evaluated for validity and relevance and possible modification. For example, the process of developing a Vision Statement normally involves members spending time in a creative exercise to produce their own sense of a future state or condition. CEMOs, however, often preferred to spend time in prayer and meditation, seeking a "revelation" of God's intentions, rather than a self generated vision for their organization, because they saw themselves as fulfilling a holy calling. Regardless of the unique perspectives of CEMOs, failure to take into account established organizational principles and systems thinking (Senge, 1990, p. 12) increases an organization's risk. The third group of organizations are constrained by their theology while the first group are constrained by their competence.

No organization is without risk. Even High Reliability Organizations remain vulnerable as the 2003 black out of parts of Northeastern United States showed. Indeed, all organizations at the frontiers of their business are open to failure, as the Columbia Shuttle disaster investigation report stated – accidents will happen.

The move from a doing paradigm, to a being paradigm, does not appear to be a process of organization evolution, since none of the organizations studied, nor the literature reviewed, reported a trend towards Strategic Integrity. It would appear that if Strategic Integrity is to be achieved, the means for it – in the form of a tool or technique for transition, would be required.

6.2. DISCRPTION OF AN EMERGENT STRATEGIC MODEL TEMPLATE

The Emergent Strategic Model Template (ESMT) has been developed as a

framework for Consequence Management. It may also function as a tangible aid toward Strategic Integrity.

Combining essential strategic and operational elements as a management matrix to the consequences of Dysfunctional Behavior can be conceived as a form of taxonomy¹ in which the failure or weakness of any component will adversely impact overall accomplishment. Thus, to comply with the principles of Strategic Integrity, the ESMT can not be regarded as a menu of options for use in Consequence Management. A menu implies a set of choices from which to select or reject for the purpose of Consequence Management. The taxonomic nature of the ESMT is implicit in the integrating and mutually reinforcing functions of the component elements. Thus, all elements of the ESMT need to be present in some recognizable and appropriately useful form to comply with the principles of Strategic Integrity. The ESMT is a flow chart of conditions and processes to accomplish effective Consequence Management. The neglect of any element or elements may, at the least, leave the organization open to reduced effectiveness of Consequence Management. The form of the ESMT however, should be such that it is crafted by the organization to fit the cultural environments within which it operates, and it is therefore likely that organizations will develop different forms of the same core ESMT to fit various localities and people groups. In this chapter an attempt is made to describe an ESMT which combines established principles and practices, the new typologies developed from this study, and the focus on the consequences of Dysfunctional Behavior to accomplish Consequence Management. Therefore, the chapter presents both new material and established material in a new relationship with a new focus. Each component of the ESMT is presented in the following pages with its sub-components. Thus, the ESMT may serve as a template of the desired processes, a description of the end condition of the

¹ According to the Cambridge Unabridged Dictionary, a taxonomy is a means of labeling and organizing information. A taxonomy provides both description and relationship data. It can therefore be depicted graphically in tabular form, wire diagram, chart, etc. Failure of one component within the taxonomy to properly provide its definitive role jeopardizes the integrity and functionality of the whole.

organization and a diagnostic tool to assess current capacity.

In order to comply with the principles of Strategic Integrity, an ESMT should:

- Be comprehensive
- Have a non-negotiable core
- Be flexible to accommodate local contingencies
- Combine best practice with learning
- Focus on consequences of Dysfunctional Behavior
- Enable Consequence Management
- Describe desired end conditions
- Have a set of resolution criteria
- Be capable of being used as a diagnostic tool
- Provide a process for learning.

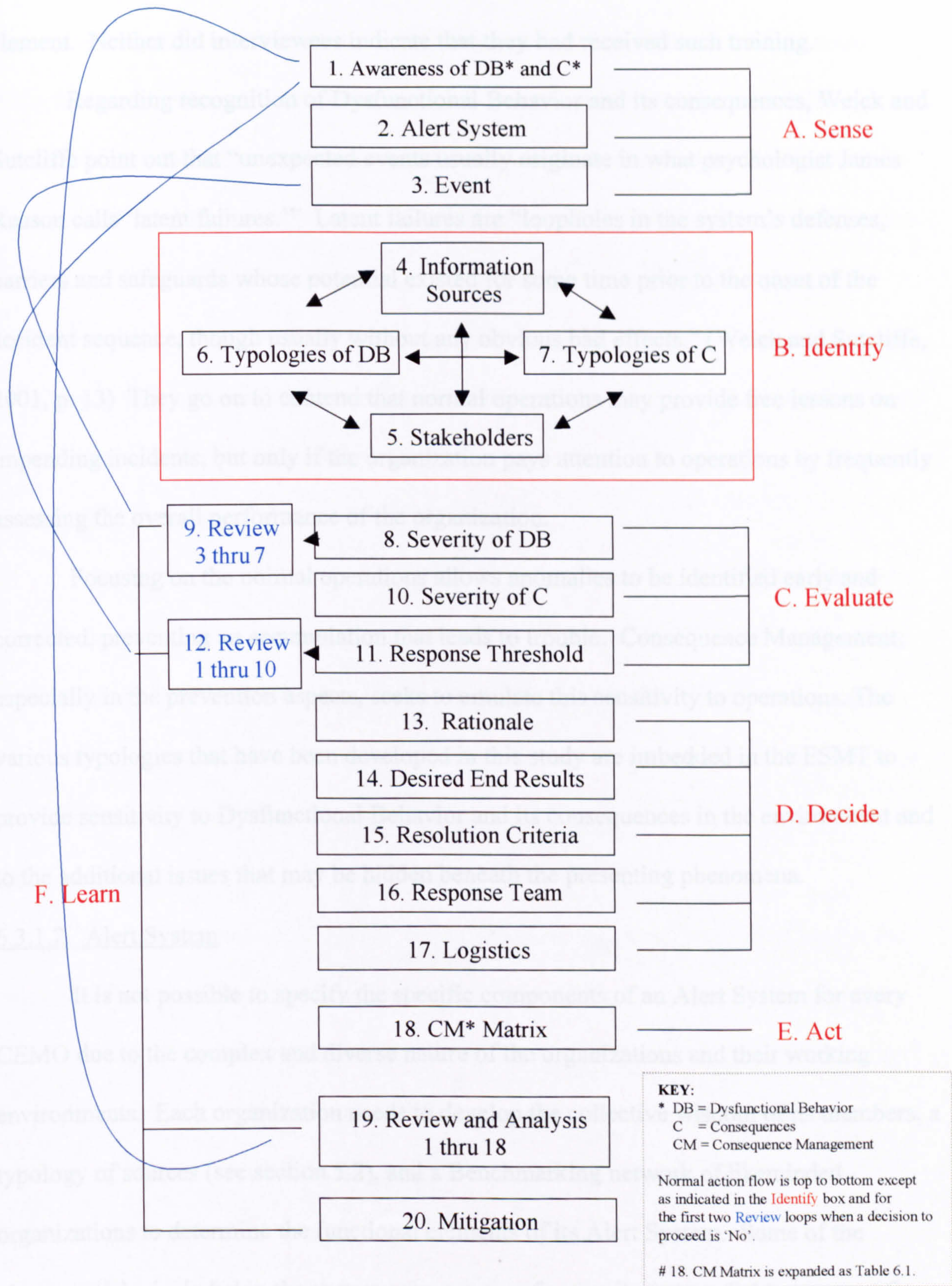
Following the natural grouping of the flow of events that can be experienced in the organization core elements of the ESMT are A. Sense, B. Identify, C. Evaluate, D. Decide, E. Act, and F. Learn. Within the six core elements are 20 subordinate elements. These subordinate elements attempt to provide a comprehensive and as complete a model as practical. It is not claimed, however, to be exhaustive.

6.3. CORE ELEMENTS OF THE ESMT

A flow chart depicting the six core elements to the ESMT, Sense, Identify, Evaluate, Decide, Act, and Learn appear in Figure 6.1 and is described below.

6.3.1. A. Sense

The Sense component of the ESMT consists of three elements: Awareness of Dysfunctional Behavior, an Alert System, and the Event of Dysfunctional Behavior and its consequences.



**The Emerging Strategic Model Template
 Figure 6.1.**

6.3.1.1. Awareness of Dysfunctional Behavior and Its Consequences

The initial requirements for Consequence Management are an understanding of the nature of Dysfunctional Behavior and its consequences and the capacity to recognize their

presence as they occur. No CEMO in this study reported conducting training for this element. Neither did interviewees indicate that they had received such training.

Regarding recognition of Dysfunctional Behavior and its consequences, Weick and Sutcliffe point out that “unexpected events usually originate in what psychologist James Reason calls ‘latent failures.’” Latent failures are “loopholes in the system’s defenses, barriers and safeguards whose potential existed for some time prior to the onset of the accident sequence, though usually without any obvious bad effects.” (Weick and Sutcliffe, 2001, p. 13) They go on to contend that normal operations may provide free lessons on impending incidents, but only if the organization pays attention to operations by frequently assessing the overall performance of the organization.

Focusing on the normal operations allows anomalies to be identified early and corrected, preventing an accumulation that leads to trouble. Consequence Management, especially in the prevention aspects, seeks to emulate this sensitivity to operations. The various typologies that have been developed in this study are imbedded in the ESMT to provide sensitivity to Dysfunctional Behavior and its consequences in the environment and to the additional issues that may be hidden beneath the presenting phenomena.

6.3.1.2. Alert System

It is not possible to specify the specific components of an Alert System for every CEMO due to the complex and diverse nature of the organizations and their working environments. Each organization needs to develop the collective wisdom of its members, a typology of sources (see section 5.2), and a Benchmarking network of likeminded organizations to determine the functional elements of its Alert System. Some of the elements to be included in the system are: a means for monitoring available sources of information and improved and focused (on alert system issues) communications processes. Future study and development are called for in this area.

No CEMO in the study could be said to possess an established Alert System that would indicate to members and leaders that Dysfunctional Behavior and resultant

consequences may require management. Some interviewees could articulate how they heard about, or discovered a particular case that required Consequence Management. None had a comprehensive understanding of the potential sources such as the list that coalesced from all the interviews. These include, but are not limited to, direct personal communications, indications in reports, work climate, effectiveness and productivity data, personal observations, and consequences that point back to Dysfunctional Behavior. Indeed, an effective Alert System may be a combination of intentional processes and the art of networking. Nevertheless, conscious attention to developing an Alert System serves to open the channels of intelligence gathering.

6.3.1.3. The Event

All interviewees, either directly or indirectly, indicated experiential knowledge of Dysfunctional Behavior and the consequences that stem from it. These “events” are the initiator of the ESMT and the Consequence Management Matrix. Simply being able to recognize an event for what it is, as it happens, is the outcome of awareness and alertness and completes the first step of the ESMT.

6.3.1.4. Summary

The first element of the ESMT, Sense, provides the capacity to acknowledge the presence of indications of Dysfunctional Behavior and its consequences. It comprises an understanding of the nature of Dysfunctional Behavior and its consequences, a system to be alerted to indicators of Dysfunctional Behavior and consequences, and the recognition of an actual Dysfunctional Behavior event.

6.3.2. B. Identify

Effective Consequence Management is concerned with responding to the true nature of the event at hand. As such, the manager will need to determine the facts and the scope of both the Dysfunctional Behavior and the consequences. The research has indicated four components to this: Information Sources, Stakeholders, Typology of Dysfunction Behavior, and Typology of Consequences.

6.3.2.1. Information Sources

Chapter 4 and Chapter 5 discuss the findings of the research for information sources. Table 4.6 is reproduced for convenience. It is not exhaustive and organizations are encouraged to develop their own source list.

<u>Direct Internal Sources:</u>	<u>Direct External Sources:</u>	<u>Indirect Sources:</u>
Supervisor observations Colleagues confide Review & analysis process Analysis of reports Formal evaluations Climate surveys On-site inspections Performance evaluations After tour debrief	Nationals – Church, Government authority, Citizens Sister agencies Media reports Legal action initiated Criminal charges Civil suite Regulatory violations Backers communicate concerns Reputation is injured	Health statistics Morale Reduced productivity Attrition statistics Rumors Repeated topic of concern in community meetings Turf battles Defensiveness Critical spirit Back stabbing Disharmony

Sources for Identification of Dysfunctional Behavior
Table 4.6.

6.3.2.2. Stakeholders

Stakeholders are target populations upon which Consequence Management is focused and conducted. They are both sources of information and likely needy targets, for Consequence Management activity depending on their stake in the event. It is thus necessary to identify the various stakeholders that need attention and the nature of their stake in the matter. The following list is distilled from the research (most notably from the interviews), and attempts to list all parties that may be involved in the incident and of concern to the Consequence Manager.

- Members
- Clients
- Backers
- Host Nation Entities
- Sending Nation Entities
- Sister Agencies
- Partners
- Media
- Watchers
- Competitors and Antagonists

6.3.2.2.1. Members

Members who display the Dysfunctional Behavior, are involved in the event, or are impacted by it, need some form of Consequence Management attention and action. For instance, when a senior staff member was accused of molesting CEMO family children, the entire community was affected by the allegations. The children required counsel, family members of both sides of the allegation required counsel, along with other families that were close to both parties. Senior headquarters staff still remember the trauma of a beloved colleague being lost to the CEMO and the polarization of persons taking up an offense on behalf of both sides. The accused lost his marriage, which had long range impact on his children also. Mismanagement of due process cost the CEMO public trust and backers stopped supporting members with donations, creating additional insecurity on the part of members.

Members as well as management can be trained in identifying and managing Dysfunctional Emotional Behavior as described in Appendix J where tactics for managing Dysfunctional Emotional Behavior are presented in tabular form.

6.2.2.2.2. Clients

Those persons who receive the product, or services of the CEMOs, are primary targets for Consequence Management activities. (I 27) This is especially true when clients are directly impacted by the Dysfunctional Behavior, or are dependent on the performance and productivity of the dysfunctional person(s). Client issues need to be firmly understood.

6.3.2.2.3. Backers

Backers are very sensitive to the consequences of Dysfunctional Behavior. They want to be assured that the resources they contribute, and the work they sponsor, are valid and effective. (I 28)

6.3.2.2.4. Host Nation Entities

Host nation government and business organizations have an interest in the quality of CEMO operations because any Dysfunctional Behavior by CEMO members may create additional work for responsible persons. Thus, any Consequence Management will need to determine if these groups are in need of attention.

6.3.2.2.5. Sending Nation Entities

Various sending nation groups have a vested interest in the operations of CEMOs. The U. S. State Department, home churches, supporting agencies, suppliers, etc. may require the attention of the consequence manager. (I 28)

6.3.2.2.6. Sister Agencies

Similar agencies with similar work profiles from various nations may be impacted by the actions of CEMO members. Consequence Management should take into account their stake in the effect of Consequence Management. Reference was made in the literature search to the impact of adverse press releases regarding mishandling of funds by prominent child support agencies. Child support agencies, not named in the articles, also found that they had to spend resources on public image beyond normal budget predictions. (Sinclair, 1998)

6.3.2.2.7. Partners

CEMOs partner with various agencies to accomplish mission goals that are better served in a collective effort. Dysfunctional Behavior of member(s) of one of the agencies affects the concerns and interests of the others in the partnership. (I 19, 3, 27)

Consequence Management should always be mindful of the impact on partnerships.

6.3.2.2.8. Media

Sooner or later, CEMOs find the media questioning them on some aspect of their work or work force. Friendly media notice is beneficial, but hostile media attention can

exacerbate the problems that are encountered in Consequence Management. Consequence Management stays mindful of media issues and plans appropriate strategies for the media.

6.3.2.2.9. Watchers

There are always people standing on the outside looking in at CEMO operations. When Dysfunctional Behavior and/or its consequence is observed by outsiders, it is reported that the organization's credibility is questioned. (I 18) Consequence Management keeps in mind the possible impact of Dysfunctional Behavior and consequences on watchers and considers them in operations even when superficial judgment says "no one on the outside knows" about the situation.

6.3.2.2.10. Competitors/Antagonists

There are some people who will try to take advantage of the consequences of Dysfunctional Behavior that the organization experiences. Competitors for the hearts and minds of the people that the CEMO is seeking to influence, and internal and community antagonists seeking to sabotage CEMO operations, should both be considered in Consequence Management. (Haugk, 1988, p.39)

6.3.2.3. Typology of Dysfunctional Behavior

Identifying the various types of Dysfunctional Behavior inherent in the event serves to clarify the current issues and expand the understanding of the scope of the situation to be managed. Table 4.5 is reproduced for the convenience of the reader.

Competency/ Capacity	Legal/Moral/ Ethical	Organizational	Medical/Physical/ Health
Interpersonal/ Personal/Family	Sexuality	Systemic Blind Spots	Depression
Philosophy/Doctrine/The ology	Liability, Personal Injury and Loss (Safety)	Corporate Incapacity and Structure Inadequacies	Seasonal Adjustment Disorder
Work/Professional	Funds and Resources e.g. gambling, indebtedness, waste fraud and misuse	Systems Failures	Post Traumatic Stress Disorder
Cross-cultural/Cultural	Substance Abuse	Inconsistency, Favoritism and Nepotism	Stages of Grief
Cross-generational	Lifestyle Issues	Collusion	

Categories of Dysfunctional Behavior
Table 4.5.

6.3.2.4. Typology of Consequences

In like manner to the previous section, Table 4.7 is reproduced for the reader for the purpose of aiding in identification of the consequences that have occurred because of the Dysfunctional Behavior event. Again, it is not exhaustive and may need to be expanded to suit the context of the manager.

PERSONAL CONSEQUENCES	CORPORATE CONSEQUENCES	STAKEHOLDERS CONSEQUENCES
Family stress Health problems Demoralization - sense of betrayal, disillusionment Emotional States - rage, grief, exhaustion, disbelief Survivalism	Team cohesion hurt Declining morale Disharmony Damage control gets primacy Reduced efficiency Personnel attrition Declining recruitment Loss of "Brand" confidence and public trust Diversion of resources Termination of a Program	Donor base eroded Host nation relations decline Local church relations diminished Community infrastructure support reduced Host government agencies become resistant to the cause Sending nation relations adversely impacted (home churches, collegial agencies, State Department support, etc.)

**Consequences of Dysfunctional Behavior
Table 4.7.**

6.3.2.5. Summary

The Identify element is characterized by four components that must be clearly and thoroughly compiled and understood: Information Sources, Stakeholders, Typology of Dysfunctional Behavior, and the Typology of Consequences. This compilation and understanding grounds Consequence Management in an explication of reality and not just personal perceptions or feelings.

6.3.3. C. Evaluate

The next element of the ESMT is to evaluate that which has been identified, to determine the feasibility of Consequence Management intervention, and the timing of Consequence Management. Interviewees frequently commented on the apparent subjective methods used for Consequence Management within CEMOs. Through use of

the ESMT, organizations can engage in a more structured analysis of the event. This may not need to be a deep and time consuming endeavor. Nevertheless, its use would bring a measure of objectivity to what has been described as highly subjective. (I 3)

Evaluation of the facts of the case, as to the need for action by the Consequence Manager, involves an evaluation of the severity of Dysfunctional Behavior, the severity of consequences, and determination of the crossing of a response threshold that triggers further action by the consequence manager.

6.3.3.1. Severity of Dysfunctional Behavior

The following four levels of severity were used by one CEMO as an assessment mechanism that helped formulate a structured response to a given situation:

1. Chargeable moral and criminal offenses.
2. Consenting adults in objectionable or unacceptable behavior.
3. Appearance issues and emotional bonding that begins to interfere with organizational performance.
4. Tolerable idiosyncrasies – irritants.

They report that the first three levels trigger the response mechanism and require some form of intervention by leadership.

6.3.3.2. Severity of Consequences

The various levels of severity of the consequences of Dysfunctional Behavior identified are:

- Threats to the survival of the mission (organization),
- Threats to the survival of one or more projects,
- Threats the continuing employment or function of a group of people,
- Threats to the continuing employment of an individual,
- Threats to efficiency and effectiveness.

Each event may be evaluated in terms of a yes/no assessment, ranked in a high/medium/low risk scale, or some other means of assigning values for a judgement.

6.3.3.3. Response Threshold

When Dysfunctional Behavior crosses the threshold of tolerance, CEMOs react. Not all Dysfunctional Behavior requires action and indeed, some are often tolerated.

However, at some point, the consequences may become intolerable. It is at this point that

either “knee jerk” reactions occur or well-planned Consequence Management takes place.

6.3.4. D. Decide

Having identified the issues, evaluated the impact of the Dysfunctional Behavior and its consequences on the organization, and recognized that a response threshold has been reached making consequence management action necessary, it is necessary to make key decisions regarding the response. These decisions are:

- What is the rationale for action?
- What are the desired end results of the Consequence Management process?
- What are the particular criteria that will be used to judge a successful process?
- Who are the consequence management team members?
- What logistics must be allocated to Consequence Management?

These five decisions may be made by a leader or a committee. However, they may be refined and developed further by the Consequence Manager/Management Team as needed.

6.3.4.1. Rationale

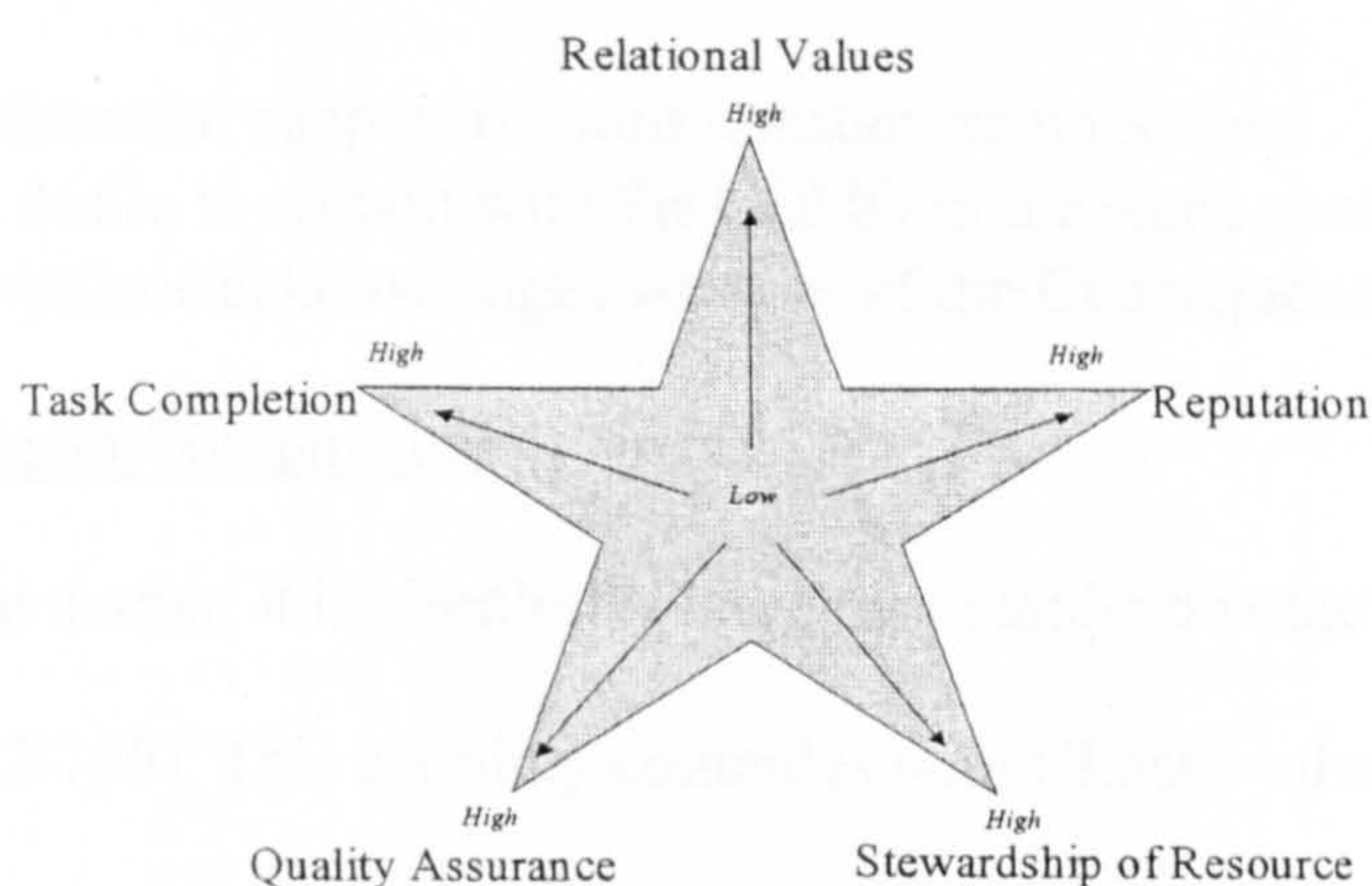
The consequence manager will need to clearly expound the rationale for the actions that will be taken. Chapter 4 provides a discussion of the various rationales for engaging in Consequence Management. Table 4.13 is presented here to reiterate this discussion. As a reminder, the number of CEMOs refers to how many CEMOs gave the indicated rationale as a reason for taking action. Other rationale may be added as the organization determines appropriate. However it is done, the rationale needs to be clearly articulated and recorded to protect the CEMO and ensure due process.

Focus	Number of CEMOs
Relational Values	5
Task Completion	4
Protect Reputation	2
Quality Assurance	2
Stewardship of Resources	1

Rationale for
Consequence Management
Table 4.13.

Figure 6.2 illustrates how the various rationales might direct strategy within the CEMOs. The elements of a CEMO’s Emergent Strategic Model Template (ESMT)

could/should facilitate moving the organization toward the fulfillment of the expressed rationale. The nexus of the various rationales that undergird the strategy could be depicted as a star for each CEMO and will influence the construction and implementation of the components of the ESMT. For each CEMO, the relative strengths of the various rationales can be assigned values, say on a scale of 1 to 10, with 10 being the ideal score for each. The amount of resulting deformity in the star pattern, from different strengths of scores, indicates the level of imbalance in the rationale in the CEMO with the strongest scores shaping organizational strategy. Strategic Integrity would require a balanced approach.



**Motivation Direction of Rationale for
Consequence Management
Figure 6.2.**

6.3.4.2. Desired End Results

The desired end results are, in general, Damage Control, Repairs and Rebuild, and Organizational Learning. (Chao & McGehy, 1993) These should be further iterated in terms of the nature of the consequences, their severity, and the scope of stakeholder issues that come to light. For example, in the case of the senior CEMO staff member accused of molesting children, some desired end results could have been:

- Justice is served for both host nation and sending nation.
- Victims experience physical, emotional, and spiritual healing.
- Knowledgeable stakeholders are satisfied and express approval of the CEMO's due process and Consequence Management.
- Public trust regarding the CEMO and its remaining on-site personnel is affirmative and strengthened.
- The local church observes and learns how to manage difficult situations.

- Perpetrator is removed from all at-risk positions, submissive to legal authority, submissive to spiritual authority, and engaged in restoration and rehabilitation with favorable prognosis.

6.3.4.3. Resolution Criteria

Clearly stated resolution criteria for successful actions should be established at the beginning of the Consequence Management. (<http://www.hapgeneva.org/pdf/HAP%20Briefings%206.pdf>) In other words, stated standards for determining when the situation is successfully managed need to be firmly established before action is taken and then pursued assiduously. CEMOs in this study had not taken the time to list the success criteria for Consequence Management. Some success criteria may be:

- Backer financial support remains constant or improves.
- Victims desire to remain with the CEMO in the same position and location.
- Local populace acknowledges wisdom of the Consequence Management.

6.3.4.4. Response Team Composition

As a practical matter, it is simplest if issues are resolved at the lowest level in the organization. (FM 22-100) This certainly coincides with CEMO values where members are frequently encouraged to follow the directions of Matthew 5 and 18. They apply to situations where people have grievances and encourage one to one resolution of the problem. Essentially, Matt. 5 requires the guilty member to set things right. Matt. 18 requires the observer of Dysfunctional Behavior, as one offended, to go to the offending persons and seek to set things right. In both cases it is implicit that the action lies with the person who spots the problem.

Additionally, Romans 13 describes the responsibilities of the magistrate to care for the rights of the victimized. When Dysfunctional Behavior requires the intervention of senior CEMO leaders, it should be in line with Romans 13 which recommends we be in submission to those in authority, and when in authority, to behave as one who is working for God.

The Organization's ESMT should prescribe the responsible leader(s) who will address the consequences of Dysfunctional Behavior that escalate to this level. In some

cases CEMO leaders may designate the intervention person(s) on a case by case basis, or assign a person(s) to specifically be available for such work throughout the organization. (I 28, I 12)

6.3.4.5. Logistics

It is at this point that the level of resources committed to Consequence Management operations needs to be specified if the organization does not have pre-budgeted logistics in place. This may include time, expenses, travel, fees for external support, accommodation, support services, etc.

6.3.4.6. Summary

The Decide element encompasses five crucial areas of decisions that set the final aspects for the needed actions: Rationale, Desired End Results, Resolution Criteria, Response Team Composition, and Logistics support. With these decisions established, the next two elements, Act and Learn, are grounded in reality and focused on future effectiveness.

6.3.5. E. Act

Once decisions have been made to take action, specify the desired end results and resolution criteria, designated the consequence manager/team, and committed logistical support to Consequence Management, the next step is to take action. On the ESMT, Figure 6.1, the Consequence Management Matrix appears as a single box, number 18, of twenty boxes in the flow of events. However, this one box comprises a wide range of options depending on the consequences of the Dysfunctional Behavior and the chosen target stakeholders. These options are listed in Table 6.1.

6.3.5.1. Consequence Management Matrix

The Consequence Management Matrix, Table 6.1, depicts options available to the consequence manager for each Focus of Response and each Level of Impact of Dysfunctional Behavior and its Consequences. In the table, five Levels of Impact are listed in the left column and are an expansion and reorganization of the typology of

consequences. The Foci of Response are listed across the top horizontal row. The cells of the matrix illustrate response options at each level available for each response focus.

These options will be discussed below under the focus headings.

There are five levels of Impact of Dysfunctional Behavior and its Consequences listed in the Consequence Management Matrix: Personal, Relational, Project, Organizational, and Environmental.

Focus of Response Level of Impact of Dysfunctional Behavior	1. Palliative Response Management	2. Preventive Response Management	3. Emergency Response Management	4. Recovery Response Management	5. Reflective Response and Learning Management
1. Personal	Suppress Reassign Retrain Support	Selection Induction Multicultural diversity Training Personal mastery Appraisal	Confront Counsel Remove Dismiss	Confront Counsel Coach Mentor	Review Evaluate
2. Relational	Suppress Reassign Retrain Support	Structures Openness Team Appraisal Climate Team Building	Confront Mediate Remove Dismiss	Confront Counsel Coach Mentor	Ideas Plan
3. Project	Suppress Wind Down Limit authority Increase accountability	Structures Systems Resources Goals and priorities	Confront Control Suspend Close	Confront Refocus Standards Procedures and processes	Implement Communicate
4. Organizational	Suppress Isolate Contain Limit Resources	Philosophy Values Vision Policy and principles	Control Suspend Transfer Close	Leadership change Communication Culture change Procedures and processes	Train Test
5. Environmental	Damage limitation Distance Scapegoat Salvage	Awareness Monitoring Feedback Communicate	Control Communicate Manage media Manage stakeholders	Identity change Communication change Image change Rebuild relationships	Re-evaluate Continuous improvement

Consequence Management Matrix
Table 6.1.

There are five Levels of Focus of Response to Dysfunctional Behavior and its Consequences: Palliative Response Management, Preventive Response Management,

Emergency Response Management, Recovery Response Management, and Reflective Response Management.

The options given are presented from a western perspective and should be interpreted with that in mind. Organizations and responders are enjoined to re-craft the matrix to suit the particular culture and people involved in the event. An explicit statement and understanding of the desired end results, and identification of pertinent resolution criteria, is key to forming an effective matrix. Furthermore, there may be additional options that would be desirable to include in the cells for each unique setting.

6.3.5.1.1. Palliative Response

The palliative response can be described as a containment response. It is focused on making the situation appear better without addressing much of the substance involved in the event. These responses may provide some relief or change, but will generally not effect quality learning and development. The phrase “sweeping it under the rug” may also be descriptive for some aspects of this response. These responses are listed here because they are common in organizations, not because they are advocated as good Consequence Management. Some of these responses may be of value as short-term tactics.

6.3.5.1.1.1. Palliative Response at the Personal Level

These responses are focused on controlling the individual who is perceived as the perpetrator of the Dysfunctional Behavior and thus, the source of the consequences.

- *Suppress*

The Merriam-Webster Dictionary (version 2.6, 2001) defines suppress as: 1. to put down by authority or force, 2. to keep from being known, also to stop the publication or circulation of, and 3. to hold back. Thus, management seeks to control an individual and limit the person’s impact on others. Control mechanisms may include reduction of resources and opportunities and micro-management.

- *Reassign*

When the consequences are sufficiently disruptive, or individuals demonstrate an

incompatibility, or the impact of memory is expected to continue to be a factor detracting from effectiveness, a person or persons may be reassigned to a different location(s) or function(s). (I 27) When this technique is used, it intentionally seeks to salvage people for the mission work when there is an expectation that the person or persons involved will be properly productive at the new location or function. (I 28) However, this technique has been used simply to remove persons from an environment by sometimes moving them to a higher level in the organization - the “promote upstairs” syndrome. (I 28) This is often done without effective counsel or rehabilitation of the individual.

- *Retrain*

Repeat the training that was supposed to prepare the individual for the assignment on the assumption that it will be better the second time around.

- *Support*

Expend additional resources to undergird and shore up the operation or individual. This is done to ease a situation without curing the cause.

6.3.5.1.1.2. Palliative Response at the Relational Level

This series of responses is targeted at two or more relating persons, but is essentially the same as the responses at the personal level.

- *Suppress*

The effort is to control a relationship through the exercise of authority.

- *Reassign*

Individuals who are relating in a way that is considered unacceptable may be assigned to separate locations and/or responsibilities. In the case of family members with difficulties, the entire family may be moved or returned to the homeland.

- *Retrain*

Persons are sent to team building programs, personality workshops, enrichment seminars, etc. in the hopes that something will catch.

- *Support*

Intervene in such a way as to appear co-dependent. That is, the support only allows the poor relationship skills to be perpetuated.

6.3.5.1.1.3. Palliative Response at the Project Level

Projects may need revision, redirection, restructuring, etc. However, these responses only seek to make things appear better without correcting shortfalls.

- *Suppress*

Leadership may try to control the situation by slavishly demanding conformity with deadlines and milestones.

- *Wind down*

A project may be phased out or diminished so as to reduce the perceived negative impact that has taken place. Essentially, for a well conceived, but poorly executed project, “the baby is thrown out with the bath water.”

- *Limit Authority*

This option seeks to limit the latitude of decision and action capability within the project. Members are bound by the limits in order to prevent someone doing something that could cause more conflict, or disruption, or further aggravation. This option is just the opposite of the practice of delegation.

Delegation seeks to resolve the situation at the lowest possible level. Robert Tasca promotes the same concept as the US Army by encouraging delegation of the authority as well as the responsibility. (Tasca, 1997; FM22-100) Successful delegation is dependent on trust and capability. Organizations characterized by delegation may invest in organizational development and training for Consequence Management through persons, structures and systems.

- *Increase Accountability*

Detailed accounting is required in all circumstances. It is anticipated and prepared for in advance. Given the large list of consequences of Dysfunctional Behavior (section 6.3.ff), and the varied questions that might be asked with the clarity of hind-sight, some

organizations use a list of anticipated accountability data required for each perceived contingency. (See discussion on Risk Management, section 2.3.7.) They design sufficient collection instruments and methods, such as cost accounting and review and analysis procedures, to ensure timely collection of data. The very collection of the data may act as a deterrent to Dysfunctional Behavior. However, the palliative response seeks positive data only or diverts personnel from their primary job focus by increasing reporting demands beyond reason.

6.3.5.1.1.4. Palliative Response at the Organizational Level

Here the effort is to make an organization appear in good shape. The practice of reporting earnings and expenses inappropriately in order to appear more profitable illustrates this response.

- *Suppress*

Restrict the flow of negative information so that the public or other concerned persons will not get a negative view of an organization.

- *Isolate*

Keep members from contact with others as in quarantine. This restricts the flow of information or influence that could be embarrassing to the organization.

- *Contain*

Channel operations or activities so that contacts are permitted in a highly controlled manner.

- *Limit Resources*

Lack of resources prevents an organization from accomplishing its purposes. When resources are restricted, an organization is usually less visible.

6.3.5.1.1.5. Palliative Response at the Environmental Level

The greater environment includes many stakeholders. The effort here is to give the appearance to the general public that all is well.

- *Damage Control*

Damage Control, the process of halting and, as much as possible, reversing the effects of some dysfunction, is frequently necessary in organizations. The principles of Disaster Recovery are highly informative for this work. (see section 2.3.8.) However, when damage control is focused on maintaining the appearance of good operations rather than tackling the consequences of dysfunction, it is counterproductive.

- *Distance*

This attempts to project the appearance that the individual(s) concerned are not truly representative of the organization or the work. As such, the organization or leadership attempts to appear not guilty of any inappropriate dealings.

- *Scapegoat*

Offer up a person or group as deserving punishment or censure in order that the majority of responsible persons be able to escape scrutiny, accountability and blame.

- *Salvage*

Gather up whatever is useful from the situation and write off the remainder as loss.

6.3.5.1.2. Preventive Responses

Risk Assessment is a process most commonly connected with the insurance industry. (section 2.3.7.) Many organizations have adopted the process to assess the threat to their operations in circumstances that provide an element of potential loss. Risk Management is the process of addressing the assessment through corporate action to reduce exposure to loss. This process could provide useful information for preventive initiatives for all organizations.

6.3.5.1.2.1. Preventive Response at the Personal Level

Prevention starts with people. Some of the concerns in this regard are listed below. They include, but may not be limited to, Selection, Induction, Multicultural Diversity, Training, Personal Mastery, and Appraisal.

- *Selection*

Screening applicants in the selection process for prior exposure to, experiences of,

and expressions of Dysfunctional Behavior is beneficial to the organization. This information will assist the accession of the most qualified persons for membership in the organization. Where persons have themselves been the initiator of Dysfunctional Behavior, verified indications of successful rehabilitation or reconciliation are advisable.

- *Induction*

All organizations conduct some form of orientation or induction for new members. At this time the organization has the opportunity to begin to assert, verbally and in writing, principles of Consequence Management and standards regarding Dysfunctional Behavior and tolerance.

- *Multicultural Diversity*

One CEO, in his interview, makes an interesting case for intentionally indoctrinating members in the organization's culture, as the primary operating culture, regardless of member's parent culture. (I 24) The ability of the organization to effect Consequence Management is set in its own culture, but is enhanced at the local level by the diverse parent cultures of its members. Duane Elmer has written a text entitled Cross-Cultural Conflict. It provides informative insight into cross-cultural relationships and daily activities that appear highly useful for CEMOs. As organizations become more and more culturally diverse in their membership, cultural indoctrination and cross-cultural training become more and more necessary. (Elmer, 1993, p. 23ff)

- *Training*

The various levels of training listed in the survey (Appendix F) indicate the scope of the training an organization is deemed to need in order to continually improve its performance. Additionally, training needs to be richly grounded in practical subject matter for the organization's operations. For instance, a course in the tactics of Managing Dysfunctional Emotional Behavior (Appendix J) could be of benefit to the CEMOs in the study.

Schools hold fire drills, as a form of sustainment training, to prepare staff, teachers, and students for the eventuality of fire in the building. Likewise, in some areas, earthquake drills are staged. No one wants to conduct the drill for real, yet the practice is held “just in case.” The same intentionality could be applied to Consequence Management. To be effective, persons would be required to practice the required skills and procedures. Continuity and Contingency Plans need to be exercised to accomplish their purposes when they are required and to assess their projected effectiveness. No CEMO in the study indicated that any such exercise had taken place in their organization. However, in business and military organizations this practice is the norm. During peacetime, exercise and practice is the essence of military operations. Organizations need to program their ESMT and their Consequence Management Matrix into their sustainment training.

- *Personal Mastery*

Personal Mastery is a high state of proficiency in which members approach their life work as artists. They are “continually clarifying and deepening personal vision, or focusing energies, developing patience, and seeing reality objectively.” (Senge, 1990, p. 7) The organization’s capacity and commitment to learning can not exceed that of its members.

Buckingham and Clifton recommend that organizations look to personal mastery and similar models for their training and professional development programs, particularly where the desire to excel is part of the corporate ethos. They include four areas of mastery: knowledge, skills, talents, and strengths. (Buckingham and Clifton, 2001, p. 213ff)

- Knowledge

There are two types of knowledge that each person can acquire, factual and experiential. These set the basis for strengths to operate. (Buckingham and Clifton, 2001, p. 41)

- Skills

“Skills bring structure to experiential knowledge.” (Buckingham and Clifton, 2001,

p. 45) Skills can be trained and developed. Skills are mechanisms of strengths.

- Talents

“Talent is a special natural ability or aptitude... Talent is any recurring pattern of thought, feeling, or behavior that can be productively applied.” (Buckingham and Clifton, 2001, p. 48)

- Strengths

“The acid test of a strength is that you can do it consistently and nearly perfectly.” (Buckingham and Clifton, 2001, p. 25)

Buckingham and Clifton argue persuasively that talents/strengths are the natural by-product of brain and neurological development and that, by and large, they remain constant in individuals for life. Their research base is some 20 years deep and spans some 2 million individuals.

Training programs that focus on addressing weaknesses and shortcomings serve a purpose but are, for all intents and purposes, only “damage control.” Buckingham and Clifton contend that the greatest return in training is training that enhances the strengths of members, and teaches members, and the organization to work around weaknesses by capitalizing on strengths. Consequence Management that is built upon strengths development, looks for the strengths resident in the situation and builds the organizational responses upon these strengths. Correcting shortfalls will remain part of Consequence Management, but Consequence Management seeks to build on what is positively present for managing the situation.

- *Appraisal*

Members need to know where they stand in regard to their performance as team members. Periodic appraisals provide objective and useful information in this regard. Properly conducted appraisals affirm the worth of the member’s work and quality of performance.

6.3.5.1.2.2. Preventive Response at the Relational Level

Organizations recognize the potentials in relationships for positive and negative influence on organizational life and operations. Some of the means to enhance relationship issues for organization effectiveness are Structure, Openness, Team Appraisals, and Organization Climate.

- *Structures*

The tailoring of organizational structures that enhance positive relationships and avoid unhealthy relationships is essential for effective operations and mission completion. However, there is always the danger of restructuring to avoid problems rather than addressing them.

- *Openness*

The corporate ethos of a learning organization includes dialogue (Senge, 1990, p. 10) and deference to persons with expertise (Weick and Sutcliffe, 2001, p. 16). Dialogue is a mutually respectful exploration of concepts in order to arrive at mutually acceptable conclusions and actions. (Senge, 1990, p. 238) Members understand that they do not, and can not, possibly know everything about everything. Therefore, they maintain a healthy respect for, and show deference to, recognized expertise. Learning organizations will seek out expertise wherever and whenever possible. Thus, in relation to Consequence Management, dialogue and deference to expertise are likely to inform the capacity for and content of organizational learning.

- *Team Appraisal*

One of the frequently reported consequences of Dysfunctional Behavior was disruption of team cohesion. Effective teams are able to function without distraction. Any degrading of team function should be addressed through Consequence Management. Team building activities are a part of prevention as well as the repairs and rebuilding efforts, especially in the event of team restructuring and reconstitution. Team building activities may be leader encouragement, workshops, successful completion of challenging

requirements, exercises, etc.

Team learning starts with dialogue as opposed to discussion or debate. The commitment is to mutual discovery of meaning. Team learning necessitates conscious awareness of the detractors of learning, avoiding them and building on the awareness to enhance learning.

- *Climate*

Climate refers to what it feels like to work in and be a part of the organization at a particular time and location. Organizations, regularly and objectively, need to assess the climate of each operational unit. Field visits by leaders and climate surveys are two means of obtaining this information. Upon determining that negative climate factors exist, organizations need to institute means of improving conditions.

6.3.5.1.2.3. Preventive Response at the Project Level

Consequence prevention at the project level involves multiple means of insulating projects from the vagaries of Dysfunctional Behavior and its consequences including addressing Structures, Systems, and Resources.

- *Structures*

The organizational documents, procedures, policies, and practices that have been highlighted in the survey and interviews, provide the substance of organizational structure. Appendix F lists these items along with the extent that CEMOs incorporate them. Structure is the physical, relational, and conceptual architecture of the organization. Structure should be sensitive to Consequence Management. Thus, structure should be conducive to effective Consequence Management because it should embody the capacity for Consequence Management. Multi-layer organizations and organizations with a large span of control make this more difficult.

- *Systems*

The systems of the organization, be they communications, logistics, personnel management, etc., should be designed with the inevitability of the occurrence of

Dysfunctional Behavior and the resulting need for Consequence Management in mind. Redundancy, back up procedures, and verification procedures are some of the needed features in systems. CEMOs generally have not made much room in their organizations for these features due to the limited budgets and minimal staffing that is inherent in mission organizations. However, this is now seen as being short sighted since this absence creates more work and costs more.

- *Resources*

Organizations need to ensure proper levels of resources for projects, as this contributes significantly to prevention of Dysfunctional Behavior and its consequences. Adequate resources encourage thoroughness rather than short cuts or ineffective methods.

The ESMT requires resources to accomplish Consequence Management. However, interviews indicated that this was a problem because it is not seen as part of the package of funding priorities for most CEMOs. A change of paradigm is needed in order to break out of this feature of the Constraining Triangle.

6.3.5.1.2.4. Preventive Response at the Organizational Level

Organizations seek to effect preventive Consequence Management by adhering to focused Philosophy, Values, Vision, Policies and Principles, and Methods.

- *Philosophy*

According to the Merriam-Webster Dictionary (version 2.6, 2001), the sum of the ideas and convictions of an individual or group comprises his/her/its philosophy. There are many aspects of philosophy that have been dealt with thoroughly in other studies. The role of the board of directors and an anticipation of human failure are two special emphases noted here.

- ◆ *Board*

As in any other aspect of organizational change and development everything starts with the Board of Directors. How the board conceives of the organization's existence and function sets the stage for Consequence Management within the organization. The stated

philosophy may at times be at variance with the actual operations of the organization, which are an expression of its actual espoused philosophy.

Many times, what the Board specifies as good for the organization is not accompanied by example in the operations of the Board itself. (Shawchuck and Heuser, 1996, p. 174) This absence of 'leadership by example' is Dysfunctional Behavior on the part of the Board and is possibly the first crack in the organization's integrity. Boards are to be generally in the role of strategic oversight and minimally involved in daily management procedures.

Many consequences of Dysfunctional Behavior identified in the research did not require Board level notice or involvement. When necessity elevates the consequences of Dysfunctional Behavior to such a level that the Board must get involved, certain key aspects of the Board's responsibilities and operations need to be implemented. These aspects of operations should be prescribed by the Board ahead of time, or at the time of the management intervention. Situations that become Board level responsibility may involve Dysfunctional Behavior by senior leadership of the organization, consequences that constitute a serious and significant threat to the organization, consequences that entail a breach of public trust, or consequences that impact corporate policies. (I 8, 5, 27)

The Board may become aware of a situation but not be involved in its management. (I 14) This can happen when a Board member becomes aware of the situation, but is also aware that a subordinate level is properly handling the management. (I 14) Boards may direct organization leadership to bring matters to the attention of the Board when some trigger mechanism is activated. In other circumstances, the leadership may direct action in specific matters and inform the Board after the fact, or take action only upon direction of the Board, or take discretionary action and not report to the board.

As noted earlier, when a third of its members resigned, the Board of Directors of Covenant House, in New York City, became an illustration of a Board losing control. The publicity of the accusations of the immoral conduct by its founder and CEO triggered the

resignations and therefore, loss of control by the original Board. (Chao & Megehy, 1993) Conversely the Board of United Way, when faced with major financial management issues, called an emergency meeting and elected to "hang together" through good or bad. (Chao & Megehy, 1993) Boards need to rally around their organizations in order to accomplish Consequence Management.

One of the most difficult aspects for Board members is for the Board to stay in its place of oversight, as a Board, and to avoid micro-management. (Drucker, 1990, p. 172) All Boards that anticipate the future need for Consequence Management and plan for such events are in far better shape to supervise their organization through its crises.

◆ *Preoccupation with Failure*

“HROs are preoccupied with failure, large and mostly small. They treat any lapse as a symptom that something is wrong with the system, something that could have severe consequences if separate small errors happen to coincide at one awful moment. The Chernobyl nuclear disaster comes to mind”. (Weick and Sutcliffe, 2001, p. 10)

High Reliability Organizations (HROs) are wary of the “potential liabilities of success” such as complacency, the temptation to reduce margins of safety, and the drift into automatic processing. Consequence Management is the organizational response to some failure or event that produces “failure like” consequences. CEMOs’ assumption of the probability of Dysfunctional Behavior and its consequences should be at the heart of Consequence Management.

• *Values*

Organizations espouse values in various ways. Being a High Reliable Organization is greatly valued by stakeholders across the spectrum of CEMO experience.

High Reliability Organizations (HROs) understand their imperfections and the tendency for human institutions to act imperfectly. The hallmark of HROs is not the absence of error but that error does not disable operations. Thus HROs develop capacity to

detect, contain, and bounce back from inevitable errors. (Weick and Sutcliffe, 2001, p. 49)

CEMOs, with their theology of the fallen nature of man as a starting point of mission, should understand imperfection. Consequence Management seeks to build into the organization an acceptance of inevitable failure and the need to be resilient in the face of that failure.

- *Vision*

Members of CEMOs maintain a vision for the organization and a wider vision of the Kingdom of God that they can articulate. However, the interviews shared that many CEMOs did not communicate their vision given the inconsistent understanding of Vision Statements in the CEMOs. The ESMT requires a shared vision in order to conform to Strategic Integrity principles. This is not just a dictated Vision Statement, but an internalized vision that members desire to attain as an expression of their life purpose. (Senge, 1990, p. 205ff)

- *Policy and Principles*

Clearly defined principles, standards, policies and procedures are an essential part of Consequence Management. (I 27) They are designed, in part, to stop undesirable or Dysfunctional Behavior from proliferating and the subsequent expansion of consequences. (I 27)

The prevention aspect of Consequence Management may reexamine the corporate infrastructure to assess the level of compliance with the ESMT and the Consequence Management Matrix that is present within the organization and implement necessary changes. All stakeholders should be actively involved in this assessment and implementation.

All of the organizational structures, documents, and procedures covered by the survey in Appendix E are likely to be helpful in establishing effective Consequence Management processes.

- *Methods*

There are many methods for managing consequences of Dysfunctional Behavior including the significant methods common to Learning Organizations. However, these were largely absent from the CEMOs in this study due to the Constraining Triangle.

- *Learning Organizations*

The five disciplines as presented by Peter Senge and the attributes of High Reliability Organizations (HROs) espoused by Weick and Sutcliffe seem to overlap significantly. Senge maintains that the five disciplines, while being developed separately, must be implemented together as an ensemble. Collectively they are a *metanoia*, a transcendent mind-set held by the members of the organization both individually and corporately. When this is the case, the organization is capable of continuously enhancing its capacity to “realize its highest aspirations,” to learn. (Senge, 1990, p. 13) Weick and Sutcliffe maintain a similar stance in regard to the traits of HROs. Their description of HROs clearly identify them as Learning Organizations. (Weick and Sutcliffe, 2001, p. 49)

- ◆ *Systems Thinking and Mindfulness*

System Thinking is the unifying discipline. As such, Senge calls it the fifth discipline. It is the hub of the disciplines. Members engage in System Thinking by contemplating the whole organization as a unified system, rather than just a conglomerate of parts, and making decisions accordingly. Systems Thinking contributes to Strategic Integrity.

Mindfulness is the collective awareness and practice of the characteristics of HROs; preoccupation with failure, reluctance to simplify interpretations, sensitivity to operations, commitment to resilience, and deference to expertise.

“HROs strive to maintain an underlying style of mental functioning that is distinguished by continuous updating and deepening of increasingly plausible interpretations of what the context is, what problems define it, and what remedies it contains.” (Weick and Sutcliffe, 2001, p. 49)

Thus, Mindfulness seeks to give strong response to early weak indicators of potential problems. Likewise, Consequence Management strives to be the strong response to

Dysfunctional Behavior and its consequences.

Mindfulness and Systems Thinking are, in the context of this study, characteristics of Consequence Management.

◆ *Reluctance to Simplify Interpretations*

Weick and Sutcliffe point out that success in any coordinated activity requires that people simplify to stay focused. Nonetheless, HROs take deliberate steps to create more complete and nuanced pictures. (Weick and Sutcliffe, 2001, p. 11)

It can be argued that aspects of this trait, Reluctance to Simplify, also dovetail with Senge's presentation of System Thinking. "They simplify less and see more. Knowing that the world they face is complex, unstable, unknowable, and unpredictable, they position themselves to see as much as possible." (Weick and Sutcliffe, 2001, p. 12) In the same manner, members engage in System Thinking by contemplating the whole organization as a unified system (Senge, 1990, p. 12). In respect of Consequence Management, rejection of simplification and attention to detail ensures a thorough and satisfactory resolution of the consequences.

◆ *Deference to Expertise*

HROs rely on expertise. A subordinate who is the resident expert is delegated the authority to override the supervisor. Expertise is not just longevity on the job. Nor is it embodied in the one with the most experience. HROs seek the person with "wisdom." Decisions migrate to the lowest possible level of immediacy.

◆ *Organization Learning Posture*

Change is inevitable and unavoidable in the fast changing, global environment of mission organizations. The failure to provide for regular reassessment (with the intention of improving and growing) may bring about dissolution of programs, teams, organizations, etc. (I 8).

Organizations need to have a commitment to timely change. (Cormack, 1995, p. 112) Many do not welcome change but fear it. Nevertheless, a periodic "reality check"

(assessment of current conditions and the relevancy of current operations and structures), with an intent to improve things, will always benefit the organization. Peter Senge quotes Arie deGeus,

...continuous adaptation and growth in a changing business environment depends on institutional learning, which is the process whereby management teams change their shared models of the company, their markets, and their competitors. For this reason, we think of planning as learning and of corporate planning as institutional learning. (Senge, 1990, p. 8)

The conclusion is that organizations that do not make an intentional decision to incorporate constructive change into their normal strategic planning process are making a grave error.

The striving for excellence and improvement requires that organizations listen to ideas, discuss the ideas, and use them wherever possible. (Senge, 1990, p. 8) Likewise, it is incumbent upon organizations to listen to all their stakeholders and other significant expertise. (Weick and Sutcliffe, 2001, p. 49)

Review Type	Review Definition	Agenda Concerns
In-process Review	Convened for the purpose of assessing the progress toward a given goal.	Standards Deadlines Information Flow Coordination of Activities
After Action Review	Formal review convened to determine the effectiveness of a program or event upon its completion.	Goals and Objectives Lessons Learned Recommendations for Future Endeavors Conclusions
Annual and Quarterly Reviews and Analysis	Assessment of overall operations, programs, etc.	Targets Budgets Calendars Standards
Crisis Postmortem	Special Assessment convened in the aftermath of a crisis such as an attempted suicide of a member or failure of critical components.	What happened Lessons Learned Conclusions Recommendations

Review and Analysis Types
Table 6.2

Ongoing process reviews, post project reviews, annual and quarterly reviews and analyses, and specialty reviews such as “crisis postmortems” all contribute to becoming a learning organization. Table 6.2 portrays the distinctions of the most common formal review methods. Each has a thorough agenda and should be properly programmed on the

organization calendar. Each draws on tracking procedures and reports to contribute to the capacity to learn from experience.

The various aspects of the review and analysis process look backward for lessons to be learned. Some organizations are incorporating research staff sections, partnering with others to collectively develop a research agency, or contracting with one of the existing research agencies to gather useful information for future development and significant trends, both internally and externally. (I 27) Currently, in light of the lack of tracking and analysis reported in the surveys and interviews, some CEMOs' decisions are being made about critical methods, new fields, new structures for operations, and Consequence Management per the current fad or "it just seems good."

For CEMOs, feedback from the target populations contributes significantly to learning about themselves and developing ever growing quality in operations. (I 20) However, the ultimate focus of CEMOs attempts to review quality is seen as "what does it take to please God or satisfy the pertinent biblical mandates?" (I 27, 14, 8) In this regard, organizational learning takes on a whole different dimension, which now includes spiritual experience, biblical studies, disciple making, and the integration of management and leader development disciplines.

6.3.5.1.2.5. Preventive Response at the Environmental Level

The environmental level refers to the consequences that occur outside the immediate organization structure and incorporate all the possible stakeholders in this wider sphere of concern. There may be many points to consider in this regard, depending on the nature of the organization. Four issues are presented in this model as necessary for effective Consequence Management: Awareness, Monitoring, Feedback, and Communication. Organizations will expand this list as appropriate as they seek to position themselves so that the consequences of staff members' Dysfunctional Behavior, that are possible at the environmental level, are mitigated and minimized.

- *Awareness*

At this point in the Consequence Management Matrix, within the ESMT, organizations review the awareness capability that exists at the beginning of the ESMT to assess effectiveness in regard to the environmental level and apply insights to the current situation.

- *Monitoring*

Organizations, having developed a thorough list of all stakeholders, monitor the stakeholders for the appearance of consequences so that early management can take place. When a Dysfunctional Behavior event has been identified, monitoring can be intentionally intensified.

- *Feedback*

Stakeholders require feedback from organizations that addresses their concerns appropriately. Thus, organizations need to develop an event specific, coherent, accurate list of stakeholder issues that need to be addressed by Consequence Management.

- *Communication*

Clear, concise, timely and comprehensive communication is essential within the organization so that all members communicate to the external environment with a unified clear, concise, and comprehensive message.

6.3.5.1.3. Emergency Response

When Dysfunctional Behavior produces consequences that breach the organization's threshold of tolerance, consequences may be severe enough to constitute an emergency situation. Organizations without an ESMT will be relegated to spontaneous unplanned reactions. These unplanned reactions will likely leave many consequences not addressed or poorly managed. Organizations that have an established, well constructed ESMT and Consequence Management Matrix will be prepared to engage in emergency Consequence Management effectively.

6.3.5.1.3.1. Emergency Response at the Personal Level

Dysfunctional Behavior begins at the personal level. Consequence Management,

likewise, begins at the personal level.

- *Confront*

All Consequence Management confronts the person(s) directly involved in the event. Such confrontation will be consistent with the organization's values and informed by training in conflict resolution and cross cultural conflict management.

- *Counseling/Coaching/Mentoring*

Encounters with Dysfunctional Behavior and its consequences may require that some form of counseling, coaching or mentoring take place with persons impacted by the situation. The interviews indicate that performance modification, personal coping skills development, encouragement, affirmation, policy reinforcement, team building, etc. are all items that can be assisted by counseling, coaching, and mentoring. (I 27, 28)

- *Remove*

Intense or prolonged exposure to stressful situations requires some form of recreation of energy and distancing from the debilitating environment. This is equally true for individuals and teams.

- *Dismiss*

Certain behaviors are defined in various policies and manuals as requiring termination of the member. Such behaviors may be criminal and immoral acts or some change in religious expression, beliefs, doctrine, theology, or practice. (CEMO 19) Furthermore, it may be determined that behavior not proscribed officially requires dismissal or encouraged resignation. When this occurs, organization policies may need modification to reflect the new understandings developed from the event.

6.3.5.1.3.2. Emergency Response at the Relational Level

The next level in emergency response Consequence Management is the examination of, and possible, intervention regarding the relationships extant in the situation.

- *Confront*

The action is an extension of the confrontation developed at the personal level. Interpersonal relations and team coherence and function are the concern. This confrontation may flow naturally from the personal level to incorporate others in the event.

- *Mediate*

Consequence Management may require ‘third party’ mediation to accomplish its goals. It may involve simple assistance from a disinterested party or require professionally trained mediators. For instance, mediation may be required when Dysfunctional Behavior involves conflict between teams or departments, or causes a loss to someone in or out of the organization. The mediator may facilitate the responsible individual(s) seeking restitution to the injured party or parties. Such actions may be seen as necessary to restore relationships. It should be noted that restitution may take many forms and is not limited to money or property. Restoring relationships through confession, repentance, and forgiveness may be appropriate. Some form of service to the community or injured persons can also serve as compensation after the event when appropriate.

- *Remove*

As indicated in the previous discussion about removal (Section 6.3.5.1.3.1.), teams may need removal from the situation, at least for a period of time.

- *Dismiss*

The same concern stated in Section 6.3.5.1.3.1., above, applies here to people in relationships within the event.

6.3.5.1.3.3. Emergency Response at the Project Level

Projects need to be managed in such a way so as to contain the consequences of Dysfunctional Behavior or the consequences of Dysfunctional Behavior may threaten the viability of a project.

- *Confront*

Confrontation at this level includes the challenging of the validity and viability of a project and assessing its contributions to the perceived dysfunction and the consequences.

In some situations the nature of the project, the methods used in the project, or the values perceived to be inherent in the project may be precipitating causes and require changing.

- *Control*

The emphasis here is on damage control at the project level. A transparent process for addressing the consequences involved and the issues identified as relevant to stakeholders is essential.

- *Suspend*

Some aspect of the project or the entire project may require temporary suspension for the duration of the emergency or until sufficient control is established.

- *Close*

The severity of the consequences may dictate the termination of the project.

6.3.5.1.3.4. Emergency Response at the Organizational Level

Consequence Management at the organization level seeks to determine what are the organization's needs, blind spots, shortcomings, etc. in this event.

- *Control*

Management will seek to control the internal workings of the organization to expedite the goals of Consequent Management. Changes to operational procedures may be necessary.

- *Suspend*

Organizations need to determine what aspects of the organization's operations, if any, need to be suspended for a period of time.

- *Transfer*

Various projects and/or operations may be transferred to other parts of the organization or to partner organizations on a temporary or permanent basis.

- *Close*

The consequences of Dysfunctional Behavior may necessitate the closure of one or more units or aspects of operations.

6.3.5.1.3.5. Emergency Response at the Environmental Level

Stakeholders outside the organization will, at the least, need to be informed of decisions and actions taken by the organization that will impact on them. It may be necessary to coordinate some form of hand-off of functions to some other organization. For example, when the consequence of Dysfunctional Behavior includes the loss of expertise, thus requiring the closure of a program or operation, some agreement with a sister agency to assume the program or operation may be possible.

- *Control*

In the wider environment, damage control, the process of halting and, as much as possible, reversing the effects of some dysfunction, is frequently necessary. The principles of Disaster Recovery are highly informative in this event. (see section 2.3.8.)

- *Communicate*

Organizations should actively tailor and manage technical, interpersonal, formal, and informal communication channels for crisis communications. While personal confidences are protected appropriately, a time may arise when it may be essential for healthy growth and rebuilding of the organization in the broader context. Thus, a clear declaration in organization's policy regarding when members may lose the privilege of confidential communications is necessary. An example of a clear declaration of privacy and its possible loss is The PRIVACY ACT OF 1974, which specifies the nature and use of confidential and private information acquired by organizations of the federal government. In particular, it specifies the conditions under which information may be distributed and used.

In order to facilitate renewal and health, organizations should inform donors immediately of Consequence Management activities, especially since backlash is the expected result of secrecy. "Sweeping it under the rug" is never an acceptable option.

Public, open reports receive wide distribution. As soon as you must "go public," go public as soon as possible. (Chao & McGehy, 1993) Thus, organizations should

establish criteria to indicate when to go public, even when there is no looming specter of adverse publicity. The public appreciates transparency. The decision to “go public” is subjective. It may be forced upon the organization by some external factor, such as investigative reporting. When it is possible to control the release of information, clear principles should guide the timing and nature of the disclosures. They may include, but are not limited to transparency, public trust and credibility, setting an example for sister and daughter agencies, managing organizational health, team member health and welfare, unit cohesion, protecting the broader community, and effectiveness of future operations.

- *Manage Media*

Media Management as a discipline can be seen in the proliferation of courses and programs regarding public relations and the media. CEMOs engaged in operations that may require dealing with a potentially volatile news media are well advised to have a plan and an individual dedicated to this activity. The ESMT may help identify where to locate outside skilled assets that can be engaged.

It is not unusual for an organization struggling with the Consequences of Dysfunctional Behavior to attempt to maintain a cloak of confidentiality or secrecy. The more this is practiced, the more people have a tendency to speculate about what is happening and share their speculations. When asked, “What does not work?” interviewees have frequently said “Secrecy!” Both the United Way and the Covenant House have demonstrated the absolute necessity for clear and open communications when an organization is dealing with the consequences of Dysfunctional Behavior.

When the disclosed information has potential or real negative consequences, organizations should seek to manage the disclosure as part of the Consequence Management. Disclosure that creates personal consequences for stakeholders should be managed with specific care. Phased disclosure (intentional selected revelation to key concerned parties first) may well be called for in order to give stakeholders time to establish their own Consequence Management processes. Additionally, experience advises

“don’t bare your soul to the media or expose the vulnerable to the media.” A “media feeding frenzy” can traumatize the involved stakeholders, producing additional consequences that will need managing.

Organizations need to learn to answer a hostile media with truthful, sincere, credible, and forceful responses.

- *Manage Stakeholders*

Listen and respond to all levels of stakeholders. (Drucker, 1990, p. 109) Seeking stakeholders’ advice delivers extremely positive results. (Chao & McGehy, 1993) Organizations rightfully fear the reprisals of disgruntled stakeholders. Therefore, organizations that take Consequence Management seriously should keep stakeholders informed by preparing them with anticipatory briefings and training on policy, procedures, and plans while there is no problem to address. This enables organizations to elicit well-informed advice and guidance from the broad base of stakeholders coupled with loyalty and commitment.

6.3.5.1.4. Recovery Response

The previous foci of response, Palliative, Preventive, and Emergency, are in general, precursors to the next focus of response, Recovery. Recovery Responses focus on actions and conditions that are required to move beyond the immediate situation toward restoration of full operations and even improved operations’ capability. These responses are concerned with rebuilding structure (when necessary), relationships, and restoration of function.

6.3.5.1.4.1. Recovery Response at the Personal Level

Individual staff members are the implementers of any recovery response. The Consequence Manager must decide what types of issues are involved at the individual level and how best to address them. Some of the approaches available include Confront, Counsel, Coach, and Mentor.

- *Confront*

All members impacted in the Dysfunctional Behavior event share in responsibility for future effectiveness. The Consequence Manager must insure that these persons are fully aware of ramifications of the past actions and the required future actions.

- *Counsel*

The Consequence Manager will identify those persons who need targeted counseling regarding their contribution to the recovery. This will include both the persons to be involved and the nature of the counseling with expected outcomes.

- *Coach*

Ongoing guidance to individuals from supervisors is especially needed during any recovery that includes significant changes including calling members back to policy where policy has been neglected. Overcoming inertia may require intense coaching.

- *Mentor*

In High Reliability Organizations management is trained, seasoned, and experienced in the principles the organization has established to deal effectively with the crisis situation. (Weick & Sutcliffe 2001, p. 70) Additionally, these organizations ensure that some promising junior personnel are assigned to the manager to assist the manager and learn from the manager's example. (FM 22 – 100) At times external independent experts are needed to intervene in support of the organization's management team. (I 12) Furthermore, leaders take the time to care for their loyal, faithful, and, sometimes, exhausted staff. (Chao and McGehy, 1993) Additionally, networking cultural, national and other relevant personnel is frequently needed. (I 24)

6.3.5.1.4.2. Recovery Response at the Relational Level

Poor relationships may undermine the best efforts of Consequence Management at the personal level. Therefore, Recovery Responses focus on the relationships within the parts of the organization that are undergoing the recovery.

- *Confront*

Confrontation communicates to members a clear awareness of the nature of the

relationships that have existed and the nature of the desired relations for the future.

- *Counsel*

Group counseling for involved persons may be essential. The use of external professionals has proven helpful to CEMOs in the past in this regard.

- *Coach*

The Consequence Manager ensures that coaching involves persons in the effected relationships within the organization. Individual coaching may not be sufficient to address the needed changes. The team is the focus of these responses.

- *Mentor*

The Consequence Manager and other leaders involved in the recovery responses must set the example in the integrity of their own relationships: to lead by example.

6.3.5.1.4.3. Recovery Response at the Project Level

When the consequences of Dysfunctional Behavior threaten a project, the Consequence Manager must consider the actions necessary at the project level. Some of the issues include Confrontation, Re-focus, Standards, and Procedures and Processes.

- *Confront*

The consequence Manager may need to confront the necessity or viability of a project. The project must be scrutinized for its place in the recovery from the consequences of the Dysfunctional Behavior.

- *Re-focus*

Organizations naturally have a tendency to focus on self-preservation when faced with consequences that threaten their existence. Thus, significant increased amounts of time and resources may be expended in the efforts of Consequence Management to the detriment of the organization's mission capabilities and sharpen the focus on the organization's mission. (Weick and Sutcliffe, 2001, p. 13). Such is normally the case. (I 12, 28) Organizations that do not prepare for Consequence Management may be consumed by the consequences of the Dysfunctional Behavior. (I 19) Conversely, those

organizations that embody the nature of High Reliability Organizations intentionally adopt stances and practices that are tailored to keep the organization on target while managing the unexpected. (Weick and Sutcliffe, 2001, p. 13) When the situations are severe enough to require the organizations to discontinue a project they may do so with the intent to return to the mission project as soon as practical.

- *Standards*

As part of the response to the consequences of Dysfunctional Behavior, the ESMT maintains an attitude of thorough and speedy investigation while simultaneously establishing or reestablishing the standards of behavior for damage control, repairs, and rebuilding processes from within, much as Chao and McGehy (1993) espouse. Specifically, the organization will need to reaffirm its values and expectations which have been breached by the Dysfunctional Behavior and also it will need to spell out again the standards to be applied in the recovery process. These will include the standard operating procedures.

- *Procedures and Processes*

In house procedures and processes must be evaluated for possible changes. Some of those changes will be suggested by the contributions of Continuity Planning and Contingency Planning.

Continuity Planning takes the definition of the project's Critical Events (essential services or products) and asks the question "What must the organization do/be to be able to continue to perform the Critical Events in the aftermath of some disruptive circumstance."

Its focus is on operational continuation. (www.globalcontinuity.com/Article.asp?id=11960&SessionID=200237143950&PageSequence200237144058&Type=Knowledge)

Contingency Planning begins with the question "What can go wrong?" It then seeks to define the appropriate "fix" for the possible event. (see section 2.3.3.)

Contingency Planning is a useful means utilized by Consequence Management to provide prevention, damage control and repair and rebuild.

Every Consequence Management intervention should be worked to plan. The more prepared and intentional the ESMT is for each organization, the easier it will be to effectively conduct Consequence Management. CEMOs have a unique added resource and challenge in the form of the spiritual dimension of their operational environments and members.

6.3.5.1.4.4. Recovery Response at the Organizational Level

The entire organization may come under scrutiny for Consequence Management efforts. The consequences may threaten the entire organization. Some of the issues for Recovery Response at the organization level include leadership change, communication, change management, culture change, visibility of leadership, and procedures and processes.

- *Leadership Change*

Where practical and necessary, interim leadership should be established or current leadership augmented. (Chao and McGehy, 1993) The objective is to bring in, from within or from without, qualified and experienced additional personnel. High Reliability Organizations have a very high regard for expertise and do not hesitate to include any, and all, experts in the decision making process. (Weick and Sutcliffe, 2001, p. 16)

- *Communication*

The occurrence of Dysfunctional Behavior and its consequences is exacerbated by poor communications within organizations. Improved clear and effective methods of internal communication may be required.

- *Change Management*

Change Management has a variety of practitioners and literature. The following quote indicates the diversity in this field.

“...there are at least three basic definitions of change management:
The *task of managing change* (from a reactive or a proactive posture)
An *area of professional practice* (with considerable variation among practitioners)
A *body of knowledge* (consisting of models, methods, techniques, and other tools)”
(Nichols)

Organizations should incorporate an understanding of each in its Consequence Management strategy. Generally, issues of culture, climate, structure, etc. should be addressed with tactics and strategies from the same context. Strategies from one context should not normally be used to address issues from another.

In terms of managing change, Cormack (1995) emphasizes the need to pace the change in order to minimize stress on the organization, which is already in crisis. Four factors need to be considered. First, the speed at which any change is introduced – too slow can be just as damaging as too fast. Second, the shift in direction for the organization implied by the changes; indeed they can destroy an already weakened organization. Third, the degree of control that the members of the organization believe they have over the change: imposed change simply adds to the feeling of crisis. It is therefore important to involve members in pacing the change. Finally, if the changes fail to gain the commitment of the membership the change process will fail.

- *Culture Change*

Consequence Management must take account of the organization culture and the interface between the organization's culture and the indigenous cultures within which the organization operates. Culture changes may be necessary. However, culture changes very slowly and therefore the Consequence Management strategy will require to be extended to cover a three to five year period if significant change is required.

- *Visibility of Leadership*

Normally organizations function properly with minimal presence of senior leaders. This is not the case in times of crisis. Leadership needs to stay highly visible (Chao & McGehy, 1993) throughout the entire procedure of Consequence Management at whatever level of resolution is most effective. Leaders need to stay visible without micro-managing. (Chao & McGehy, 1993) The visibility of competent leaders that trust and encourage subordinates communicates hope, effectiveness, stability, and immediacy of organizational

concern. (FM 22-100)

- *Procedures and Processes*

Consequence Management will evaluate the procedures and processes throughout the organization and seek to change those that have allowed the development of the Dysfunctional Behavior and its consequences.

6.3.5.1.4.5. Recovery Response at the Environmental Level

Recovery response at the environmental level is the actions taken by the Consequence Manager to address issues raised by and affecting stakeholders outside the organization. Those areas of concern include identity, communication, image, relationships, and repairs and rebuilding. Other areas may manifest themselves to the Consequence Manager in the course of events.

- *Identity Change*

The consequences of Dysfunctional Behavior may change, or damage, or redefine the identity of the organization as perceived by stakeholders in the environment. The Consequence Manager must determine what steps to take to correct or change the perceived identity of the organization in the wider environment.

- *Communication Change*

It may be necessary to seek out and develop new avenues of communication outside the organization. Changes in means, methods, message and media may be essential.

- *Image Change*

Image/Brand Management is closely related to Media Management through various public relations activities. A better, more thorough understanding of Brand Management may be required as part of Consequence Management.

- *Rebuild Relationships*

The Consequence Manager will determine what relationships outside the organization need rebuilding. Public trust and acceptance are especially important to

CEMOs.

- *Repair and Rebuild*

The Consequence Manager may have to engage in some form of repairs and rebuilding beyond the immediate need to control damage outside the organization. The identified consequences of Dysfunctional Behavior may include termination or attrition of members, cancellation of a project, and loss of a unit of the CEMO. (see section 5.4.2.) These may strongly impact other organizations, agencies, and/or structures in the environment.

6.3.5.1.5. Reflective Response and Learning Management

As indicated by the structure of Table 6.1, this focus of response applies to all Levels of Impact and Foci of Response within the Matrix. Here we are concerned primarily with analyzing the actions taken during the Consequence Management incident in order to improve management's performance and the effectiveness of the Strategic Model Template and the Consequence Management Matrix. The elements of Reflective Response flow smoothly into the Learn element in the Strategic Model Template.

- *Review*

The Consequence Manager engages in a continuous process of review. This review considers the effectiveness of the Consequence Management Matrix levels and foci.

- *Evaluate*

The Consequence Manager establishes criteria for measurement of effectiveness both as to the overall and desired outcome and the individual tactics that are utilized.

- *Ideas*

The Consequence Manager seeks out ideas and perceptions of all stakeholders from within or without the organization to validate current ideas and develop new ideas.

- *Plan*

The Consequence Manager assesses both the plan and the planning process.

- *Implement*

Issues of plan implementation are critiqued and lessons learned are developed.

- *Communicate*

The broadest possible communication of results, lessons learned, and necessary changes are essential. The process for the means of communication receives equal scrutiny and necessary changes are forwarded for implementation.

- *Train*

Lessons learned will indicate the types of training that must be improved or added to the organization.

- *Test*

Refinements to the Strategic Model Template and the Consequence Management Matrix will be tested by practical exercises throughout the organization.

- *Continuous Improvement*

Continuous improvement in the organization's ability to manage consequences of Dysfunctional Behavior will be realized as both the ESMT and the Consequence Management Matrix mature. The organization never assumes that the current status is sufficient for future experience.

6.3.6. F. Learn

It has been observed that organizations do not learn from experience unless an intentional effort is expended for that purpose. (Senge, 1990, p. 23) The following components of the Strategic Model Template seek to establish the organization as a Learning Organization, at least in regard to Consequence Management. These components are initiated throughout the process of pursuing the Consequence Management Matrix.

6.3.6.1. First Review Loop

The first review loop is implemented when the decision is made to not pursue Consequence Management any further. The primary question to be answered at this point is whether or not the criteria for identifying and assessing Dysfunctional Behavior and its consequences is adequate and sufficient.

6.3.6.2. Second Review Loop

The second review loop seeks to assess the adequacy of the definitions of consequence, levels of severity, and threshold of tolerance. This loop is initiated when the decision is made not to pursue actions any farther.

6.3.6.3. Review and Analysis

Formal provision for Review and Analysis procedures, as described above (Table 6.2 repeated), institutionalizes the intent to be a Learning Organization. When combined with the other elements of the ESMT, organizational learning is enhanced. (Senge, 1990, 349-350)

Table 6.2 depicts the various ways that Review and Analysis can be conducted. CEMOs generally do not use these methods systematically. Even less prevalent, according to the research, is the accounting for hours, funds, and other resources expended on Consequence Management. It is questionable that reliable conclusions regarding effectiveness can be achieved without proper review and analysis.

Review Type	Review Definition	Agenda Concerns
In-process Review	Convened for the purpose of assessing the progress toward a given goal.	Standards Deadlines Information Flow Coordination of Activities
After Action Review	Formal review convened to determine the effectiveness of a program or event upon its completion.	Goals and Objectives Lessons Learned Recommendations for Future Endeavors Conclusions
Annual and Quarterly Reviews and Analysis	Assessment of overall operations, programs, etc.	Targets Budgets Calendars Standards
Crisis Postmortem	Special Assessment convened in the aftermath of a crisis such as an attempted suicide of a member or failure of critical components.	What happened Lessons Learned Conclusions Recommendations

Review and Analysis Types
Table 6.2

6.3.6.4. Mitigation

The Consequence Manager is constantly looking for means to mitigate the consequences of Dysfunctional Behavior. All learning, in the context of the Consequence

Management Matrix, seeks to move the organization towards a minimal experience of the consequences of Dysfunctional Behavior.

6.3.7. Additional Considerations

What follows in this section are some additional considerations that might inform the implementation of the ESMT for Consequence Management. The considerations are discussed under the headings of Responses, Timing, Jurisdiction, Procedures and Tactics.

6.3.7.1. Responses

Responses to the consequences of Dysfunction Behavior should include measured, relevant actions and stances to provide effective, essential repairs and rebuilding (restoring public confidence, establishing effectiveness, and internal team building, etc.), plus many ad hoc, reactive responses. The research shows that no organization examined was satisfied with its handling of Consequence Management. Nevertheless, each organization did have some mechanisms or procedures in place.

6.3.7.2. Timing

All interviewees indicated the critical nature of the timing of Consequence Management. The Strategic Management Template is designed to facilitate the earliest possible detection of the consequences on Dysfunctional Behavior and the quickest possible effective management of those consequences. That being said, a quick, but uninformed response, may do more damage than the original consequences. Conversely, a slow well-thought-out management of the consequences may also create additional consequences. The Strategic Management Template seeks to provide a means of speedy response, coupled with a reasoned and planned implementation.

6.3.7.3. Jurisdiction

Governments may have Status of Forces Agreements (SOFA) which are formal statements of relationships and practices between two governments, regarding the operations issues and jurisdictions applicable for citizens, from one nation housed and operating within another nation. Among other things, SOFA specifies jurisdictions in

matters of law. (http://www.dinfos.osd.mil/dl/paocrc/content/comrel_ops/pages/content53.html)

Likewise, CEMOs need established policies that clearly identify and specify the jurisdictional principles within which they operate. These policies will determine the extent of lines of responsibility and jurisdiction, direct whatever legal action is called for, and support legal authorities in their part of consequence management as required. Then, when serious charges are brought against a member or members, organizations ensure the individuals remain within the appropriate jurisdiction. Thus, CEMOs model accountability to the legal authorities of the countries within which they serve. They also emphasize accountability to members regarding their personal actions. They relieve persons of duties and leave them in place for the duration of the investigation if necessary, and do not allow any real or perceived advancement or advantages until after the situation is resolved with a verdict of “not guilty.”

When guilt is established in matters of law, the jurisdictional authority defines the legal remedies that are appropriate, which may include some form of corporate liability involving penalties. (Cormack, 2002) For matters of morality, not involving some legal charges, all CEMOs in this study had some form of statement specifying unacceptable behavior and the organizational response required.

6.3.7.4. Procedures and Tactics

It would be desirable for all organizations to have permanent well-defined procedures and tactics for Consequence Management. However, due to the proclivity of human nature to express itself dysfunctionally, and the evolving of society and organizational operations, organizations will be developing and refining procedures and tactics as Consequence Management is enacted. These new procedures and tactics need to also be recorded and systematized into the Strategic Model Template and Consequence Management Matrix.

6.4. SUMMARY

In this chapter the concept of an Emerging Strategic Model Template for

Consequence Management is presented. The greatest challenge to CEMOs will be overcoming the inertia inherent in their current system and redefining their Strategic Integrity. The concepts of Learning Organizations, High Reliability Organizations, Strength Development and Strategic Integrity will not be easily understood and implemented. However, it is possible to make the ESMT more user friendly to CEMOs by adopting language more in keeping with their theological culture. Both the interview data and the survey data indicate that CEMOs have a long way to go. However, a diagnostic tool built on the ESMT may help them begin the process.

Figure 6.1 provides a visualization of an emerging ESMT.

6.5. CONCLUSIONS

The Strategic Model Template is just that, a model template. It is designed to provide a framework for Consequence Management to organizations as they struggle with the experience of Dysfunctional Behavior and its consequences. It combines what is available in useful related literature with what is available collectively through the wisdom of organization members at many levels of operation. Because it appears that there is nothing of this nature available to organizations to date, it is open to refinements and improvements.

The new material developed for the ESMT includes the typologies of Dysfunctional Behavior, Consequences, Rationale, Sources, etc., the concept of Strategic Integrity, and the arrangement of the findings into a working model. The sample population for this study is small compared to the number of CEMOs in operation today. Further study may well expand and improve on the findings and lead to a more robust model, but it is suggested that what is presented here is a useful and significant first step.

CEMOs and other organizations are encouraged to implement the model and refine it as necessary, based on the specific culture, experience and/or structure of each organization.

CHAPTER 7

CONCLUSIONS, FUTURE STUDIES, AND RECOMMENDATIONS

7.1. INTRODUCTION

This chapter compiles, restates, and affirms the conclusions of the previous chapters and identifies areas for future study. Conclusions emerged through evaluating the literature, analyzing the results of the interviews and the surveys, and examining organizational documents, procedures, policies and practices, and avowed biblical mandates, standards, and procedures espoused by the CEMOs of the sample. The conclusions relate to both the management of CEMOs and more generally to management as a body of knowledge. The issues identified for future study arise from both the necessary limitations of this particular piece of research and interesting avenues which have been highlighted by it. It is desirable that more research be conducted and Consequence Management, Strategic Integrity, and the Emerging Strategic Model Template be further developed in order to improve overall effectiveness of the tools for organization development. Enhancing the effectiveness of CEMOs is at the heart of the motivation that initiated this study, but other organizations might benefit too.

7.1.1. Overview

The processes and procedures of this study laid the foundation to analyze strategies for the management of the consequences of Dysfunctional Behavior in twenty-five organizations in order to establish whether or not it was possible to produce a Strategic Model Template. The analysis focused on organizational strategies for managing the consequences of Dysfunctional Behavior within the context of trends in organizations at large, and identified common, positive and negative features of these strategies.

On the basis of the research findings, this thesis designed an Emerging Strategic Model Template (ESMT) to be a framework for Consequence Management necessitated by Dysfunctional Behavior in CEMOs. Given the similarities with other organizations that

CEMOs possess, the ESMT may also be applicable to government, commercial, and other types of nonprofit and volunteer organizations and sectors.

7.1.1.1. Literature Search

Regarding the Literature Search, there are many pieces of literature which relate to Consequence Management, but nothing was discovered which described a comprehensive discipline or theory with principles and practices for organizations seeking to manage the Consequences of Dysfunctional Behavior in a comprehensive and integrated manner. In the general area of management, Peter Drucker has clearly stated the paucity of literature available to nonprofits. (Drucker, 1990, p. xv) Furthermore, the literature concerning Consequence Management is limited and basically restricted to U.S. governmental agencies. It appears that, thus far, the manager/leader of any type of organization has been left to his/her own resources, training, and common sense. Table 2.1 (Chapter 2, Section 2.3.3.10.) depicts the relevance of various disciplines for Consequence Management.

The two-fold gap in the literature of 1) the lack of a comprehensive discipline or theory with principles and practices for managing the consequences of Dysfunctional Behavior and 2) the limited or restrictive nature of literature concerning Consequence Management indicates a clear need for more research into the operation of Non-Profits in general and Consequence Management in particular. Based on the absence of the topic in the literature, a coherent approach to Consequence Management is not likely to be found in any type of organization. The list of consequences to be managed is significant. Although the need exists to manage them, that need is not widely recognized within the sample of organizations in this study, and the only available resources for Consequence Management are buried deep within those areas listed by the research making extraction difficult and apparently not attempted. This lack implies a blind spot in the operational perception of the types of organizations.

Contingency planning, disaster recovery planning, and business continuity planning, among other disciplines, provide good illustrations of issues and procedures for

developing Consequence Management strategies for the consequences of Dysfunctional Behavior. The continuous emphasis on strong staff training programs and planned practice and exercise, appear to be helpful elements to any Consequence Management strategy. Planning templates and content checklists appear to be highly adaptable to Consequence Management. Consequence Management strategies can be divided into the five forms of response - Palliative, Preventive, Emergency, Recovery, and Reflective.

Acquiring an understanding of various typologies of Dysfunctional Behavior, Sources of Information, Triggers, Rationale, and Consequences was essential to the research, providing substantive understanding of their nature. This material was not available in the literature and the typologies had to be developed. CEMOs and other organizations are currently without these resources, and thus hampered in any effort to conduct Consequence Management. Thus, this study appears to be the first to itemize and categorize Dysfunctional Behavior, Sources of Information, Triggers, Rationale, and Consequences. Typologies are presented in Chapter 4.

7.1.1.2. CEMOs

The organizations and people interviewed had difficulty discussing Dysfunctional Behavior. Interviewees were able to indicate some of the issues, but not all, nor did they have a clear understanding of the extent and interrelationships involved in the consequences. Interviewees had an intuitive grasp of some of the issues, but not a comprehensive understanding of the typologies that the research indicates. This may be due in part to the sensitivity of some cases that may have caused the details to be kept confidential and therefore not available for analysis. Nevertheless, many had no language for Dysfunctional Behavior and its consequences and could not relate the various examples in any structured manner. This would suggest that simple typologies would enable CEMOs (and other type organizations) to more effectively recognize Dysfunctional Behaviors and their resultant consequences, discuss them and reach conclusions relevant to their management.

It appears from the interviews that organizational leaders and members do not have access to data about Dysfunctional Behavior and its consequence in their organizations. This may be due to the data not being collected, or it could be due to leadership not providing feed back. From some of the comments of interviewees, it is evident that CEMOs do not collect, much less process, the data necessary to answer questions regarding costs and effectiveness. The lack of data leaves the researcher with the conclusion that incorporating some manner of total cost accounting and review and analysis in CEMOs, would yield significant new learning for the organizations. CEMOs would then have access to a whole new spectrum of information and a new angle of focus for assessing issues of quality in operations.

It might be concluded that the lack of Consequence Management strategies allows members to assume that addressing the Dysfunctional Behavior itself is all that is necessary. Furthermore, failure to establish objective, measurable criteria for successful Consequence Management leaves the organization exposed to the probability of poor execution and poor assessments of effectiveness.

Members are not satisfied with their Consequence Management strategy's effectiveness, and, as can be deduced from the above conclusions about the lack of data collection, this dissatisfaction is based more on feelings and subjective perceptions than empirical data.

One may strongly suspect that the cost of Dysfunctional Behavior and its consequences is significant. However, as stated previously, there is no effort to quantify and analyze this cost. Neither is there an effort to establish the cost of current Consequence Management strategies. Furthermore, when operations are viewed from the perspective of Consequence Management, the lack of data raises the question of how effective are the management and stewardship of resources and assets within CEMOs.

CEMOs need strong and comprehensive training programs for their members. Interviewees frequently stated that they desired more and better training in order to

effectively do their jobs and handle Consequence Management. Training is significantly lacking in the CEMOs in the sample.

One indicator of effectiveness developed was the Consequence Management Preparedness Index (CMPI) score, which was 0.29 for CEMOs in this study. Collectively, it can be stated that, regarding the sample, 71% of the sample potential for effective Consequence Management is unrealized. To the degree that the sample is accurately representative of the entire CEMO community, there is much risk present for Dysfunctional Behavior and its consequences in CEMOs. Simply stated, CEMOs are not well prepared to conduct Consequence Management despite the existence of many useful tools and approaches which have been developed for other contexts – e.g. business and military.

During interviews, and conversations about this study, it was observed by some that CEMO success was a function of the “grace of God” over the 2000 years of Christian expansion that overcame human and institutional shortcomings. This conclusion does not imply that CEMOs do not need God’s grace if they could only “get their act together.” It simply supports the idea that CEMOs could be broader, deeper, and less cluttered channels for God’s grace if they put their houses in order.

CEMOs generally do not use Review and Analysis methods systematically nor in most cases at all. Even less prevalent, according to the research, is the accounting for hours, funds, and other resources expended on Consequence Management. It is questionable that reliable conclusions regarding effectiveness can be achieved without proper Review and Analysis.

7.1.1.3. The Emerging Strategic Model Template

The Strategic Model Template is just that, a model template. It is designed to provide a framework for Consequence Management to organizations as they struggle with the experience of Dysfunctional Behavior and its consequences. It combines what is available in useful related literature with what emerged collectively through this piece of

research. Because it appears that there is nothing of this nature available to organizations to date, it is open to refinements and improvements.

The new material developed for the ESMT includes the typologies referred to, the concept of Strategic Integrity, and the arrangement of the findings into a working model. The sample population for this study is small compared to the number of CEMOs in operation today. Further study may well expand and improve on the findings and lead to a more robust model, but it is suggested that what is presented here is a useful and significant first step.

CEMOs and other organizations are encouraged to implement the model and refine it as necessary, based on the specific culture, experience and/or structure of each organization.

7.1.1.4. The Constraining Triangle

The identification of The Constraining Triangle points to internal CEMO forces that work strongly to nullify any attempt at Consequence Management. Those forces are implicit in CEMOs' histories and traditions and the theology of the organization and its individual members whereby management principles are viewed as suspect if not completely rejected. This tension, or rejection, is promoted in some Christian literature and reported in the interviews, with interviewees at Board, senior leader, and field member levels demonstrating some amount of resistance to management disciplines or, at the least, naiveté. Therefore, the counterproductive tension that exists between management disciplines (as embodied in Consequence Management) and current history, tradition, and theology needs to be addressed and reconciled.

7.1.2. Summary

This study has exposed an aspect of organizational life and practice, Dysfunctional Behavior and Consequence Management, that has been neglected or unrecognized. There are many dimensions to CEMO organizational practice regarding Consequence

Management that need to be addressed and refined. The next section of this chapter advances suggestions to this effect.

7.2. AREAS FOR FUTURE STUDY

7.2.1. Introduction

The research and analysis could have taken several different paths. Those chosen laid the foundation so that future directions and refinements could be developed to improve our understanding. As stated earlier, in order to develop the Emerging Strategic Model Template (ESMT) it was necessary first to develop the typologies already listed above. From these, several areas of future research are suggested with multiple avenues of exploration. The identified areas for future study are submitted under the labels of Academic Studies and CEMO Studies. However, it is acknowledged that the topics listed under Academic Studies could be more narrowly focused under the banner of CEMO Studies and those listed under CEMO Studies could be broadened and pursued under the label of Academic Studies.

7.2.2. Academic Studies

Academic Studies refers to endeavors undertaken in the context of academic institutions.

7.2.2.1. Strategic Integrity

Future study developing and refining the concept of Strategic Integrity is highly desirable. How does this concept relate specifically to Organizational Learning and High Reliability Organizations? The term “integrity” is frequently used regarding ethics. Business Ethics can contribute to the understanding of this concept, especially as business issues are germane to running organizations including CEMOs.

The Strategic Integrity Matrix mentioned earlier suggests one approach to this avenue of research. It can also be used as an Assessment Tool. (Appendix G) It is an adaptation of a tool found on the internet which is used as a starting point for this purpose. (<http://www.coachconsortium.com/enterprise.focus.htm>) This tool was developed late in

the research and was used on only two CEMOs. It suggests possibilities for future study. Furthermore, combined scores from several organizations will give an indication of the overall level of Strategic Integrity of a segment of organizations or an entire industry.

7.2.2.2. Test and Refine the Typologies of Dysfunctional Behavior and Consequence Management

As a first effort, it stands to reason that the typologies developed need to be tested to determine their sufficiency and adequacy. Also, as organizations mature and develop in response to changing environments, the typologies may need to be refined or revised. The culture and gender studies suggested below may have significant bearing on the typologies that are used.

7.2.2.3. Sufficiency of Documents

An analysis of sufficiency of each organization's documents or procedures, for the purpose of Consequence Management, is another area for future study. What are the components for each document that are germane to Consequence Management? How are these components formulated so as to adequately and measurably address the issues of Dysfunctional Behavior and Consequence Management?

7.2.3.4. Emerging Strategic Model Template Applicability

It is the stated hope of the research that the ESMT has wider applicability than just CEMOs. Questions that may need to be answered include: 'What factors distinguish CEMOs from other organizations, and how do these factors inhibit, modify, enhance or have no effect on the applicability of the ESMT?' 'What, if anything, is necessary to change the ESMT in order for it to be usable in other organization types?'

7.2.3. CEMO STUDIES

CEMO Studies refers to those studies initiated and carried out under the umbrella of one or more CEMOs.

7.2.3.1. Strategic Model Template Effectiveness

The ESMT for Consequence Management was developed through this study. It remains to be tested as a coherent process. As an extension of Strategic Integrity, two venues come to mind in this regard: (1) Implementation in a newly forming CEMO and (2) Implementation within established CEMOs that are seeking to incorporate the Emerging Strategic Model Template principles to fulfill the intent of establishing Consequence Management.

7.2.3.2. Record Keeping

It was not possible to determine the linkage between Dysfunctional Behavior, current strategies, and organization performance because CEMOs do not keep records of the incidence of Dysfunctional Behavior, the resulting consequences, or the cost of Consequence Management. Future study in this regard is needed. Currently, there is only the belief or assumption that Dysfunctional Behavior and Consequence Management are costly.

7.2.3.3. Biblical Studies and Organization Principles

The dynamics of spiritual experience and biblical studies are suggested for an intriguing area of future study, especially as they relate to, and are integrated into corporate practice and policy. Do prevailing Organization, Strategy, Leadership, and Management disciplines have parallel biblical cognates, or are any of these repudiated by biblical texts? Is the reported bias or antipathy to management disciplines, of some CEMO members of merit, biblically refuted or biblically supported?

A study is suggested of the viability of discipleship disciplines (meditation in scripture, fasting, prayer, spiritual discernment, etc.) as practiced by members, for effective prevention of Dysfunctional Behavior and effective Consequence Management. Members of CEMOs tacitly hold to the superiority of the discipleship disciplines, though this has not been established empirically. Correlation and causation relationships can be explored to shed light on how and when discipleship contributes to mission effectiveness and

Consequence Management. If research establishes a positive relationship, further study on CEMO best practice strategies that ensure effective discipleship disciplines in members is encouraged.

7.2.3.4. Cross-cultural Development of CEMOs Regarding Consequence Management

Are there currently any multicultural organizations that have mastered the blending of cultural differences within their membership? What are the attributes of successful cultural maturity for a cross-cultural operation? Understanding how interpersonal relations, conflict management, and response to Dysfunctional Behavior and its consequences effect operational effectiveness would be of value. Also, how is Dysfunctional Behavior defined in various cultures, and do the various principles for response to Dysfunctional Behavior and its consequences vary? Are the consequences of Dysfunctional Behavior the same and/or different in various cultures? How?

7.2.3.5. Gender and Marital Issues and Consequence Management

Female participants in at least two OCMS Seminars suggested that there needs to be specific attention given to gender related bias regarding the definitions of Dysfunctional Behavior and the implementation of strategies for Consequence Management. Females interviewed in this study were married and interviewed with their husbands present. However, various unmarried female members of the OCMS Seminars felt that this may have weighted or muted the possible responses.

Similar observations can be made regarding the strong skewing of the population toward married personnel. It was noted by two interviewees that CEMOs were not sensitive to single personnel needs and considerations. A question that needs to be answered in a more inclusive approach is “How do organizations with very high percentages of married personnel provide full support for singles regarding Dysfunctional Behavior and its consequences?”

7.2.4. Summary

Several areas of study are suggested. Many others may come to mind. Consequence Management is an area that has not been refined, or given conscious attention by academic research. It will provide significant learning for all sectors of organizations.

7.3. RECCOMENDATIONS FOR CEMOS

There are many ways that organizations seek to manage Dysfunctional Behavior and its consequences ranging from top – down models that “stove pipe” change by imposition, to “do nothing” approaches that seem to presume that “God will take care of it.” The research indicates that any methodology for managing Dysfunctional Behavior and its consequences, needs to maintain the integrity of the type of organization involved. The recommendations in this section seek to reflect and affirm the emerging wisdom regarding organization learning and character.

7.3.1. Strategic Integrity

CEMOs need to begin seeing themselves as entities that can embody Strategic Integrity. Assessing the current state of organizational Strategic Integrity should be an ongoing priority for CEMOs. Appendix G, Strategic Integrity Matrix, can be used as an assessment tool. The scores attained in each of the quadrants of the assessment tool are combined to provide a composite score for the organization.

Many possible changes are suggested below for CEMOs. However, the single greatest item is Strategic Integrity. When Strategic Integrity becomes the norm, most, if not all, of the essential changes will follow. No change will be effective without starting at the highest level of the organization, the Board, and dealing with organizational culture first.

7.3.2. Culture

Two areas of cultural studies need to be emphasized by organizations: 1) incorporating cultural diversity, sensitivity, and capacity into the ethos and operations of

the organization, and 2) developing new paradigms of cultural character that reflect systems thinking, mindfulness, and strength building. Such shifts require intentional change management from all levels of leadership before organizational structures can be modified.

7.3.3. Organizational Learning and High Reliability

In addition to, and as an outgrowth of systems thinking and mindfulness, there are two processes that organizations should incorporate into reoccurring operations. The first is an Annual Consequence Management Audit. The components of the audit would include:

Consequence Management Audit Agenda

Number of Consequence Management Incidents (CMI) in the past year

Aggregate cost of CMI in work hours, funds, time, and other resources including opportunity costs

Strategic Model Template Diagnostic (of the organization)

Determine relevance of organization structure for operations and consequence management

Conclusions

Strategic Integrity Diagnostic

Conclusions

Recommendations

The second involves per-incident analyses. These include the items listed below as the

Consequence Management Incident Analysis Agenda

Description of the incident

Typology of the Dysfunctional Behavior and its Consequences

Causes: Internal, External, Who, What ...

Discussion

Cause(s)

Resource costs

Impacts (Consequences)

Predictability

Early warning signs that were present

Preventability

Yes – what fixes?

No

Conclusions

Recommendations

7.3.4. Infrastructures

The organizations in the sample clearly indicated an awareness of the need for significant items of infrastructure as outlined in the findings. However, to the degree that the sample is representative of all CEMOs, it is clear that most CEMOs do not develop, maintain and take advantage of a large range of structures, processes and practices. Such infrastructure provides both boundaries or limits as safe guards and freedoms of creativity for CEMO members. CEMOs are encouraged to develop the full range of infrastructure items now so that they are in place when they are needed.

7.3.5. Desired End Results and Success Criteria

CEMOs should develop the habit of defining clearly the desired end results of Consequence Management. It has been said that when you aim at nothing you will hit it every time. Without an understanding of desired end results, the best operations management may accomplish much work without attaining mission success.

Secondly, statements of success criteria, which incorporate the cultural diversity of the situation as well as the specific action plans to be completed, will explicate when the desired end results are achieved satisfactorily. Up front success criteria provide clear direction and the capacity to measure the effectiveness of Consequence Management. This enhances organizational learning. Organizations will benefit from the use of the various typologies as diagnostic tools that provide the basis for resolution criteria.

Conversely, CEMOs need also to define measures of failure. This takes the process one step further so as to explicate clear indices of failure. For instance, a development program to change the quality of community life, which experiences an annual positive growth rate of persons participating, may appear to be a success. However, if the growth rate of the program is less than the growth rate of the local population of the community that is in need, the program may actually be judged as failing in one regard because the distressed population is growing faster than the solution. Likewise, Consequence

Management needs to have clearly stated criteria of failure. These will guide Consequence Management efforts as effectively as success criteria.

7.3.6. Faith Based Missions and Resourcing the Change

The traditional methods of support development assume that donors are captivated by the “glamour of field operations” and that it is very difficult to raise support for the hidden operations of headquarters and leadership. Therefore, normally the resources that are received from donors are “taxed” to provide income for the headquarters. This assumption ignores the developments in Strength Building and Appreciative Inquiry that clearly indicate that there are people in the donor population who naturally have strong systems thinking abilities and many others who have developed that capability through training. Organizations need to develop these untapped audiences as stakeholders and donors for the specific task of providing quality infrastructure and process.

7.3.8. Human Resource Management

7.3.8.1. Setting Standards

CEMOs have traditionally been reluctant to turn away anyone who attests to a “divine call to mission” and can raise financial support. Some CEMOs are questioning whether a candidate is correct for the CEMO or will be better served working within a different CEMO. Likewise, CEMOs are beginning to understand that they cannot do it all. Therefore, they are becoming more intentional in defining their target audience. CEMOs should adopt these practices at all levels of the organization and for all fields of operation.

7.3.8.2. Training Management and Professional Development

It would be wise for organizations to emulate the practice of the military by assigning a person or persons the responsibility of defining and developing training for members at each level of the organization and for the organization as a whole. An annual strategic planning and budgeting process should include identification of projected training and professional development needs, along with essential detailed event planning.

7.3.8.3. Build on Strengths – The Primary Approach

Current training development practice usually involves training skills that are considered weak or lacking. There will always be some need for this. However, organizations need to build up the already present strengths in order to maximize the capabilities of the organization.

7.3.8.4. Multilevel Intentional Training

No organization in the sample had a full multilevel training program. However, one organization seemed to be moving toward that approach. The various levels depicted in the organization survey in Appendix E serve as examples of the needed foci. This is an absolute necessity for organizational growth and survival.

7.3.8.5. Personnel Management

There are many aspects to personnel management. Two specific areas are highlighted for recommendations.

7.3.8.5.1. Screening

The comments of some interviewees regarding the presence of significant psychiatric history in a large portion of the CEMO population, indicate that organizations need to take a more restrictive stance on screening persons for membership in the organization. Better standards and initial training are needed.

7.3.8.5.2. Job Descriptions, Critical Task Lists, Critical Skill Sets, and Performance Review

Organizations need to validate the worth of individual performance through quality job descriptions and a thorough performance review process. Subsequently, organizations can and should use these to develop job specific critical task lists, and critical skill sets that will inform the training manager of necessary content for the annual training plan as part of the strategic planning process. The critical skill sets are especially important in recruiting new members and assessing individuals for new functions and promotions.

7.3.9. Dialogue Among Stakeholders

Dialogue is a win-win experience. Debate produces winners and losers. Dialogue affirms the input of all parties and seeks out the greater good. Appreciative Inquiry (AI) is the formal application of the dialogue principle. Every organization is encouraged to develop expert facilitators in the AI process.

7.3.10. Multicultural System Thinking

Organizations need to combine systems thinking and cultural diversity to grow new structures and processes. This will take advantage of the organic nature of organizational growth in the global environment, as opposed to the linear model of organizational development.

7.3.11. Corporate Culture Indoctrination

The organization develops its own culture. This needs to be managed intentionally in order to ensure that the emerging culture is desirable. When the corporate culture is both desirable and effective, members need to be fully indoctrinated into it. Programs and processes need to be present to ensure the success of the indoctrination.

Each new member brings one or more cultures to the organization that will have both positive and negative potentials. The organization needs to intentionally receive and incorporate the additional culture values and practices into its ethos.

7.3.12. Schools, Churches, CEMOs

There is much networking among schools, churches and CEMOs for a variety of needs. However, interviewees reported that there is little or no dialogue regarding the standards for member development and capacity that are required by CEMOs. It is recommended that these institutions cooperatively design training curriculum with the critical task lists and critical skill sets in mind.

7.4. CONCLUSION

This study identifies a new dimension to operational management and leadership in the form of Consequence Management, various typologies, Strategic Integrity, the

Emerging Strategic Model Template, The Constraining Triangle and various diagnostic tools. In doing so, insights for more effective Consequence Management have emerged, several areas of future research have emerged, and recommendations have been made for improved CEMO operations.

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APPENDIX A

STATEMENTS OF FAITH

We believe in the verbal inspiration of the scriptures and the authority of both the Old and New Testaments.

We believe man was created in the image of God, through disobedience sinned and fell, and that the entire human race shares in man's lost and depraved nature.

We believe Jesus, the eternal Son of God, took upon Himself the form of a man by means of the virgin birth. Atonement for sin was made by the sacrificial and substitutional death of Jesus Christ.

We believe salvation is the gift of God by grace alone and received by personal faith in the Lord Jesus Christ, and that this faith is manifested in works pleasing to God.

We believe in the resurrection of the crucified body of our Lord, in His ascension into heaven, and His priestly intercession.

We believe the Holy Spirit is the Promise of the Father, our Comforter sent to convict the world of sin, which places the believer in the Body of Christ, indwells the believer, and bestows spiritual gifts to the Church.

We believe the baptism of the Holy Spirit is for all believers as a definite endowment of power for service and is subsequent to, and separate from, conversion.

We believe that the ordinances of the church, by the command of Christ, are Water Baptism by immersion and the Lord's Supper, both of which are administered to those who are born again.

We believe in the eternal salvation of the believers and in the eternal damnation and punishment of the nonbelievers.

We believe that the consummation of all things includes the visible, personal, and glorious return of Jesus Christ, the "Blessed Hope" of the Church.

APPENDIX B

CEMO CONTRIBUTIONS

Christian Evangelical Mission Organizations (CEMO) and their Contributions to the Research

Twenty-five (25) organizations are represented by data in this thesis. Fifteen (15) organizations provided information in the form of responses to the survey (Appendix B). Twenty-one (21) organizations and one (1) independent missionary are represented with data from forty-four (44) interviewees. The survey was developed as a result of the emerging pattern suggested by the interview data and the literature as a means of validating that pattern. It was developed and implemented well into the interview process. Four (4) organizations provided organizational documents such as Operations Manuals, Handbooks, and Policies.

Organizations	Survey	Interviews	Organization Documents
African Mission Evangelism, Inc.	X		
AMG International (formerly American Mission to the Greeks)			X
Back to the Bible	X		
Board of Global Ministries, The United Methodist Church	X	2	
Christianity Today	X	1	
Cornerstone International	X	1	
CRM – Church Related Ministries	X	1	
Department of World Missions, Church of the Nazarene	X	2	
Division of Missions, Evangelical Congregational Church	X		
E. Stanley Jones School of Evangelism and World Missions, Asbury Theological Seminary		4	
East West Missionary Service, Inc.	X		
Evangelism Resources International	X	1	
Floresta USA, Inc.	X		
Go International	X	2	
God Speed Missionary Care		2	
Independent Missionary		1	
MAF Europe		1	
New Hope Ministries, International		1	
New Life Ministries		1	
OMS International, Inc. (formerly Oriental Missionary Society)	X	13	X
Oxford Centre for Mission Studies		1	
Sons of Thunder		1	
The Barnabus Foundation		1	
The Salvation Army		1	
World Gospel Mission		1	X
World Mission Board, Free Methodist Church of North America	X	6	X
CEMO Contribution Totals:	15	21/44	4

APPENDIX C

INTERVIEW GUIDE

Subject(s):
Mission Agencies (Dates Served):
Type of Position:
Date of Interview:

Interview Guide

For this study, Dysfunctional Behavior is any behavior which violates organizational policies, values, principals and/or practices causing deviation from the past completion, thus disrupting function. It may involve individuals, families, small groups, sections or the entire organization.

Periodically members, individually and/or collectively, engage in Dysfunctional Behavior (DB) resulting in Consequences within organizations which, in turn, require the implementation of Strategies to resolve these consequences.

1. What is DB in your organization?

How do you categorize DB?

Levels of Severity of Dysfunctional Behavior:

2. How do you determine the existence of DB in your organization? *Through what channels are you made aware of DB?*

3. What happens to/in your organization as a result of DB? That is, what are the consequences you have experienced?

4. How do you identify and track consequences? *What means do you use to identify and track the impact and consequences of DB?*

What aspects of DB /consequences triggers organizational response?

5. **It is assumed that these consequences require organizational response. For these, what are your strategies for resolving these consequences?**

In what areas of organizational response are there written policies of due process? Is there established, clear due-process?

Is there a well defined multi-level/multi-dimensional response matrix that defines both responders and responses to consequences?

What are the means of accountability, responsibility, authority, and reporting mechanisms for the resolution of the consequences of DB?

6. **How Why does your organization seek to resolve the consequences of DB? How Why do you intervene?**

What are your goals and objectives for the intervention?

What are your methods? How do you intervene?

Who are your interveners?

When does intervention take place?

Where does intervention take place?

7. **When and how do you determine that the consequences are resolved? What are your criteria for successful resolution?**

Are these criteria objectively defined in general and for each case specifically?

When does the specific criteria become defined?

8. How effective have your strategies been?

Are you satisfied with the results of your strategies?

- *Timeliness?*

How long does it take to learn of the need to respond?

How long do cases take to resolve (by category)?

- *What does it cost your organization in \$, other resources, productivity, cohesion, constituency support, and manhours?*
- *What are your post-mortem procedures? When are they conducted? How are the results used?*

If you are not satisfied with your strategies' effectiveness, why not?

9. How and when are members and leaders trained in strategies, policies, and procedures for consequence resolution?

What are your sustainment training requirements for this area?

10. What has been tried that has not worked as hoped?

Why?

11. If you could have anything (skill or technology) for the resolving of these consequences, what would it/they be?

APPENDIX D

The results of interviews are listed in digest form (from taped interviews and personal notes) in the context of the Interview Guide.

INTERVIEW DIGEST

All responses are recorded on audio tape and transcribed into individual documents or are notes from personal conversations used with permission. Forty-four persons (44) from twenty-five (25) organizations provided information.

For the study, Dysfunctional Behavior (DB) is any behavior which violates organizational policies, values, principals and/or practices causing deviation from the task completion, thus disrupting function. It may involve individuals, families, small groups, sections for the entire organization.

Periodically members, individually and/or collectively, engage in Dysfunctional Behavior (DB) resulting in Consequences within organizations which, in turn, require the implementation of Strategies to resolve these consequences.

1. What is DB in your organization? Respondents were encouraged to consider/comment on the behavior of individual, family, community/culture, unit/section, organization, and any other target definitions.

- Competency or “Fit”
 - Poor personal/relational life coping techniques - in families, on the job, with local nationals.
 - Uncontrolled anger
 - Over-reactions
 - Contrariness
 - Stress management failures
 - Practices deception and conflict avoidance
 - Defensiveness
 - Abusiveness, child abuse, sex abuse, spiritual abuse {Jim Jones}, substance abuse
 - Addictive personality and co-dependence
 - “Turfig” - power conflicts, misuse of power
 - Nationalism
 - Tension over role reversal between spouses

Not necessarily “relational competence” issues because some people may not have any problems prior to this new environment while others may have a long history of conflicts. With the advent of short term missionaries and high mobility of mission workers in modern travel, there is less preparation of missionaries and an almost unconscious assumption that one can do almost anything for only a year or less. Old ineffective relational techniques resurface with unexpected pressures and foreign cultures.

- Work competence
 - Philosophy conflicts

- Favoritism
- Values and beliefs disconnections and “quality control”
- Dissonance
 - Doctrine/theology discrepancies
 - Motivation dissonance, Team leader doesn’t do his best.
 - Methodology dissonance
 - Poor communication skills
 - Poor cross-cultural adaptation - “fortress mentality”
 - Organizational disloyalty - organization is inordinately second to the “called by God” identity, not relating well to our Board
 - Tradition bound
 - Life style offenses/discrepancies
 - Intentional sabotage - “wolf in sheep’s clothing”
 - Autocratic leadership, micro-management
 - Control conflicts with higher authority
 - Misplaced loyalty
 - Fault finding, intimidation
 - No training and interpersonal relations and leadership
 - Decision making based on a confusion of core values and mission
 - Conflict avoidance
 - Too much Martha and not enough Mary
 - Team leader deserts the team, goes off on his own direction.
- Legal; Moral; Ethical Behavior [complicated by jurisdictional, cultural, legal philosophy differences]
- Organization/system inadequacies
 - Top- down (autocratic) leadership, arbitrary, one sided, decisions at HQ involving field personnel
 - Stonewalling by the mission director and his wife toward the missionaries
 - Ostrich mentality - “blind eye”, systemic callousness
 - Inconsistency - privileged status
 - Collusion
 - Poor planning and preparations
 - Team Building Inadequacies
 - Poor In-processing
 - Unrealistic Expectations
 - Communications Systems Inadequacies

How do you categorize DB? When interviewees were asked to place offenses into usable categories, the following responses/distinctions emerged.

Not been done consciously. Moral compromise, losing their focus,... We have not spent any time analyzing issues in this way. It is more a question of is the primary issue one of

interpersonal conflict from the past or a present day situation, does it involve relational issues or organizational/systemic in nature? We almost never find it to be just one event but a combination that affects all the others. The categories used by missionary leaders are driven by the need to resolve a present situation. Instead we look at what are volitional issues vs. unconscious patterns. Some behaviors may be perceived as volitional when they spin off from something rooted somewhere else.

Proven items, Suspected issues

1. Attitudes and behaviors that impact internal organization culture. 2. Attitudes and behaviors affect the external strategies of the mission.

1. Impact office relationships. Relationships cause failure to grasp the vision of the organization. 2. Impact on public image and mission performance.

A large majority of interviewees provided categories similar to the following.

✓ Competency/Capacity including:

Interpersonal/personal/family

(including abusive behaviors)

Philosophy/Doctrine/Theology

Work/Professional

Cross-cultural/subculture mixes and communications

Inter-generational

✓ Moral/Legal/Ethical

Sexuality

Liability, personal injury and loss

Funds and Resources

Gambling, indebtedness

Waste, Fraud, and Abuse

Substance abuse

alcohol, drugs (including tobacco)

Life Style issues - Dress, Entertainment, associations

✓ Organizational

Systemic Blind Spots

Corporate Incapacity

Structure Inadequacies

Systems

Inconsistency

Collusion

✓ Medical/physical/health generated – clinical depression, seasonal adjustment

disorder (SAD), etc.

Levels of Severity of Dysfunctional Behavior:

1. Chargeable moral and criminal offences.
2. Consenting adults in objectionable or unacceptable behavior.
3. Appearance issues and emotional bonding that begins to interfere with organizational performance.
4. Tolerable idiosyncrasies - irritants.

2. How do you determine the existence of DB in your organization?

Through what channels are you made aware of DB?

- Supervisor identification
- Observation, personal presence, and field visits, experience
- On-site sources
 - Colleagues confide
 - Nationals - local church leaders/members, local authorities, local citizens,
 - Sister Agencies
 - External identification
 - Media reports
 - Legal action
 - Charges are filed
 - Suit is filed
 - Notice of violation or discrepancy
 - Constituents [Backers] communicate concern, withhold funds.
 - Organization's reputation is injured/integrity questioned
 - Internal sources/"systems" checks
 - Built-in continuous review and analysis process.
 - Indirect indicators
 - Member health statistics
 - Morale
 - Reduced productivity
 - Attrition statistics
 - Rumors, gossip, word-of-mouth
 - Brought up in a collective meeting
 - Turf battles
 - Defensiveness, critical spirit, sniping, loss of harmony
 - Loss of effectiveness and efficiency
 - Staff, colleague, self reports
 - Periodic formal evaluations of/by the organization
 - Climate surveys
 - Analysis of reports
 - After tour debrief

- On-site assessments - programmed and unannounced
- Performance Evaluations
- Filing of charges

There are no objective criteria of acceptable and unacceptable behavior. Very subjective. Personal observation and experience, team member feedback, national partners' feedback.

[DB may be detected through an inverse process. "Observation of consequences" indicates the presence of DB.]

3. What happens to/in your organization as a result of DB? That is, what are the consequences (fallout) you have experienced?

We do not identify consequences

Personnel Impact

Dread the end of tour debriefing at headquarters

Families stressed

Health problems

Demoralization, sense of betrayal, disillusionment

Emotional states - rage, grief, betrayal, exhaustion, disbelief, etc.

Team cohesion damaged, declining morale, open disharmony

Survival mechanisms/mentality – "keep it out of the press", fault finding – "what about..."

Operational effectiveness reduced or eliminated

Resource losses

Attrition of personnel

Unexpected consumption of resources including people [burn out]

Recruitment declines

Cost of headquarters visits subtracted from field operation budget

Backers

"Hot constituency"

Donor/support base losses

Observers inoculated against the message

Loss of public trust, credibility and a good image

Host nation/local national relations decline:

Local Church

Community/infrastructure

Government agencies

Sending-nation relations:

[State Department, home church, collegial organizations]

Therefore:

1. Mission subverted
2. Christ dishonored
3. Church demeaned

4. How do you identify and track consequences?

What means do you use to identify and track the impact and consequences of DB?

“I like to listen to my staff.”

Look for the “ripple effect.

Field reports, field visits.

None, we deal with the urgent, others dissolve due to lack of urgency or simply ignored.

Therefore, some are handled, some are over handled, and some are never handled.

Consequences tracked by personal memory.

It is an intuitive process.

Ignore as long as possible.

We do not consciously identify and track consequences. It is an informal, internalized tracking.

There is no tracking.

“Tracking” is emotionally driven and is not pursued objectively.

“Seat of the pants”.

???

There is an official procedure to be followed when charges are filed.

Very hard to track.

Maintain strong frequent communications with our partners and leaders.

It requires outside assessment and visitation by a regional director or disconnected person as well as in-house persons. Wycliffe has a separate team that specifically is tasked with “pulse taking”. It is intentional and focused on both relationships and task function. We are asked to be involved with pre-field training and with field visits six months later. Most agencies don’t do that. Letters and e-mail asking “how are things going” are not adequate for the task. Agencies don’t know that they are not doing this adequately.

What aspects of DB /consequences triggers organizational response?

“The ripple effect.”

“Hot constituency” [irritated backers]

Disrupted Host Nation relations.

Conventional sexual mores defined westerners responses

Doctrinal variance, moral problems

Filed charges, suites, complaints, grievances

Cost overruns, effectiveness degraded

5. It is assumed that these consequences require organizational response. For these, what are your strategies for resolving these consequences?

Using the medical model, there is [sic] curative strategies, preventive strategies, and eradication strategies. To get to the eradication mode, “to kill off the mosquitoes”, requires an organization to fully understand itself. They know where they came from but they do not understand themselves, their ethos, personality, etc. [nor] fully understand their candidates.

More and more we find a great need for organizations to have someone working on the inside for all three levels of strategies. If we could just get organizations to understand [and implement] that, it would save hundreds of thousands of dollars and many work hours to enhance their ministries. Organizations are very slow to change. As the old guard retires, we begin to see these changes. If

we were to say what would be more effective it would be to spend more time at the agency level training and retraining and acquiring some staff to do this work in-house.

The Salvation Army makes a strong distinction of its own entity and culture as opposed to a local national version of the Salvation Army. For instance, the title The Salvation Army in Korea not the Korean Salvation Army as is common for other mission agencies and/or churches. The Salvation Army is its own culture grounded in biblical kingdom culture and members are indoctrinated into it. Members of constituent people groups supply unique and informed interpretation and application of biblical principles, practices, and structures.

Most screening processes in missionary agencies are abominable. [It is an organization DB.] (Davis, B) They never screen person in team context to determine fit. (Davis, K) HR in mission agencies are hurting for candidates. They are resistant to ask the questions that will preclude persons from candidacy. It also becomes a spiritual issue in that if God has called a person, why should I be questioning their fitness for service? We see screening as a mechanism to determine proper fit rather than a means to “weed out” people. We have systemic dysfunction globally. (Davis, B) As much as 25% of candidates have major psychiatric history.

Implement accountability action plan, submission to a disciplined plan, confrontation and redemption when possible. (We have a couple with special responsibility to travel and provide pastoral care for our various leaders) Implement a hotline calling (and 800 number) to establish personal and professional counseling. Reduction in rank. Use culturally specific leaders to implement organizational policy. Train indigenous personnel in organizational culture, policies, principals, and practices. Forced early retirement, have a consistent formal and informal performance review process where those doing the ratings are very candid. Establish a record of guilty personnel for the protection of others, the organization, and the individual. Use leaders from other cultures that can address issues more effectively for consequence amelioration.

- Re-active

Our strategies are dictated by the presenting situations and the parties involved. We are usually reactive but we are moving toward pro-active.

“Swat the insect with a sledge hammer.”

Our structure confuses resolution strategies. The field leader is over all the members in the particular field but may be subordinate to a field member in a given ministry or program. Because of the touchy shifting of hats, roles, etc., the field leader is functionally compromised.

Removal of the offending person.

Conflict avoidance.

Individuals are sent home for Post Traumatic Stress Disorder counseling and then return to the field. Not everyone accepted this counseling but where it has been accepted it has been effective.

The work of Missionary Internship, Wycliffe’s Boot Camp, etc. are very effective tools for preparing missionaries for the field. This is new.

Contract outside Christian consulting firm.

Hire conflict resolution specialist.

Re-evaluate corporate identity, purpose, and processes.

Shunning.

Apathy.

Identify the problem, get the facts, ask for personal response from those involved, encourage counsel.

HQ called for accountability of funds by another person that led to the real person responsible being called into account.

- Pro-active

Deal with issue quickly.

Defuse through clear communication of facts and actions to the national church and seek their advice and support.

There is no overall ... strategy for field administrators, etc., it is left to the individual.

There are some broad guidelines.

Reorganize and re-defined mission, purpose, and core values.

Individual confrontation and counsel.

Never travel alone.

Leadership team provides interdependency and overlap.

Terminate partnerships when terms of the relationship are no longer viable.

Establish performance and relational standards.

Help persons find where they fit best.

Personal follow-up on all concerned.

Conduct regular debriefings.

Communication for consensus, job performance counseling, explore alternatives, enforce partnership agreements and accountability structure (preventive measures in form of formal and culturally valid agreements) – applied background of extensive ministry experience.

In what areas of organizational response are there written policies of due process? Is there established, clear due-process?

They are being developed.

None.

Is there a well defined multi-level/multi-dimensional response matrix that defines both responders and responses to consequences?

Yes.

Yes, but not overall established, partially (the mission handbook).

No, tended to bypass intermediate leaders and go directly to headquarters.

What are the means of accountability, responsibility, authority, and reporting mechanisms for the resolution of the consequences of DB?

None systematized.

None.

If you don't hear about it, it must be better. [assumption] Most of the groups we work with have a central office. They are often perceived as being out of touch with field. They are often out of touch even though they mostly are people from the field who have moved up to headquarters.

Chain of command and a thorough listing of principles, practices, and organizational procedures.

6. *How* Why does your organization seek to resolve the consequences of DB? *How* Why do you intervene?

Anything we do reflects ultimately on the character of God. Negative reflection needs to be corrected and we need to reflect the character of Christ in our ministry.

Have not reflected on our motivation, there is something in me that just wants to "fix it".

There is also the problem of efficiency. Enable our target clients to become agents of transformation, to become the people that God wants them to be.

Senior leadership was committed to the quality of ministry. Rationale is driven by our core values.

They didn't intervene.

It is expensive not to intervene.

The good ones [CEMOs] care for the people; they are compassionate. Some just don't want the disruption, they do not want to lose the work. They don't know how to care. They are blind to their blind spots. Then again, too many times they care but they trust God to do the work of caring and take less [responsibility] on themselves.

Lots of times caring comes across as judgmental. If something is not going right on the field, one is not doing something right. "If you are more spiritual you would not have a problem". It often comes across as [saying] 'you should be doing more' instead of coming alongside of, and encouraging.

Maintain our credibility and ability to fulfill our mission in Christ. Redeem our people and present them "pure". Redeeming people has priority over program accomplishment.

To salvage what had been a great relationship and to ensure quality ministry on the field.

Handled with minimum of disruption, set up precedence, concern for basic morality.

Consequences do damage to the church (credibility).

1. These people are part of our family, God has ordained them for this work.

2. Fallout is inevitable if resolution not accomplished. Relationship is part of our core values.

Remove compromising leadership.

What are your goals and objectives for the intervention?

Protect our good name.

What is good for the kingdom.

Restore, rehabilitate, discipline.

What are your methods? How do you intervene?

Senior leader visits for intervention – arbitration.

One-on-one confrontation by colleague/supervisor.

Remove the offender.

Fire the individual.

Promote member out of the situation.

Assignment for advanced education and training.

Personal interview and confrontation with female, call-in male to face an executive committee.

Who are your interveners?

Colleagues.

Field Leaders.

Executive Staff members.

CEO/COO.

External Consultants.

Senior faculty of [mission founded] seminary.

When does intervention take place?

Not soon enough.

Where does intervention take place?

On site, HQ.

7. When and how do you determine that the consequences are resolved?

They were never resolved.

When they would cease to be on the agenda. When an individual is voted into leadership.

None.

In general and corporate policy and specifically by the person in authority at the time of confrontation.

Subjective for each situation, fluid, not intentional.

8. How effective have your strategies been?

If there is consistency, they work very well. Consistency implies dedication.

When policies and procedures are followed, they are very good.

Very effective – A on the curve.

Varys very widely, so subjective – hard to determine.

B-.

B+ to A-.

Very effective. A-.

Are you satisfied with the results of your strategies? NO! 2 - Yes

- *Timeliness?*

People brought issues up fast.

I don't know.

How long does it take to learn of the need to respond?

Too long.

Tends to drag out, not qualified.

How long do cases take to resolve (by category)?

No reliable data available.

???

What does it cost your organization in \$, other resources, productivity, cohesion, constituency support, and man-hours?

No data available.

The cost of our experiences almost crippled us. Our Board was micro-managing the situation.

What are your post-mortem procedures? When are they conducted? How are the results used?

Informal discussions over coffee, etc.

Results are indirect and usually not codified nor necessarily produce any measurable learning.

???

If you are not satisfied with your strategies' effectiveness, why not?

Overall vague sense of inadequacy. (All)

Never receive information soon enough.

"Fallout" seems to continue well past formal actions.

We don't learn from our experience.

Inadequate data.

9. How and when are members and leaders trained in strategies, policies, and procedures for consequence resolution?

I don't know what they do. The question is whether they can learn from their situations. It is more trial and error approach. A systemic myopia.

I would like to see something like the military model where the individual is trained and responsible to carry their own medical records and supervise their own care. We are trying to put together a monograph regarding how to know you are getting good counsel. How do you assess the counselor and the counseling from a Christian perspective? The earlier you ask the right questions the less likelihood you will have problems or DB.

There is some training during initial entry type training.

None incorporated at subsequent levels.

Individuals may seek some personal opportunity for professional development.

None provided

Not trained, it is usually a knee-jerk reaction.

Annual training event, mentoring.

What are your sustainment training requirements for this area?

There are no sustainment training programs. (All)

Church has required some form of CEU, but not in this area specifically.

10. What has been tried that has not worked as hoped?

1. Amputation is not the best treatment for an ingrown toenail. The worst thing is [sic] to reassign someone with problems to another field or take them upstairs. 2. Massive reorganization. 3. Debriefs that are only administrative, not relational and/or personal. There is no full "body life" debrief.

Ignoring things, letting people get by with things, sweeping it under the carpet, putting people back into ministry too quickly, people move to another location without proper information supplied to the new supervisors.

Leave of absence.

Field director going one-on-one.

Lack of involvement.

"Sweep it under the rug."

Assume that the field leader is always right.

Allow professional development to be at the discretion of the individual.

Promote member out of the situation.

Move member to higher education opportunity.

Remove member from jurisdictional authority.

Long term counseling and rehabilitation, long range counseling via Internet.

Move member to HQ.

Indirect approach [for north american personnel].

Consensus decision making [seemed to be predicated by an avoidance mind set].

Confrontation and argument.

Autocratic leadership.

Everything.

??? Sending students out on their own without functional supervision.

Counseling.

Being too compassionate.

And Why?

Member goes to another organization.

11. If you could have anything (skill or technology) for the resolving of these consequences, what would it/they be?

Resources:

1. More money. It is the job of the church to send out missionaries and fund them. Faith Missions is not a good idea [in this regard]. 2. Each mission agency to have its own professional personnel to care for their people within the HR department.

Operations officer to take some of the administration load.

Training:

Wisdom and perception to know what we are dealing with at any given moment. The skill to identify people who are vulnerable and don't know they are vulnerable (preventive intervention). This is a spiritual gift and also something that can be trained.

Third party, neutral, interveners.

DB fully understood.

Latitude, affirmation, set the course, feedback.

Mature workers.

Skilled leaders.

Time and resources for mentoring.

CPE style training [scenario driven].

Reoccurring team building and leadership training, periodic time to refocus spiritually .

Good feedback loops.

Supervision and mentoring while on the field.

Training in handling persons that are emotionally unstable (difficult people in the congregation), conflict management.

Heart link between headquarters and the field, not just logistics and administration.
Ability to get trained personnel into the affected environment quickly to encourage and mediate.

Have some structure for creative and constructive communication.

APPENDIX E

THE SURVEY

To: Human Resources Manager or CEO

Subject: Dysfunctional Behavior Risk Assessment

Dear Colleague in Mission,

Please take the short time to fill in the following survey for a Research Project into **Organizational Strategy for Consequence Amelioration of the Results of Staff Dysfunctional Behavior**. It is designed to be quick and easy. Just fill in the data, and send it back to me at <rs.barnard@gte.net>. The second option is to print it, fill it in, and mail it to me at:

Robert (Bob) S. Barnard, Jr.
203 Asbury Drive
Wilmore, Kentucky 40390

You can call me at (859) 858-2863. I am currently doing research for this project through the Oxford Centre for Mission Studies, ph. +44 1865 55 60 71 (includes the international access number and the country code).

Everyone that responds will receive a copy of the results and their own organization's performance data for comparison and use as they deem appropriate. No organization's specific data will be shared with any other organization or specifically identified in any publication of the results.

Thank you for your time and help.

Yours in Christ,

Bob

Survey of Organizational Strategy for Consequence Amelioration of the Results of Dysfunctional Behavior

Organization Name:

Person answering the survey:

Organization Age (in years): _____ Size (total # of employees):

Annual Expenditures: _____ (Not including debt reduction payments)

Primary Focus of you organization (your critical event):

Evangelism Church Planting Development Education
 Support Technical Construction Mechanical

Other:

Theological Position of your Organization (Mark one):

Traditional Conservative Progressive Radical

Other:

Cultural Complexity of your Organization (mark one):

American North American Western Global

Other:

Marital Status of your personnel (mark one):

Less than 25% Married 25% to 50% Married

51% to 75% Married More than 75% Married

Average Age of your Personnel (mark one):

Less than 35 35 to 45

46 to 55 More than 55

Gender Dominance of your Personnel (mark one):

Less than 25% Male 25% to 50% Male

51% to 75% Male More than 75% Male

Type of Work Commitment of your Personnel:

One year or Less One to Two Years Project Completion

Career Other:

If your organization has any of the following items, place an X in the appropriate box. If a single statement in your organization serves two or more purposes, mark only one box, whichever is most descriptive of its function.

	All Levels	Some Levels	HQ Only	None	I Don't Know
Vision Statement					
Mission Statement					
Purpose Statement					
Core Values Statement					
Needs Assessment/ Mission Requirements Procedures					
Critical Events Statements					
Detailed Goals, Objectives, Master Plans					
Continuity (Disaster Recovery) Plans					
Event and Annual Review & Analysis Procedures					
Job Descriptions					
Performance Reviews					
Operations & Functions Manuals					
User Friendly Written Policies					
Written Due-Process Procedures					

For this study, *Dysfunctional Behavior* is any behavior which violates organizational policies, values, principles and/or practices causing deviation from the task completion, thus disrupting function. It may involve individuals, families, small groups, sections or the entire organization.

Number of cases of member Dysfunctional Behavior and their consequences which reached Executive, Board, or Board sub-committee level for action in the last 12 months:

For each case enumerated above, indicate the number of members involved per case in the Dysfunctional Behavior:

Number of cases in each of the following categories regarding Impact on Policy:

_____ High (Requires significant policy review and revision)

_____ Medium (Requires some policy review)

_____ Low (Insignificant impact, requires no policy change)

Number of cases in each of the following categories regarding impact on public image/confidence:

_____ High (significant image impact)

_____ Medium (some image impact)

_____ Low (Insignificant impact)

Dollar cost (in thousands) to settle/expected to settle the reported cases, including fees, fines, and payments:

\$ _____ K.

Total amount of work-hours expended by staff, outside personnel, etc. on Consequence Amelioration during this report period.

Do you conduct a formal post-situation review and analysis? Yes _____ No _____

Do you require staff members to be actively engaged in a personal discipleship/accountability group? Yes _____ No _____

If you require discipleship/accountability, do you regularly verify this involvement?

Yes _____ No _____

Do you conduct/provide required professional development training regarding team building, dysfunctional behavior, managing dysfunctional emotions, etc., for all agency personnel? To answer this question, place an "X" in the appropriate column beside each category.

	YES	NO
Initial Entry Training		
During Furlough		
Mid-Career Growth and Development		
Senior Leadership Training		
Sustainment Training (periodic [annual/semi-annual] training, review of training)		
Cross Training		
Retirement Training		
Other:		

APPENDIX F

CEMO Survey Responses

Initial Demographics:

<u>Organization</u>	<u>Org. Age</u>	<u>Org. Size</u>	<u>Expend.</u>
CEMO 1	31	9	\$120,000.00
CEMO 2	61	110	
CEMO 3			
CEMO 4	50	120	\$22,000,000.00
CEMO 5	30	30	\$750,000.00
CEMO 6	22	250	\$7,000,000.00
CEMO 7	60	84	\$1,700,000.00
CEMO 8	24	3	\$85,000.00
CEMO 9	25	12	\$750,000.00
CEMO 10	16	5	\$440,000.00
CEMO 11	115	98	\$4,300,000.00
CEMO 12	30	14	\$800,000.00
CEMO 13	7	3	\$100,000.00
CEMO 14	93	724	\$55,000,000.00
CEMO 15	102	450	\$20,000,000.00
Averages	48	137	\$8,695,769.23

Primary Mission Focus:

<u>Organization</u>	<u>Church</u>								
	<u>Evangelism</u>	<u>Planting</u>	<u>Development</u>	<u>Education</u>	<u>Support</u>	<u>Technical</u>	<u>Construction</u>	<u>Mechanical</u>	<u>Other</u>
CEMO 1				X					
CEMO 2			X						
CEMO 3			X	X	X	X	X	X	X
CEMO 4				X	X				
CEMO 5	X			X	X		X		
CEMO 6		X		X					
CEMO 7	X	X	X	X	X	X	X	X	X
CEMO 8					X				
CEMO 9	X			X					X
CEMO 10			X						
CEMO 11	X	X							
CEMO 12					X				
CEMO 13					X				
CEMO 14		X							
CEMO 15	X	X							
	5	5	4	7	7	2	3	2	3

Note: Seven CEMOs (50% of those responding to this question) had a single mission focus.

Four CEMOs had two mission foci.

One each CEMO had 3, 4, 7, and 9 mission foci.

The most diversified (9 mission foci) and third most diversified (4 mission foci)

CEMOs reported the two highest impacts of DB.

Organizational Documents & Procedures:

	<u>Vision</u>	<u>Mission</u>	<u>Purpose</u>	<u>Core Values</u>	<u>Needs Assess</u>	<u>CE</u>	<u>G&O</u>	<u>CP</u>	<u>R&A</u>	<u>JD</u>	<u>PR</u>	<u>OPS MAN</u>	<u>WP</u>	<u>DP</u>
CEMO 1	N	A	N	N	N	N	N	N	N	A	N	S	N	S
CEMO 2	A	A	A	A	N	N	S	N	N	A	A	N	S	N
CEMO 3	N	H	N	N	N	N	N	N	N	S	N	A	A	S
CEMO 4	A	H	A	A	S	A	A	N	A	A	A	N	A	N
CEMO 5	H	H	N	H	N	N	N	N	N	H	N	H	H	N
CEMO 6	S	S	S	S	H	S	S	S	S	A	A	S	A	S
CEMO 7	S	S	A	S	N	H	S	N	N	H	S	S	S	N
CEMO 8	N	N	N	N	N	N	N	N	N	N	N	N	N	N
CEMO 9	S	S	S	N	N	N	N	N	N	S	N	S	H	S
CEMO 10	A	A	A	A	N	N	A	N	N	A	A	N	N	N
CEMO 11	H	S	N	N	N	N	S	N	N	N	N	H	N	N
CEMO 12	H	H	H	H	N	H	H	N	H	A	A	H	H	S
CEMO 13	A	A	A	S	N	N	A	N	N	N	N	N	N	N
CEMO 14	A	A	H	A	N	S	A	S	N	A	A	A	A	A
CEMO 15	A	A	A	A	H	H	S	S	A	S	A	S	S	H
A=	6	6	6	5	0	1	4	0	2	7	7	2	4	1
H=	3	4	2	2	2	3	1	0	1	2	0	3	3	1
N=	3	1	5	5	12	9	5	12	11	3	7	5	5	8
S=	3	4	2	3	1	2	5	3	1	3	1	5	3	5

A=All Levels

S=Some Levels

H=Headquarters Only

N=None

Note:

Where a response is indicated in **RED**, the response is an interpolation based on the absence of a response by the responder.

Explanation of Table Abbreviations:

- CE = Critical Events List
- G&O = Goals and Objectives
- CP = Continuity Plan
- R&A = Review and Analysis
- JD = Job Descriptions
- PR = Performance Review
- OPS MAN = Operations Manuals
- WP = Written Policies (user friendly)
- DP = Due Process

Impacts and Procedures:

	DB								
	Number of	Policy	Image	Settlement	Wk Hrs	Post	Require	Verify	
	<u>Cases</u>	<u>Impact</u>	<u>Impact</u>	<u>Cost</u>	<u>To Settle</u>	<u>Mortem</u>	<u>Discipleship</u>	<u>Disc.</u>	
CEMO 1						N	N	N	
CEMO 2						N	N	N	
CEMO 3		L	M			N	N	N	
CEMO 4		M	L		75	Y	N	N	
CEMO 5	2	LL	2M			N	N	N	
CEMO 6	1	L	M		50	Y	Y	Y	
CEMO 7	2	LL	1L,1M	\$1,000.00	15	N	N	Y	
CEMO 8						N	N	N	
CEMO 9	1	L	1L		100+	N	N	N	
CEMO 10						N	N	N	
CEMO 11	1	L	L			N	N	N	
CEMO 12	1	L	M		20	Y	N	N	
CEMO 13	1	H	L		60	Y	Y	Y	
CEMO 14		L	M	\$300.00		N	N	N	
CEMO 15	1	L	L		120	N	N	N	
	13	L= 11 M= 1 H= 1	L=6 M=7	\$1,300.00	340	N= 9 Y= 4	13 2	12 3	

Impact

L = Low

M = Medium

H = High

N = No

Y = Yes

Note:

Where a response is indicated in RED, the response is an interpolation based on the absence of a response by the responder.

Training Levels:

	<u>Boot</u>	<u>Indoc</u>	<u>Fur</u>	<u>MC</u>	<u>SL</u>	<u>ST</u>	<u>CT</u>	<u>Ret</u>	<u>Other</u>
CEMO 1									
CEMO 2	N	N	N	N	N	N	N	N	N
CEMO 3	N	Y	N	N	N	N	N	N	N
CEMO 4	Y	N	N	N	N	N	N	N	N
CEMO 5	N	Y	N	N	N	N	N	N	N
CEMO 6	Y	N	Y	Y	Y	Y	Y	N	N
CEMO 7									
CEMO 8									
CEMO 9	N	Y	N	N	Y	N	N	N	N
CEMO 10									
CEMO 11	N	Y	N	N	N	N	N	N	N
CEMO 12	N	Y	N	N	N	N	Y	N	N
CEMO 13	N	N	N	N	Y	Y	N	N	N
CEMO 14	Y	Y	Y	N	N	N	N	N	N
CEMO 15	N	N	N	N	N	N	N	Y	N
	8	5	9	10	8	9	9	10	11
	3	6	2	1	3	2	2	1	0

Note:

Where a response is indicated in **RED**, the response is an interpolation based on the absence of a response by the responder.

Explanation of Training Level Abbreviations:

Boot = A practical, experience focused training for new CEMO members.

Indoc = Organizational indoctrination for values, policies, practices, procedures, etc.

Fur = Training that takes place between field assignments while on furlough.

MC = Special Mid-career skill development for higher levels of responsibility.

SL = Senior Leaders responsibilities and skills training.

CT = Cross training of members to insure organizational capability should a member be incapacitated.

Ret = Training for retirement and possible continuing roles in the CEMO.

Other = Other types of training that may be offered by the CEMO.

Documents and Procedures Analysis – Score Sheet

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 1</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>2</td> <td>6</td> <td>4</td> </tr> <tr> <td></td> <td>S=</td> <td>2</td> <td>4</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>0</td> <td>0</td> <td>0.29</td> </tr> <tr> <td></td> <td>N=</td> <td>10</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>10 Total</td> <td>0.24</td> </tr> </tbody> </table>	CEMO 1	Level	Density	Points	Quantity		A=	2	6	4		S=	2	4	Sufficiency		H=	0	0	0.29		N=	10	0	Saturation				10 Total	0.24	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 9</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>0</td> <td>0</td> <td>7</td> </tr> <tr> <td></td> <td>S=</td> <td>6</td> <td>12</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>1</td> <td>1</td> <td>0.50</td> </tr> <tr> <td></td> <td>N=</td> <td>7</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>13 Total</td> <td>0.31</td> </tr> </tbody> </table>	CEMO 9	Level	Density	Points	Quantity		A=	0	0	7		S=	6	12	Sufficiency		H=	1	1	0.50		N=	7	0	Saturation				13 Total	0.31
CEMO 1	Level	Density	Points	Quantity																																																									
	A=	2	6	4																																																									
	S=	2	4	Sufficiency																																																									
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 2</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>6</td> <td>18</td> <td>8</td> </tr> <tr> <td></td> <td>S=</td> <td>2</td> <td>4</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>0</td> <td>0</td> <td>0.57</td> </tr> <tr> <td></td> <td>N=</td> <td>6</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>22 Total</td> <td>0.52</td> </tr> </tbody> </table>	CEMO 2	Level	Density	Points	Quantity		A=	6	18	8		S=	2	4	Sufficiency		H=	0	0	0.57		N=	6	0	Saturation				22 Total	0.52	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 10</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>7</td> <td>21</td> <td>7</td> </tr> <tr> <td></td> <td>S=</td> <td>0</td> <td>0</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>0</td> <td>0</td> <td>0.50</td> </tr> <tr> <td></td> <td>N=</td> <td>7</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>21 Total</td> <td>0.50</td> </tr> </tbody> </table>	CEMO 10	Level	Density	Points	Quantity		A=	7	21	7		S=	0	0	Sufficiency		H=	0	0	0.50		N=	7	0	Saturation				21 Total	0.50
CEMO 2	Level	Density	Points	Quantity																																																									
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CEMO 3	Level	Density	Points	Quantity																																																									
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			6 Total	0.14																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 4</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>9</td> <td>27</td> <td>11</td> </tr> <tr> <td></td> <td>S=</td> <td>1</td> <td>2</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>1</td> <td>1</td> <td>0.79</td> </tr> <tr> <td></td> <td>N=</td> <td>3</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>30 Total</td> <td>0.71</td> </tr> </tbody> </table>	CEMO 4	Level	Density	Points	Quantity		A=	9	27	11		S=	1	2	Sufficiency		H=	1	1	0.79		N=	3	0	Saturation				30 Total	0.71	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 12</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>2</td> <td>6</td> <td>12</td> </tr> <tr> <td></td> <td>S=</td> <td>1</td> <td>2</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>9</td> <td>9</td> <td>0.86</td> </tr> <tr> <td></td> <td>N=</td> <td>2</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>17 Total</td> <td>0.40</td> </tr> </tbody> </table>	CEMO 12	Level	Density	Points	Quantity		A=	2	6	12		S=	1	2	Sufficiency		H=	9	9	0.86		N=	2	0	Saturation				17 Total	0.40
CEMO 4	Level	Density	Points	Quantity																																																									
	A=	9	27	11																																																									
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	N=	2	0	Saturation																																																									
			17 Total	0.40																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 5</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>0</td> <td>0</td> <td>6</td> </tr> <tr> <td></td> <td>S=</td> <td>0</td> <td>0</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>6</td> <td>6</td> <td>0.43</td> </tr> <tr> <td></td> <td>N=</td> <td>8</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>6 Total</td> <td>0.14</td> </tr> </tbody> </table>	CEMO 5	Level	Density	Points	Quantity		A=	0	0	6		S=	0	0	Sufficiency		H=	6	6	0.43		N=	8	0	Saturation				6 Total	0.14	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CEMO 13</th> <th>Level</th> <th>Density</th> <th>Points</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td></td> <td>A=</td> <td>4</td> <td>12</td> <td>5</td> </tr> <tr> <td></td> <td>S=</td> <td>1</td> <td>2</td> <td>Sufficiency</td> </tr> <tr> <td></td> <td>H=</td> <td>0</td> <td>0</td> <td>0.36</td> </tr> <tr> <td></td> <td>N=</td> <td>9</td> <td>0</td> <td>Saturation</td> </tr> <tr> <td></td> <td></td> <td></td> <td>14 Total</td> <td>0.33</td> </tr> </tbody> </table>	CEMO 13	Level	Density	Points	Quantity		A=	4	12	5		S=	1	2	Sufficiency		H=	0	0	0.36		N=	9	0	Saturation				14 Total	0.33
CEMO 5	Level	Density	Points	Quantity																																																									
	A=	0	0	6																																																									
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Score Key:

Density = Number of documents or procedures at each level.

Points = 3 points awarded for each at All levels
 = 2 points awarded for each at Some levels
 = 1 point awarded for each at Headquarters Only
 = 0 points awarded for each at None

Quantity = Count of number of documents and procedures.

Sufficiency = Quantity/14 [total number surveyed]
 [Indication of CEMO use of documents and procedures.]

Saturation = Total Density Points / 42 [maximum points possible]
 [Extent of incorporation of documents and procedures in CEMO.]

Risk Assessment Scoring:

	Documents and Procedures			Training Engagement	Discipleship		Consequence Management Preparedness Index (CMPI)
	Quantity	Sufficiency	Saturation		Required	Verified	
CEMO 1	4	0.29	0.24	0.00	0	0	0.11
CEMO 2	8	0.57	0.52	0.00	0	0	0.22
CEMO 3	5	0.36	0.26	0.11	0	0	0.15
CEMO 4	11	0.79	0.71	0.11	1	1	0.72
CEMO 5	6	0.43	0.14	0.11	0	1	0.34
CEMO 6	14	1.00	0.71	0.67	0	0	0.48
CEMO 7	10	0.71	0.45	0.00	0	0	0.23
CEMO 8	0	0.00	0.00	0.00	0	0	0.00
CEMO 9	7	0.50	0.31	0.22	0	0	0.21
CEMO 10	7	0.50	0.50	0.00	0	0	0.20
CEMO 11	4	0.29	0.14	0.11	1	1	0.51
CEMO 12	12	0.86	0.40	0.22	0	0	0.30
CEMO 13	5	0.36	0.33	0.22	0	0	0.18
CEMO 14	12	0.86	0.76	0.33	0	0	0.39
CEMO 15	14	1.00	0.74	0.11	0	0	0.37
Averages		0.57	0.41	0.15	0.13	0.20	0.29

Calculating the Scores:

Sufficiency = Quantity/14 [total number of documents and procedures surveyed]

Saturation = Total Density Points / 42 [maximum number of density points possible]

Engagement = Number of Levels of Training Practiced / 9 [maximum number of levels surveyed]

Required = Count of number of CEMOs requiring personal discipleship.

Verified = Count of number of CEMOs verifying member personal discipleship.

CMPI = (Sufficiency + Saturation + Training Engagement + Required Discipleship + Verified Discipleship) / 5

APPENDIX G

STRATEGIC INTEGRITY MATRIX

Instructions: Answer the questions in each box using the underlined letter of the following terms for each blank to be filled in.

Non-existent

Emerging

established

Institutional

INTERNAL

EXTERNAL

Organizational Development

Developing Capacity and Competency

Are there structures and operational funds in place to

Attract _____
 Develop _____
 Retain _____

the people needed to fulfill the strategy?

Is communication between varying levels of the organization (Board, Executives, Management, etc.)

Aligned _____
 Clear _____
 Vital? _____

Do we have a method of assessing our progress?

Mission Strategy

Organizational Fulfillment

Do we have the value community involved in creation of our Mission Strategy:

Target Audience _____
 Stakeholders _____
 Committed Expertise _____

Does our strategy guide us in creating value for the entire community?

Does our strategy guide the identification and incorporation of new

Fields _____
 Programs _____
 Processes? _____

Do we know when to say no?

Current Operations

Crisis Prevention vs. Crisis Management

Are we addressing the most significant unmanaged disruptions that draw energy from current operations?

Are we creating systems to lower costs and risks by eliminating wasted energy at the source?

Risk Management _____
 Mission Continuity Plan _____
 Learning Processes _____
 Change Management Systems _____

Are we reliable for standard promises?

Is our strategy visible now?

External Relations

Customers, Investors, Suppliers, and Crucial Allies

Is our success beneficial to our external relationships?

Have we established our organizational character sufficiently to solve external problems with unified strategy?

Is our relationship with crucial externals strong enough to grow in successful times and sustain us in difficult times?

FUTURE

PRESENT

APPENDIX H

JOB DESCRIPTION FORM

Position Description	
Job Title: _____	Date: _____
Incumbent: _____	Employment Status: <input type="checkbox"/> Regular <input type="checkbox"/> Temporary <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Intern
Department: _____	Reg. hours worked: _____/wk
Supervisor's Name/Title: _____	Exempt <input type="checkbox"/> Non-exempt <input type="checkbox"/>
<p>A position description is written to describe work currently organized and performed by a fully qualified employee (who possesses knowledge, skills, and experience required by the position). One should be on file for each regular full- and part-time position. Attach a copy of the last position description prepared for this position.</p>	
When was the last time this position description was updated? Date: _____	
What is the overall purpose and objective of this position (why does the position exist)?	

<p>List in order of importance the major responsibilities of the job and estimate the percentage of time spent on each responsibility (the main function of the job may or may not be the one where the most time is spent).</p>	
1. _____	_____ %
2. _____	_____ %
3. _____	_____ %
4. _____	_____ %
5. _____	_____ %
6. _____	_____ %
7. Able to react to change productively and handle other essential tasks as assigned.	_____ %
Total:	100 %

Is this position closely, moderately, or minimally supervised? _____

Please explain: _____

Does this position have supervisory responsibility (i.e., responsible for hiring, firing, performance appraisals, etc.)? Yes _____ No _____ If yes, list the number and title for positions that directly or indirectly report to this position (i.e., three secretaries, four programmers, etc.): _____

Does this position have access to confidential information? Yes _____ No _____ If yes, please explain: _____

Does this position have access to or handle company funds? Yes _____ No _____ If yes, please explain: _____

Is it important to this position that the incumbent be able to communicate fluently in English?

Yes _____ No _____ If yes, please explain: _____

What kind of work experience (including length of time), training, and/or level of education is necessary for this position? _____

List any required technical skills (typing, computer skills, etc.): _____

What other special training and/or abilities are necessary to qualify for this position? _____

Check any of the following factors that are important to successful performance in this position:

- | | | | |
|----------------------|--------------------------|----------------------|--------------------------|
| Problem Solving | <input type="checkbox"/> | Bilingual | <input type="checkbox"/> |
| Analytical Ability | <input type="checkbox"/> | Interpersonal Skills | <input type="checkbox"/> |
| Communication Skills | <input type="checkbox"/> | Dexterity | <input type="checkbox"/> |

Describe the requirements of this position that make these factors important: _____

SAMPLE JOB DESCRIPTION—NONEXEMPT (production)

JOB TITLE	Assembler/Packer	WORK TEAM LEADER? yes no x	DIVISION/ DEPARTMENT	Operations Rectangle Dedicated Line
LOCATION	___ part-time: ___ hours <u>x</u> full-time		DATE WRITTEN	July 18, 1999
REPORTS TO Name	Title			
SALARY GRADE	SALARY RANGE			SHIFT
PURPOSE (Include <i>primary accomplishments, products, and services, who</i> benefits from them and <i>how</i> .)				
<p>The purpose of an assembler/packer on the rectangle dedicated line is to complete a partially completed work surface and package it according to standards.</p>				
<p>ESSENTIAL DUTIES (What do you have to be able to do to achieve the desired results of your job? Include management and leadership responsibilities for work team leaders.)</p> <ul style="list-style-type: none"> • Visually inspects and transfers work surfaces into boring machine. • Assembles and attaches understructures to work surface. • Packages completed work surfaces, instruction sheets, and correct parts. • Knows and adheres to standards of quality. 				
<p>GENERAL DESCRIPTION (How would you describe this job to someone who has never done it?)</p> <p>This job has five workstations. One station has two people working together. Assemblers rotate between stations every two to four hours. Assemblers are responsible for making sure their coworkers know the correct parts that go with each work surface. The variety of work surfaces include _____. Many assemblers perform tasks such as keeping the work area clean, maintaining tape dispenser machine, gathering parts needed for assembly, sliding spacers on screws, etc.</p> <p>They can refer to the booklet prepared by the Quality Control engineers (located at the line site) to learn quality standards.</p> <p>This job is done while standing and working on a work surface that is 35 inches off the floor. The tools used are stratovac (pneumatic lifter), air driven, in line screw-driver, and, infrequently, pliers. The product moves through the line at a rate of one every 1½ to 3 minutes. Work surfaces vary in size from 24" x 24" up to 30" x 96", and in weight from 27 to 116 pounds. They are lifted with a partner off the line, into a box, and onto a pallet. The highest point it is lifted is roughly six feet.</p>				
<p>MINIMUM REQUIREMENTS (What is required to perform the Essential Duties?)</p> <ul style="list-style-type: none"> • A minimum of three years of production experience. • Ability to do essential duties. • Ability to understand and follow English instructions. • Ability to transfer 27 to 116 pounds with help of another person, a distance of six feet. 				
<p>I have reviewed and determined that this job description accurately reflects the position.</p>				
_____ Work team leader signature		_____ Date	_____ Employee signature	
			_____ Date	
<p>FOR STAFFING USE ONLY</p> <p>Posting # _____ Posting Date ___/___/___</p> <p>EEO Job Group _____</p>				

SAMPLE JOB DESCRIPTION—NONEXEMPT (office)

JOB TITLE	Staffing Specialist	WORK TEAM LEADER? yes no x	DIVISION/ DEPARTMENT	People Services Staffing
LOCATION	<input checked="" type="checkbox"/> part-time: <u>30</u> hours <input checked="" type="checkbox"/> full-time		DATE WRITTEN	August 23, 1999
REPORTS TO Name	Title Manager of Staffing & Work Force Diversity			
SALARY GRADE	SALARY RANGE			SHIFT
PURPOSE (Include <i>primary accomplishments, products, and services, who</i> benefits from them and <i>how</i> .)				
The purpose of a Staffing specialist is to support the Staffing Department by providing general recruitment assistance.				
ESSENTIAL DUTIES (What do you have to be able to do to achieve the desired results of your job? Include management and leadership responsibilities for work team leaders.)				
<ul style="list-style-type: none"> • Conduct reference checking. • Administer weekly job postings. • Schedule interviews. • Prepare monthly employment summary reports. • Prescreen candidates. • Administer relocation policy. 				
GENERAL DESCRIPTION (How would you describe this job to someone who has never done it?)				
A major responsibility of this position (about 40 percent of one's time) is spent on checking employment references on all final candidates. A minimum of two references are checked on the external candidate as well as verification of any higher education degrees. An additional 20 to 25 percent of one's time is spent on the scheduling of candidates for interviews of nonexempt positions. This involves scheduling the candidate with a Staffing representative and also the hiring work team leader. Another responsibility is to prepare the weekly job postings. This involves verifying information on personnel requisitions and ensuring an accurate description of the job is posted internally. It often means verifying specific information with the hiring manager; the Staffing representative; and, if necessary, the Compensation manager. Finally, about 20 percent of one's time is spent assisting employees on relocation. This involves educating the employees on the relocation policy and ensuring that expenses are in accordance with the policy. It also involves serving as a liaison between the employee and various professional moving companies.				
MINIMUM REQUIREMENTS (What is required to perform the Essential Duties?)				
An associate's degree in business administration and three or more years of experience in personnel or general administration. Appropriate clerical experience may be substituted year-for-year for the degree.				
I have reviewed and determined that this job description accurately reflects the position.				
_____ Work team leader signature		_____ Date	_____ Employee signature	
			_____ Date	
FOR STAFFING USE ONLY				
Posting #			Posting Date <u> </u> / <u> </u> / <u> </u>	
EEO Job Group				

Title: Computer Operator

FLSA: Nonexempt

General Summary

Sets up and operates computer and machinery peripheral to computer for purpose of providing information to requesting corporate departments. Work requires knowledge of programming and computer logic and of methodology to run computer system. Work requires ability to read and comprehend instruction manuals in order to make minor repairs to computer equipment. Trains new computer operators. Reports to Computer Operations Supervisor.

Principal Duties and Responsibilities

1. Sets up and loads computer equipment with required items and prepares computer equipment for operation.
2. Operates computer and machinery peripheral to computer for purpose of providing information to requesting corporate documents.
3. Performs tasks necessary to prepare computer-provided information for delivery to requesting departments and delivers information to requesting corporate departments.
4. Troubleshoots minor equipment malfunctions and corrects them as directed by computer operation manuals.
5. Trains new computer operators in methodology of operating computer system.
6. Maintains log of all work processed.

Knowledge, Skills and Abilities Required

1. Ability to read computer instruction manuals and comprehend directions therein in order to remedy minor computer equipment malfunctions. This is normally acquired through completion of a high school education.
2. Knowledge of programming and computer logic in order to perform tasks listed under Principal Duties and Responsibilities, above. This is normally acquired in three to six months of basic technical training.
3. Knowledge of methodology to run computer system and to troubleshoot minor computer equipment malfunctions. This is normally acquired with one to two months of on-the-job experience.
4. Interpersonal skills necessary to train others in computer system methodology.
5. Physical ability to stand and walk. Physical ability to lift and carry items weighing less than 20 pounds for 25 to 30 percent of work time.
6. Ability to meet deadlines.

Working Conditions

1. Sufficient noise 50 percent of working time from equipment peripheral to computer to cause mild physical discomfort.
2. Sufficient measures of electricity in use to cause harm to operator upon serious malfunction.

Approvals

Name _____	Title _____	Date _____
_____	_____	_____
Name _____	Title _____	Date _____
_____	_____	_____
Name _____	Title _____	Date _____
_____	_____	_____

The above declarations are not intended to be an all-inclusive list of the duties and responsibilities of the job described, nor are they intended to be such a listing of the skills and abilities required to do the job. Rather, they are intended only to describe the general nature of the job.

APPENDIX I

JESSAMINE COUNTY SCHOOL DISTRICT POLICY/PROCEDURE MANUAL, PERSONNEL SECTION (Extract)

<http://162.114.59.131/j05/>

District's Policy/Procedure Manual! PERSONNEL 03.27

- Classified Personnel -- [not teacher certified]

Discipline, Suspension and Dismissal of Classified Employees

Disciplinary Options

Classified employees may be subject to the following actions, to include, but not be limited to:

1. Verbal warning or reprimand by Superintendent/designee
2. Written warning or reprimand by Superintendent/designee
3. Probation imposed by Superintendent/designee
4. Reassignment (temporary or permanent) by Superintendent
5. Suspension with pay by Superintendent
6. Suspension without pay by Superintendent
7. Nonrenewal by Superintendent
8. Dismissal (termination of contract) by Superintendent

Classified employees may be terminated or suspended only by the Superintendent who, at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel actions shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

An employee may be relieved from duty for the remainder of the work day by the immediate supervisor, pending action by the Superintendent, when drugs, alcohol, and/or the safety of students or staff are involved. An employee shall be suspended with pay only when the Superintendent determines there is a justifiable need to protect the safety of students and staff or to prevent significant disruption of the workplace and/or educational process. The period of suspension with pay shall not exceed the time needed to determine whether the employee is to return to active service or face disciplinary action.

The Superintendent shall see that documentation to support the grounds for suspension with pay is provided to the employee and retained on file in the District.

Causes for Disciplinary Action

Any classified employee shall be subject to disciplinary action for one (1) or more of the following reasons:

1. Dishonesty, neglect of duty, incompetence, inefficiency or insubordination.
2. Reporting to work under the influence of or use or possession of alcohol while on duty, or the illegal use or possession of controlled substances at any time.
3. Unsatisfactory evaluation of any factor on the employee's performance evaluation report.
4. Repeated unexcused absence, tardiness, absence without notification or abuse of sick leave.

PERSONNEL 03.27

(Continued)

Discipline, Suspension and Dismissal of Classified Employees

Causes for Disciplinary Action (continued)

5. Violation of or refusal to obey local policies or state regulations adopted by the Kentucky Board of Education or by the Board.
6. Falsifying information supplied to the District including information on application forms, absence reports, or any other information.
7. Violation of local policy, state, or federal statutes or regulations which apply to assigned duties.
8. Conviction of a felony or any crime involving moral turpitude.
9. Immorality or other unprofessional conduct.

Due Process Provisions (Suspension Without Pay/Termination)

When an employee is to be terminated under KRS 161.011 or suspended without pay, the Superintendent shall give the employee written notification of charges against him/her, to include a statement of the right to meet with the Superintendent to discuss such charges, and a form, the signing and filing of which will constitute a demand for the meeting and a denial of charges. The employee may request the meeting by filing the proper form with the Superintendent within six (6) days after receiving the notification of charges. The Superintendent shall develop procedures to implement due process provisions. If it becomes necessary for the Superintendent to terminate the employment of an employee, a terminating interview with the Superintendent may be scheduled on District time. The termination date of an employee shall be the last actual working day.

Other Disciplinary Actions

When charges result in disciplinary actions other than termination or suspension without pay and employees wish to contest the charges, they may submit a written response, which shall be placed in their file along with the written charges.

References:

KRS 160.380; KRS 160.390; KRS 161.011 OAG 76-290

Consolidated Omnibus Budget Reconciliation Act

OAG 92-135; OAG 96-3

Related Policies:

03.23251, 03.26, 03.271, 03.2711, 07.162

Adopted/Amended: 08/24/98

Order #: 11

APPENDIX J

GENERAL TACTICS TO MANAGE THE EXPRESSION OF EMOTIONAL BEHAVIOR

Table II. General tactics to manage the expression of emotional behavior (Ostell, 1996, pp. 542/3)

<i>Tactics</i>	<i>Appropriate use</i>	<i>Inappropriate use</i>
<p><i>Reflectives</i> e.g. 'You seem unhappy about ...' 'you are annoyed that ...' (i.e. reflecting back the emotional content of what is expressed)</p>	<p>To indicate a concerned awareness of the person's emotions and to provide an opportunity to discharge the emotions by letting the person talk through the underlying problem</p>	<p>If used evaluatively, reproachfully, or disparagingly. In situations of severe time constraint. For checking particular points of information or fact</p>
<p><i>Apologies</i> e.g. 'I'm sorry I didn't realize...' 'I would like to apologize for...'</p>	<p>When used confidently and constructively to eliminate a source of grievance and to facilitate discussion</p>	<p>If too abject, patronizing or off-hand, or if not appropriate</p>
<p><i>Permission</i> e.g. 'Feel free.' 'Go ahead.'</p>	<p>When a person is trying unsuccessfully to control tears</p>	<p>When a person is behaving self-piteously</p>
<p>'It is all right.'</p>	<p>When an agitated person raises his/her voice then indicates regret</p>	<p>When a person is attempting to intimidate</p>
<p><i>Silence</i> Sitting quietly but attentively, often as a adjunct tactic</p>	<p>To allow someone to cry or shout or to compose his/her thoughts; to encourage someone who is silent or reticent to react</p>	<p>If the person is using silence as a tactic; or needs prompting, encouragement etc. to start talking</p>
<p><i>Conditional assistance</i> e.g. 'I will try to help...but you will need to ...' 'If you stop...I'll be able to...'</p>	<p>To focus the attention of someone who persists in being emotional upon the central issue, thus lessening temporarily the emotional reaction</p>	<p>If it is seen as a controlling tactic with no real intention to provide help</p>
<p><i>Normalizing</i> e.g. 'It is not usual to find...' 'Many people experience similar...' 'It often happens that...'</p>	<p>To encourage talking when the person is anxious about whether to divulge sensitive information. Tone of voice should convey understanding and a lack of criticism</p>	<p>If used patronizingly, or if it implies, by tone of voice, criticism, rejection, etc. When the behavior obviously cannot be normalized</p>
<p><i>Challenging</i> e.g. 'You say...but you are not...' 'You did ... but seem to feel' 'On the one hand...on the other...'</p>	<p>To help a person recognize and face a discrepancy in some aspect of their behavior. Comments must be descriptive and focus upon specific examples</p>	<p>When the challenge is judgemental and the motive is other than to help (e.g. to embarrass or punish)</p>
<p><i>Asserting boundaries</i> e.g. 'Let me point out that ...' 'Before you go any further...'</p>	<p>If a person (is about to) behave(s) in a way which will make difficult the continuation of a relationship or will incur some organizational penalty</p>	<p>If used prematurely so that the person cannot express his/her feelings and concerns</p>

Time-out

e.g. 'Let's take a break and reconvene...'

'I feel it would be useful if we could pause for period...'

When one or both of the persons concerned becomes emotionally upset so that continuing effective discussion is difficult and time is needed for the upset person(s) to calm down. (Can also be used to allow people to re-assess their views.)

When the tactic is simply a way of avoiding having to deal with an emotional person, or is a tactic to delay endlessly facing up to particular issues

APPENDIX K

POSTATTACK RECOVERY STRATEGIES

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FIGURE 1

A MATRIX FOR THE STUDY OF SELECTED POSTATTACK POLICIES

Time →

Policies	Preattack				N U C L E A R W A R	Postattack			
	Peace	Cold War	Early Crisis	Severe Crisis		Early Survival Period	Emergency And Reorganization	Political And Economic Recovery	Longrange Adjustment New Peace
1. A Crisis Relocation Orientation									
2. Information and Education Programs									
3. Requirements for Continuity of Government									
4. A Professional Civil Defense Cadre									
5. The Stockpiling and Financing of Critical Materials									
6. The Emergency Redistribution of Food Stockpiles									
7. Nationalization Policy									
8. Federal Policies for Emergency Funds and Credit									
9. Policies on Wages, Prices, Rents, and Contracts									
10. Policies for Postattack Economic Investment									
11. The Establishment of Usable Postattack Currency									
12. Federal Responsibility for Property Damage During Crisis Relocation									
13. The Clarification of Preattack and Postattack Housing Rights									
14. Policies for Postattack Sharing of Surviving Property									
15. A Perspective on Critical Industry									
16. The Emergency Protection of Commercial Assets									
17. Remedial Evacuation and Postattack Rescue: A Major Governmental Responsibility									

18. Welfare Policies – Preattack and Postattack									
19. The Feasibility of Firefighting After Nuclear Attack									
20. Health Care: Policies and Activities									
21. Energy: Fuel and Power in Postattack Recovery									
22. Transportation Policies									
23. Military Support of Civilian Emergency Preparations									
24. The Resolution of Disputes									
25. Preventing Postattack Fragmentation and Conflict									

APPENDIX L

DISASTER RECOVERY PLAN TEMPLATE

<http://www.dvsae.net/Pages/disaster%20recovery%20plan.doc>

Prepared by the

Delaware Valley Society of Association Executives

(DVSAAE)

May 2002

DVSAAE

Disaster Recovery Plan

Table of Contents

<i>Introduction.....</i>	<i>4</i>
<i>Quick Start to Disaster Planning.....</i>	<i>5</i>
<i>General</i>	
<i>Definition</i>	<i>6</i>
<i>Goal</i>	<i>6</i>
<i>Advance Preparation and Emergency Response Phase Leadership</i>	<i>6</i>
<i>Authority from Bylaws</i>	<i>8</i>
<i>Funding</i>	<i>8</i>
<i>Emergency Equipment</i>	<i>8</i>
<i>Where to Meet</i>	<i>9</i>
<i>Communications: inbound and outbound</i>	<i>9</i>
<i>Communications: notification chain</i>	<i>10</i>
<i>Escalation of alerts in the event of potential terrorist action...</i>	<i>11</i>
<i>Rest and Recovery</i>	<i>11</i>
<i>Your Association's Role in Community Recovery</i>	<i>12</i>
<i>Business Recovery Phase</i>	
<i>Computing facilities and data</i>	<i>12</i>
<i>Office Space</i>	<i>13</i>
<i>Office Equipment</i>	<i>13</i>
<i>Telephone Service</i>	<i>13</i>
<i>Mail and Package Delivery</i>	<i>13</i>
<i>Bank Authorizations</i>	<i>13</i>
<i>Payroll Service</i>	<i>13</i>
<i>Insurance Vendors</i>	<i>13</i>

<i>Implementation Phase</i>	
<i>Plan Distribution.....</i>	14
<i>Briefing and Training</i>	14
<i>Practice Drill / Walk-through</i>	14
<i>Reviewing, Evaluating, and Updating</i>	14
 <i>Appendix</i>	
<i>Crisis Recovery Team Roster</i>	15
<i>Employee Roster</i>	15
<i>Officer, Executive Committee, and Board Rosters ...</i>	15
<i>Phone Chain</i>	15
<i>Supplier for Building Maintenance and Repair</i>	15
<i>Supplier for Office Furniture and Computer Services</i>	15
<i>Response to Medical Emergencies and/or Disasters Off-Site</i>	16
<i>Checklist for Evaluation and Review of the Plan</i>	17
<i>Resources for further information</i>	18

Prepared by the Delaware Valley Society of Association Executives (DVSAE) as a community service.
Portions of this material may be copied, with notation inserted giving appropriate credit to DVSAE.

Introduction

Early in 2002, at a monthly meeting of the Delaware Valley Society of Association Executives (DVSAE), a discussion took place on the topic of preparedness for disasters, whether from natural or human causes.

There was considerable interest in the topic, centering around the idea of producing a model plan, or template, which could be adapted by almost any association and customized to fit its needs.

Following the meeting, a three-person task committee was appointed to review the available literature including plans currently in use, and prepare a document for discussion and review by the DVSAE Board and membership.

This is the document. It is in the form of a template, meaning that it can be used as an outline for an association's plan, with the italicized comments being replaced by text appropriate for the particular association.

The page which follows gives a "Quick-Start" plan, which any association can apply in a very short time. We encourage all organizations to take this initial step without delay—but to move ahead right away with a more comprehensive plan, outlined in the succeeding pages, as well.

This is a working document, and comments, additions, and revisions are invited from those who read and use it. Please e-mail comments to DVSAE at dvsae@dvsae.net.

Task Committee on Disaster Recovery Planning

Charles Day, CAE, Chair
Amy Drum, CAE, Soroptimist International
Sue Pine, Fernley & Fernley

May 2002

Quick Start to Disaster Planning

Okay, here is the challenge. First, your association has never done anything about disaster planning. (Since the events of 9/11/01, you have given it some thought but never really gotten around to any planning exercises.) Second, you just don't have the time now to start another project. What should you do?

Well, if the situation above hits close to home, you may want to consider taking care of just the absolute basics. Hopefully, this "Quick Start" approach will help you, your staff, and your Association Leadership realize that this really is an important project that requires some future time and attention.

Plan 1: Quick Start to Disaster Planning in Less than Two Hours

- a. Bring in your video recorder and start recording at the front door. Make sure that you capture everything! Be sure to film office furniture, computers, file cabinets, wall hangings, literature storage, and computer systems.
- b. Back-up your computer system. (You should already be doing this.)
- c. Make a copy of:
 - ◆ Your payroll records or employee contact information
 - ◆ Your bank contact and account numbers – (remember this is the "Quick Start", just copy one month's bank statements.)
 - ◆ Your insurance agent contact information – (perhaps even a copy of the your insurance policy)
- d. Make copies of all of these items and be sure to store them out of the office. If the building is not accessible, you will still need to quickly retrieve this information.

Plan 2: Comprehensive Disaster Recovery Plan

After the Quick Start, if you're convinced you need something more, turn the page and go to work!

COMPREHENSIVE DISASTER RECOVERY PLAN TEMPLATE

The following is a suggested outline for a Disaster Recovery Plan, with commentary inserted to help guide in turning the outline into completed text.

A. General

1. Definition

(Be clear about the scope of your plan. This template will focus on recovery from a major disaster—fire, structural collapse, danger of explosion or contamination, catastrophic natural event, etc.—that would render your place of business uninhabitable or unusable.

There are other kinds of crises which you may also want to address, such as a major disaster occurring off-site, for example during a convention or group trip, or an unforeseen event such as a death, illness, work stoppage, etc. An attachment addressing crises in off-site situations is included in this plan.

A few minutes of brainstorming will go a long way toward developing understanding of the kinds of crises your association might face. Then, in developing your plan, consider which—if any—of these is of major enough importance to justify triggering the provisions of this plan—and if not, leave it out of the plan and address it in a separate document).

2. Goal: to resume normal business operations in ____ days/hours.

(Your goal needs to be defined. Probably it will read like this, with a relatively short time frame such as 24 or 48 hours specified)

B. Advance Preparation and Emergency Response Phase

(Describe the preparations you will make in advance, how the occurrence of the emergency will be reported, and how people throughout the association will be informed)

1. Leadership: define a Crisis Recovery (CR) Team.

a. Membership. *(This should include at a minimum the persons who hold these titles):*

- i. Chief Executive Officer
- ii. Chairman
- iii. President
- iv. Chief Operating Officer
- v. Director of Communications/Public Relations
- vi. Director of Finance

(Depending on your situation, you may want to include others, or list them as optional depending on the emergency. This might include):

- vii. General Counsel
- viii. Chief Information Officer
- ix. Director of Administration
- x. Director of Human Resources

(Note that the list includes your chief elected officer. Depending on the structure and operating practices of your particular organization, you may need to include other elected officers, or none at all. In any event, give this topic careful consideration, so that you will have the necessary participation and buy-in from both members and staff.)

b. Backups

(For each of the persons on this primary list, designate a backup, preferably a non-traveling person who is usually available at the headquarters office.)

c. Duties

(Make clear what the duties of each CR Team member are. For example):

- i. CEO: directs the Team; official spokesperson; "point person" to whom all information is reported; makes major operational decisions; consults with Chairman and/or Executive Committee; assigns persons to the CR Team; delegates these tasks as appropriate.
- ii. Chairman: liaison with Executive Committee/Board. Performs CEO's duties if CEO is not present, and/or delegates duties to COO.
- iii. COO: activates the CR Team and facilitates meetings. Performs CEO's duties as delegated if CEO is unavailable. Confers with local fire and rescue teams, utility companies, etc. as appropriate to gather information; in charge of recovery of premises and physical property. Communicates with staff.
- iv. Director of Communications: fields all inquiries from media, members and the public; prepares official statements, talking points, and communication strategies and advises the CR Team on implementation. Disseminates information to the media and the membership. Refers interview and information requests to the designated official spokesperson.
- v. Director of Finance: ensures security of non-physical assets, availability of cash for emergency purposes; continuity of payroll and vendor payments. Provides liaison with insurers.

(These tasks may be divided differently among your CR Team members, or assigned to others. The important thing is that they be considered beforehand and definite assignments made.)

Primary Responsibility

(Assign one title or individual the primary responsibility of calling for assistance (fire, police, ambulance, etc.). In the listing above, this falls into the COO's responsibilities; it may be delegated to the Director of Administration or Human Resources, Office Manager, etc.)

2. Authority from Bylaws

(Review your bylaws to ensure they specifically define and provide for emergencies, so that the organization is not paralyzed in the event of an emergency. Delegations should be in place so that officers, executive committee, and/or board can take action as necessary with usual notice, face-to-face and quorum requirements being temporarily waived.)