THE DEVELOPMENT OF A COMPARATIVE APPRAISAL OF PERCEIVED RESOURCES AND DEMANDS FOR CLERGY

by

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ABSTRACT

ELIZABETH ANN JACKSON-JORDAN. The development of a comparative appraisal of perceived resources and demands for clergy. (Under direction of DR. RICHARD G. LAMBERT)

The purpose of this study was to develop the Comparative Appraisal of perceived Resources and Demands for Clergy (CARD-C), which is used for appraising perceived stress for clergy persons. An appraisal-based definition of stress was derived from the literature and used as the theoretical framework for creating the instrument. The instrument was developed to capture the cognitive-transactional nature of stress as the differential between the clergy person's subjective appraisal of demands and resources within the ministry setting. The instrument was adapted from the Classroom Appraisal of Resources and Demands – School-aged Version developed by Lambert, McCarthy, & Abbott-Shim (2001) and the Comparative Appraisal of Perceived Resources and Demands for Principals developed by Drew Rory Maerz (2011).

The development of the CARD-C was conducted in three phases. The first stage utilized a questionnaire given to a purposeful sample of six clergy persons representing three religious denominations and diversity of gender, age, and years of experience. The purpose of this phase was to identify characteristics (personal, ministry setting, and faith group/denomination), demands, and resources perceived as most related to occupational stress for clergy. The second phase aligned the characteristics, demands, and resources with relevant literature to generate items and subscales for inclusion in a prototype CARD-C. In the final phase, nine clergy were interviewed using individual cognitive interviews and a focus group to gather data on the clarity, readability, and content of the prototype instrument.

The CARD-C (Appendix H) is an 89-item instrument for measuring perceived stress for clergy. The CARD-C contains two section for gathering demographic and personal information and two sub-scales. The first subscale is a 36 item perceived demands subscale and a 32-item perceived resources subscale. Through these sub-scales, the CARD-C measures clergy occupational stress as the difference between the appraisal of perceived demands and the appraisal of perceived resources subscales. While the data from this study supports the potential of the instrument for use to measure occupational stress for clergy, future research is needed to assess the reliability and validity of the instrument.

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CHAPTER 1: INTRODUCTION

The role of congregational clergy includes a wide array of duties and requires proficiency in a number of skills including public speaking, counseling, administration, and financial management. Depending on the denomination or faith group structure, there is often little in the way of structured support, meaningful evaluation, or mentoring to help the clergy leader identify and cope with the occupational stress inherent in this complex role. There is a growing interest in studying the occupational distress that clergy experience. This interest is based on growing evidence that occupational distress has a negative impact on clergy's health, ministerial career, and the life of their congregation.

Professional Stress in Clergy

Over the past twenty years significant interest and research has focused on the issue of clergy burnout and clergy health. A 1991 survey by the Fuller Institute of Church Growth reported that 50% of respondents had considered leaving their ministry vocation during the previous three months (Alban Institute, 2001). In a 2008 survey of 358 parish-based clergy, 13% reported themselves as burned out, 23% as depressed and 45% rated themselves as high or moderate in emotional exhaustion (Doolittle, 2010). In 2009, an analysis of conversations with 88 United Methodist ministers indicated that clergy wellbeing is in crisis with a range of unique conditions that affect their physical, mental, and spiritual health of (Proeschold-Bell, LeGrand, James, Wallace, Adams, & Toole, 2009).

A substantive study of clergy attrition was completed by Dean Hoge and Jacqueline Wenger (2005), through the Pulpit & Pew Project of Duke University. The

study project was conducted among clergy of five major Protestant denominations who had left active ministry either voluntarily or involuntarily. Burnout, discouragement, stress, and overwork were among the top reasons cited by pastors who had left ministry, along with family concerns, conflict in the church, and misconduct (Hoge & Wenger, 2005). Similar findings were discovered in a study prepared for the Center for Health, General Board of Pension and Health Benefits of the United Methodist Church. Drawing on data from four major studies conducted on clergy between 2006 and 2009, the study showed recognition among clergy of the burden of stress in their lives. Analysis of the data revealed a number of specific health problems including depression (higher than the national average), high rates of obesity and chronic illness, and poor boundaries between professional and personal life (Hooten, 2011).

Other studies have focused on specific sources of occupational stress in the clergy role. A 2012 study drawing on the Pulpit and Pew Clergy Leadership Survey of 2001 found a strong association between the demands of the work and the way those demands impact the clergy person's family. Those clergy who were better able to maintain strong boundaries between work and family were less likely to leave the profession (Wells, Probst, McKeown, Mitchem, & Whiejong, 2012).

Similar to persons in the helping professions, the emotional demands on clergy can cause psychological distress and impact job satisfaction (Kinman, McFall, & Rodriguez, 2011). Clergy who serve in congregations are regularly called upon to support persons dealing with a wide range of emotional and spiritual issues. Individuals often turn to their clergy person in times of crisis before calling upon other sources of support. A survey of 285 evangelical pastors indicated that compassion fatigue was a significant factor impacting clergy who were identified as

at risk for burnout. While some clergy persons are able to manage the symptoms of burnout and continue working in ministry, increasing numbers leave ministry completely due to burnout. (Spencer, Winston, Bocarnea & Wickman, 2009).

The findings from studies on clergy occupational stress indicate a need to better understand the occupational demands and coping abilities of clergy. The United Methodist Church is in the process of developing a number of instruments and programs to help clergy identify and cope with the factors associated with occupational stress, with a particular focus on clergy physical health. These programs address the specific needs of United Methodist clergy, many of whom serve rural churches and are impacted by the Methodist appointment system, which requires relocation every few years. (Hooten, 2011) Other denominations and faith groups would benefit from more research on the specific demands and available resources impacting clergy occupational stress so that training and professional development programs could be created to support clergy well-being. Such research efforts would be helped by identifying effective processes for measuring occupational stress in clergy.

Identifying and Measuring Occupational Stress in Clergy

A growing interest in studying occupational stress has stimulated the production of several burnout inventories including Blostein et al. (1985), Ford et al. (1983), Freudenberger and Richelson (1980), and Pines et al. (1981). Job burnout was first recognized as a psychological problem among healthcare and social service professionals in the 1970's (Pines & Maslach, 1978). Subsequent research led to an understanding of burnout as a response to job stress produced by the demands of helping need clients. It was later determined that occupational stress was more related to organizational factors (Maslach & Leiter, 1997). The most widely used and

investigated measure is the Humans Services Survey of the Maslach Burnout Inventory (MBI; Maslach & Jackson 1981b). Fewer instruments have been developed specifically for use with clergy. Those that exist focus primarily on measuring the causes and incidence of stress and burnout among clergy (Francis & Rutledge 2000; Oswald 1991; Rodgerson & Piedmont 1998; Warner & Carter 1984). The Clergy Occupational Distress Index (CODI) measures the frequency of occupational distress and the relationship between occupational distress and clergy health, ministerial career, and the functioning of the congregation (Frenk, Mustillo, Hooten, & Meador, 2013).

Research is needed to better examine not only the sources of clergy occupational stress, but also the coping abilities that allow some clergy to successfully deal with stressors. A reliable, validated instrument developed to measure the relationship between occupational stress and coping among clergy is needed. Such an instrument would contribute to further research to study the best ways to prepare clergy to identify sources of stress as well as cultivate personal and institutional resources for responding to the stressors that are inherent in the clerical profession.

Purpose of Study

The goal of this research is to develop the Comparative Appraisal Resources and Demands for Clergy (CARD-C), which will be used for documenting perceived stress for clergy working in congregational settings. The instrument will be adapted from the Classroom Appraisal of Resources and Demands – School-aged Version developed by Lambert, McCarthy, and Abbott-Shim (2001) which is used to measure perceived stress in the elementary school teacher. This instrument is based on the cognitive-transactional nature of stress as the differential between a one's subjective

appraisal of demands and the perception of the resources one has to address the demands (Lazarus & Folkman, 1984). If demands exceed the resources available, a stress response is triggered. Consistent stress responses may lead to burnout.

The Classroom Appraisal of Resources and Demands (CARD) is an instrument developed to study how to assess the resources and demands perceived by pre-school teachers in their classrooms (Lambert, Abbott-Shim & McCarthy, 2001). Using the cognitive-transactional model of stress, the CARD allows teachers to cognitively appraise their perception of classroom demands with their perception of school-provided resources. Other versions of the CARD instrument have been developed for elementary school teachers, for secondary school teachers, for school counselors and for elementary school principals (see Table 1). This table shows the content and purpose of each version of the CARD instrument and its adaptability for use with different professional groups. The content and purpose of each version of the CARD will be reviewed in chapter two as a basis for developing the clergy version of the instrument.

The researcher will develop an instrument based on the previously described cognitive-transactional model of stress applied to clergy in a congregational environment. The study will draw from the research design used by Drew Maerz (2011) to develop the Classroom Appraisal of Resources and Demands for Principals (CARD-P) and the research design used to develop the original CARD instrument developed by Lambert, Abbott-Shim, and McCarthy (2001).

Table 1
CARD Instruments

Instrument/Researcher/s & Year	Description
Classroom Appraisal of Resources and Demands (CARD) Lambert, Abbott-Shim, & McCarthy; 2001	Allows teachers to cognitively appraise their perception of classroom demands and their perception of school-provided resources. Includes two subscales: The 35 item Classroom Demands with a 5-point Likert scale related to severity of demands based on various aspects of the clasrrom and a 30 item Classroom Resources rating the helpfulness of various school resources using the same Likert scale. Scores are used to create anAppraisal Index which locates respondents into one of three groups: Resourced, Balanced, and Demand. Purpose is to identify teachers at risk for stress or burnout symptoms and to allow school administrators to better understand the factors that place teachers at risk for the harmful effects of stress.
Classroom Appraisal of Resources and Demands School-Age Version (CARD-SA); Lambert, McCarthy & Abbott-Shim; 2001	Adapted for elementary teachers from the original CARD. Same format as original CARD.
Classsroom Appraisal of Resources and Demands Secondary Version; Lambert, McCarthy & Fisher; 2008	Adapted for middle school and high school teachers from the original CARD. Same format as original CARD.
Counselor's Appraisal of Resources and Demands (CARD-SC); McCarthy, Van Horn, Calfa, Lambert, Guzman; 2010	Revised and adapted for school counselors from the original CARD. Includes 26 item Demands subscale and 7 item Resources subscale. Purpose is similar to original CARD and also to determine factors most likely to influence the counselor's decision to leave the field.
Comparative Appraisal of Perceived Resources and Demands for Principals (CARD-P); Maerz; 2011	Revised and adapted for elementary school principals from the original CARD. Includes 4 subscales: A 13 item personal description; a 16 item school/school district description; a 36 item Demands subscale and a 34 item Resources subscale. Purpose is to identify principals at risk for stress or burnout and to better understand the factors that place principals at risk for the harmful effects of stress.

Delimitations and Limitations

This study uses the cognitive- transactional model proposed by Lazarus and Folkman (1984) for assessing stress and coping resources. In this model, stress is assessed as the differential between the perceived demands of one's environment and the perception of the resources one has for addressing the demands. When the demands exceed the resources, the stress response is triggered and the individual is at risk for experiencing the negative effects of stress, which may include both physical and psychological problems (Lambert, et al., 2009). Given this definition, the CARD-C instrument will measure stress, which is theorized to be the differential between perceived resources and demands as defined by the subject. Generalizations should not be assumed for findings from use of the instrument using other stress paradigms or beyond the individual perceptions or appraisals.

The participants for the practitioner and instrument review panels will both represent convenience samples of clergy from congregations in North Carolina. Although clergy from other states and regions may face similar experiences, it should not be assumed that the perceived demands and resources of these clergy would represent the perceived demands of clergy in other states. Participants also will be volunteers and they may not reflect the complete range of personal and professional demographics of all clergy although they will be chosen to represent diverse groups among the clergy population including clergy demographics (e.g., age, gender, culture), size of congregation, and socio-economic setting of the congregation.

Definitions

The proposed research is informed by general and technical features of the Comparative Appraisal of Resources and Demands for Clergy. Definitions for terms addressing the resources and demands aspects of the study are presented below.

CARD: the Classroom Appraisal of Resources and Demands instrument (McCarthy et. al, 2001) is a self-appraisal of the subjective experience of both the demands and the available resources within the school environment (Lambert et al., 2009)

Cognitive-transactional paradigm of stress: a paradigm within stress research which emphasizes the subjective evaluation of situational demands and perceived resource for assessing whether demands are experienced as stressors (McCarthy, C.J., Lambert, R.G., Beard, M., & Dematatis, 2002)

Clergy: the primary spiritual leader of a religious congregation

Demand: a perceived situational stimulus or that may be appraised as a threat or may lead to frustration (Monat & Lazarus, 1991)

Congregation/Faith Group: the church, synagogue, mosque, or other spiritual group for which the clergy person serves as a spiritual leader (Frame, 2003)

Ministry Context: the specific congregational setting in which the clergy leader works

Resource (coping resources): an individual's subjective appraisal of personal resources (health, energy, positive beliefs, problem-solving and social skills), social support (emotional, informational or tangible), and/or materials (i.e., money, goods, and services) that define their availability to cope with perceived demands (Lazarus & Folkman, 1984)

Stress: as informed by a psychological perspective and the cognitive-transactional paradigm, stress is "the relationship between a person and the environment that is appraised by the person to be taxing or exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984, p.19)

Overview of Dissertation

This study will be presented in five chapters. The first chapter has served as an introduction to the problem of occupational stress in clergy, which leads to a

variety of physical, psychological, and congregational problems and the need for an effective instrument to measure stress, burnout, and coping in congregational clergy. The purpose of the study, statement of the research questions, delimitations, and limitation, and definitions of key terms were included. The second chapter contains a review of the literature as it relates to stress and coping, a review of research on occupational stress in the helping professions and for clergy, measuring resources, and demands within the cognitive-transactional stress model, the use of the CARD instrument with clergy, and the relevant empirical research that has been conducted to this point.

The third chapter presents the method to be used in the study including three phases of instrument development utilizing a Practitioner Panel and Instrument Review panel. The fourth chapter of the dissertation will represent the results of this research by addressing each research question. The fifth chapter will include a summary of the study and its relation to previous research as well as the limitations and recommendations for future research on the development and testing of the psychometric properties of the Comparative Appraisal of perceived Resources and Demands for Clergy instrument.

CHAPTER 2: REVIEW OF LITERATURE

Many studies in the past twenty years have documented a high level of occupational stress among clergy often leading to burnout. Several denominations in the United States are conducting research to better understand factors related to clergy wellbeing and ways of helping clergy cope more successfully with the stress of ministry. This study seeks to develop an instrument for use in research on clergy occupational stress based on the transactional model of stress and coping as described by Lazarus and Folkman (1984) and modeled after the Classroom Appraisal of Demands and Resources (Lambert, et al., 2001).

An extensive review of research and related literature was conducted to provide context for this study including the construct of occupational stress and coping as well as the cognitive transactional model of stress. Literature and research was reviewed in the following areas in the following areas: (1) stress and coping research, (2) occupational stress in the helping professions, and specifically, in the clerical profession, (3) clergy occupational stress, and (4) the measurement of clergy occupational stress.

Stress and Coping

The term "stress" is used so frequently it may seem that little definition is needed. However, the term has been in such common usage over the last several decades that it has taken on a wide variety of meanings. The New Oxford American Dictionary (2005) defines stress as, "a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances" and notes that the term has been in use since at least the 18th century. "Stress" can refer to either external events

or an internal state and is used as both a verb and a noun. Originally used by engineers as a term to analyze the ability of structures to hold heavy loads without collapsing, the concept of stress became widely used in the 20th century to refer to a social, physiological, or psychological force impacting human well-being (Lazarus, 1999).

Stress has become a source of discussion across a number of disciplines and includes research on both the physiological and emotional responses to stress. In an effort to be more specific, some researchers use the term "stressor" to refer to external events and the term "strain" to refer to internal stressful states. The preferred definition used by researchers to study the effects of stress is, "that quality of experience, produced through a person-environment transaction that, through either over-arousal or under-arousal, results in psychological or physiological distress" (Aldwin, 2007).

Mason (1975) provided three definitions of stress, or three ways in which the term "stress" has been used. These include: (1) an internal state of the organism (referred to by some researchers as "strain"); (2) an external event (often referred to as a "stressor"); or (3) an experience that arises from a transaction between a person and the environment. The internal state of stress can refer to physiological, emotional, and cellular reactions. Over the last 15 years, there has been increasing research on the physiological effects of stress on the nervous system and immune system function (Aldwin, 2005). Emotional reactions to stress generally refer to negative feelings such as anxiety, anger, and sadness, although shame, guilt, or feeling bored may also be considered stress reactions (Lazarus, 1999). Recent research has included the beneficial effect of stress such as positive emotional states that may arise as an after effect of an experience initially viewed as harmful, such as surviving a dangerous

activity. Another aspect of emotional response to stress is that of emotional numbing associated with some stressful life events such as traumatic death of a loved one or diagnosis of a terminal illness (Aldwin, 2007).

The external environment (noted in table as "stressor") refers to those events that trigger the stress response such as natural disasters, traumas, or major life events and transitions (Aldwin, 2007). Finally, the category of "Transactions" refers to the schema of stress that identifies individual's cognitive appraisal of stress – the recognition of harm, loss, threat, or challenge, - as the determinant for the emotional or physiological reaction to the stressor. In this model, the focus is on how stress is perceived, or appraised, on its perceived characteristics, and on the severity of the problem (Lazarus & Folkman, 1984).

Mason's categories, as well as other models for understanding stress, point to the recognition that there are individual differences in reactions to stress – similar stressors may elicit varying responses in different people. The construct of "coping" refers to the ways in which individuals respond and deal with stress. Coping research has shown that people have the ability to respond to their environment and can learn to monitor and change their response to stress. Lazarus and Folkman define coping as, "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person." This transactional definition of coping includes several assumptions: (1) an understanding that the environment is constantly changing, (2) coping is an ongoing process that requires constant reassessment, and (3) coping includes anything the person does or thinks in an effort to manage the stressor (Lazarus & Folkman, 1984).

The understanding of the variety of ways people learn to cope with stressors has encouraged a focus on the potential for persons to learn successful "coping skills"

or adaptive strategies that enable them to respond successfully to difficult problems. Theoretical approaches to coping have included "person-based" (psychoanalytic, personality trait, and perceptual styles), cognitive approaches, motivational approaches, positive coping and meaning making, social approaches to coping, religious coping; and coping efficacy (Aldwin, 2007).

The cognitive-transactional model of stress views coping as a process in which the individual modifies or controls demands that are encountered. This process is based on the individual's ongoing perception of the perceived demands, available resources, and coping responses/resources (Matheny et al., 1993). Demands are perceived stimuli or situations that are appraised as a threat or may lead to frustration. Resources are appraised personal resources, social support, and/or materials available to cope with perceived demands. A model of the dynamic interaction involved in stress prevention and coping was theorized by McCarthy and colleagues (see Figure 1, 2002).

In experiencing a life event, an individual becomes aware of a demand (lower left). The individual makes an appraisal of her/his available resources to face the demands. When the resources exceed the demand, the life event is viewed as a challenge or opportunity, presenting the individual with the opportunity for growth and optimal functioning. When the demands of the event exceed the available resources, the result is a stress situation eliciting a stress response. A secondary appraisal of the individual's coping resources occurs as an effort to minimize the stressor and/or stress response. If coping resources are available, they may change the individual's perception of the life event or awareness of the demand. Combative resources may also be used to reduce the threat (problem-focused strategies) or frustration, (emotion-focused strategies). The identification of preventive coping

makes McCarthy, Lambert, Beard, and Dematatis (2002) model unique from Lazarus and Folkman's (1984) cognitive-transactional model of stress and coping. In Figure 1, dashed lines indicate points in the stress process where preventive coping resources may be most relevant. Preventive coping may change the perception of the demand and change the individual's appraisal of her/his ability to handle the encountered demands (McCarthy et al., 2002).

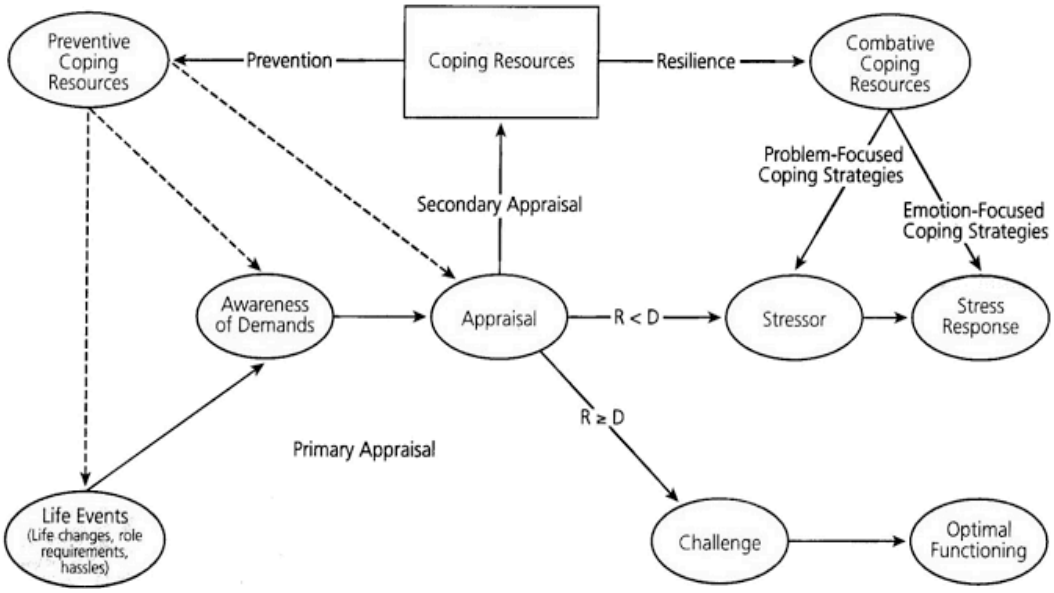

Figure 1. Model of prevention of stress and coping. From "Factor structure of the preventive resources inventory and its relationship to existing measures of stress and coping? By C.J. McCarthy, R.G. Lambert, M.Beard, and A. Dematatis, 2002, in Toward Wellness: Prevention, Coping, and Stress, G.S. Gates and M. Wolverton (eds). Greensich, Connecticut: Information Age Publishing.

Occupational Stress is a phenomenon experienced in many professions. The focus of this study is on clergy who share many characteristics of those in the helping professions including educators, healthcare workers, and mental health professionals. These professions share the common quality of human interaction and helping work and the occupational stress that results from these interactions.

Occupational Stress in the Helping Professions

Occupational Stress is a key a factor impacting job satisfaction in many helping professions and without intervention often leads to a decision to leave the profession. Ability to deal with stress generated by the emotional demands of helping is associated with the experience of burnout for persons in a variety of helping professions. (Appel, 2008) Occupational stress leading to burnout is a risk for persons in professions that are predominately other-focused due to the difficulty with balancing self-care and the care of others and can impact the helper's ability to remain emotionally invested in his or her helping work (Skovholt, Grier, Hanson, 2001).

Lazarus's (1984) model of stress and coping conceptualizes stress as a process that involves a complex transaction between a person and her or his environment. In applying his Transactional Process model to occupational stress, Lazarus (1991) emphasized the distinction between sources of stress in the workplace ("stressors") and the emotional reactions that are evoked when a particular stressor is cognitively appraised as threatening.

People in professions that bring them into frequent contact with persons experiencing crisis or trauma may experience occupational stress. Persons in such roles may have unrealistic expectations and believe they are inadequate to significantly impact the suffering of those they serve (Larson, 1985). Counselors who work with victims of trauma are at risk for developing symptoms of secondary traumatic stress including mood changes, sleep disturbances, and difficulty concentrating (Killian, 2011).

Persons in demographic groups that typically experience low pay and less control over work environment are especially vulnerable to burnout. In the contexts in

which these workers function, there may be even less opportunity to seek help or find mutual support among peers. Cultural values that devalue care-giving roles and demand productivity at any cost are systemic factors that impact burnout in the helping professions (Finn, 1990). Reports on quality of life for clergy show that these are factors many clergy experience, as well (Hooten, 2011).

Studies on clergy occupational stress show that clergy tend to have many of the same personal qualities and occupational hazards found in many of the helping professions. Clergy often work in high demands positions with relatively low pay and low support. Many clergy are driven by a need to please others and find personal meaning in helping. At the same time, many clergy find it hard to set clear boundaries between their personal and private lives, which put them at increased risk for suffering burnout (Kinman, 2011).

Clergy Occupational Stressors and Coping

A number of studies in recent years have identified the most common occupational stressors that contribute to burnout for congregational clergy. A study of 343 interfaith clergy showed that conflict management style is a predictor of burnout. Persons who utilize avoiding or accommodating styles were at higher levels of burnout than those using competing or collaborating conflict management styles (Beebe, 2007). Researchers at Seattle Pacific University interviewed one hundred pastors to learn about factors that were most significant in their development as pastors. Many reported conflict management and the development of effective listening skills as key characteristics of successful long-term pastors (McKenna, Boyd, & Yost, 2007).

In their book, Pastors in Transition, published in the Pulpit and Pew Series in 2005, Hoge and Wenger report that conflict within the congregation, especially

conflict directed at the pastor, was a primary reason for clergy leaving professional ministry. This study reported that 75% of pastors indicated that they felt lonely and isolated, were overwhelmed by the demands, and did not feel supported by denominational officials (Hoge & Wenger, 2005).

Clergy burnout is also associated with high role expectations from self and others coupled with a low sense of control over factors impacting success. Wickman used the phrase "vision conflict" to describe the clergy person's sense of failure related to what he or she believed would happen when first entering ministry compared to what actually takes place (Spencer et al., 2009). Clergy are often vulnerable to the needs of parishioners who relate to them as parental or idealized figures (Grosch & Olsen, 2000). Conversely, clergy who create healthy boundaries and have the ability to maintain outside relationships and interests are less likely to experience burnout (Doolittle, 2010).

Clergy who serve in congregations are regularly called upon to support persons dealing with a wide range of emotional and spiritual issues. Individuals often turn to their clergy person in times of crisis before calling upon other sources of support. A survey of 285 evangelical pastors indicated that compassion fatigue was a significant factor impacting clergy who were identified as at risk for burnout (Spencer, Winston, Bocarnea, & Wickman, 2009).

The demands and numerous sources of occupational stress for clergy have contributed to a startling list of statistics regarding the emotional, physical, and spiritual health of clergy. In the 2003 book, Pastors at Greater Risk, H.B. London, Jr. and Neil Wiseman note that many clergy leave the profession because they burn out, are asked to leave, or have a moral breakdown. They cite the following statistics:

- 80% of clergy say that ministry has had a negative effect on their marriage and family life;
- 40% report a serious conflict with a parishioner at least once a month;
- 75% report at having had a significant stress related crisis at least once in their ministry; and
- 40% of ministers have considered leaving the ministry in the past three months (London & Wiseman, 2003).

In keeping with this data, a 2002 Pulpit and Pew Research Study conducted by Duke University of over 2500 clergy found that over a quarter of clergy scored lower on mental questions than the general public. Many clergy in this study reported feeling their ministries were ineffective and doubted their calling (Green, 2002).

A number of studies have looked at factors associated with successful clergy coping skills. A two-part study at Wheaton College focused on identifying factors that promote clergy health and effective coping responses. First, a questionnaire sent to 398 Protestant senior pastors asked them to discuss personal coping strategies, the structural support they had for their work, and the personal remediation resources that helped them deal with crisis. Secondly, 30-minute interviews were conducted with twenty-six participants. Results from this study indicated that well functioning pastors maintained a balance between work and home and had satisfying relationships. They also maintained a healthy spiritual life through regular spiritual practices (Meek et al., 2003).

Building a strong network of relationships may protect clergy from emotional exhaustion leading to burnout. Many clergy view their family relationships as a primary support system and specifically name prayer, honest feedback, and the ability to laugh and play together as key ways family relationships help them cope with the

stress that can lead to burnout (Meek, et al., 2003). A 2011 study of clergy in the United Kingdom found that counseling training and a wider social network is associated with emotional well-being (Kinman, McFall, & Rodriguez, 2011).

Peer and mentor relationships are important resources for preventing clergy burnout. Studies show that regular contact with peers and mentors (Doolittle, 2010), as well as emulation of role models and peers (McKenna et al., 2007), are associated with lower emotional exhaustion. Clergy who experience stress cope better when they meet regularly with a support team (Spencer et al., 2009).

A study focusing on the development of pastors as leaders looked at the personal strategies that enabled them to learn from key experiences and apply that learning to becoming more effective. One hundred senior pastors were interviewed regarding key events from their ministry and asked to name personal qualities and situational factors that allowed them to grow and learn. Taking time to reflect and capture learning, reliance on God and others, pushing beyond their comfort zone, and acceptance of change were factors identified as strongly tied to success as a pastor (McKenna et al., 2007). A study of 69 United Methodist clergy examined personality dimensions and their relation to clergy burnout. Of four dimensions studied, self-compassion had the strongest association with satisfaction in ministry (Barnard & Curry, 2011).

A recurring theme in recent studies on clergy occupational stress and coping is the importance of spirituality. Spirituality, defined as the individual's sense of connectedness with the transcendent, was associated with positive coping and less likelihood of burnout (Golden, Piedmont, Ciarrocchi, & Rodgerson, 2004). The absence of spirituality, described in one study as 'spiritual dryness' was identified as a primary predictor of emotional exhaustion for clergy (Chandler, 2009). In the study

of one hundred pastors, reliance on God through the good and difficult experiences of ministry was named as the most common lesson learned (McKenna et. al).

Measurement of Clergy Occupational Stress

Stress research in general has used a variety of strategies to measure the construct of stress. The most common strategy for measuring clergy stress has been focused on measuring demands through self-report questionnaires that ask respondents to rate how stressful they find various aspects of their ministry conditions (Spencer et al., 2009; Wells et al., 2012). This approach to measuring stress focuses on the construct of perceived demands and omits the construct of perceived resources. Studies that focus on coping skills for clergy emphasize coping styles or coping mechanisms that are most effective (Doolittle, 2010; Meek et al., 2003). In the cognitive-transactional model of stress measurement, both demands and coping are assessed. Stress is defined as the result of an interaction, or imbalance, between the two constructs of perceived demands and perceived resources. These constructs are part of an internal psychological appraisal process, which is viewed as integral to effective coping (Lazarus & Folkman, 1984).

The CARD instrument was developed to assess teacher stress by measuring teachers' perceptions of both the demands that are specific to their occupational (classroom) setting and the resources their schools provide to address these demands. Central to this model is the construct of cognitive appraisal, which is one's cognitive analysis of an event, its specific features, and its significance for one's well-being (Lambert, O'Donnell, Kusherman, & McCarthy, 2006). The instrument was developed using existing research on teacher stress. During the development, several pilot studies were conducted with feedback obtained from the participants on the content and format of the questions and the instrument as a whole (McCarthy et al.,

2009). The instrument is composed of 84 items with two subscales including the Classroom Demands scale and the Classroom Resource scale. A stress score form the CARD is calculated using the difference score between the two subscale scores. The difference score classifies teachers in one of three groups: Resourced teachers, Balanced teachers, or demand (at risk) teachers (Lambert et al., 2009).

The reliability and validity of the CARD have been demonstrated in subsequent studies (Lambert et al., 2006; Lambert et al., 2007). The CARD has been adapted for use with other groups including the CARD-SC for school counselors (McCarthy, Kerne, Calfa, Lambert, & Guzman, 2010) and the CARD-P for use with school principals (Maerz, 2011).

There are few instruments that have been developed specifically for studying occupational stress in clergy. The Ministry Demands Inventory was created to assess congregational demands using the ratings of frequency and impact of 17 concrete events experienced by clergy in pastoral ministry (Lee, 1999). Another instrument, the Oswald Clergy Burnout Scale, measures the level of individual burnout related to 16 items identified with clergy stress (Oswald, 1991). The Clergy Occupational Distress index (CODI) was developed to measure the dimensions of occupational distress that negatively affect clergy's health and well-being, ministerial career, and the quality of their work within their congregation. In this measurement tool, multiple items are used to measure the perceptions of the demands in the work environment and the impact of these perceptions on the clergy person's level of stress (Carroll, 2006). There are currently no instruments for measuring clergy occupational stress using the cognitive-transactional model of stress.

Summary

The clergy profession is filled with demands and responsibilities and there is

interest in methods for identifying clergy stress earlier so that denominations and congregations can better support their clergy leaders. There is also a need to understand what type of support will enable clergy to better cope with the stressors found in ministry. The resource-demand model of stress model will help address this need and assist in identifying the resources necessary to build resilience in congregational clergy.

The development of the Clergy Appraisal of Resources and Demands will be a tool for appraising the resources and demands of congregational clergy. This instrument would examine the subjective experience of perceived demands within the congregational ministry environment and the perceived resources and support provided by the congregation/denomination/faith group.

Research Questions

The researcher will develop and field test an instrument to measure perceived stress of clergy by appraising their perception of resources and demands within their ministry position. The measure of perceived clergy stress is based on the cognitive-transactional model of stress of Lazarus and Folkman (1984). The assessment will have five sections including (1) general demographic information, (2) general characteristics about the ministry environment, (3) perceptions of professional demands, (4) perceptions of available resources, and (5) general open ended question addressing the clergy person's general open-ended questions addressing the clergy person's plans to continue serving as a congregational minister. The pilot test will address the following research questions:

1. To what extent do clergy perceive that professional demands, experienced in the ministry context, contribute to occupational stress?

2. To what extent do clergy believe that faith group or institutional resources or support are available to cope with professional demands?
3. What additional personal characteristics, experiences, or ministry context variables do clergy perceive as influencing the level of perceived occupational stress?

CHAPTER 3: METHODOLOGY

In the previous chapters, the rationale and literature supporting the use of the transactional model of clergy stress based on the measure of resources and demands was presented. The purpose of this chapter is to describe the design and methodology for answering the research questions. This process provided the data necessary to develop developing the Comparative Appraisal of perceived Resources and Demands for Clergy (CARD-C) within the current study, including participants, procedure, instrumentation, and data analysis.

As indicated in Chapter 2, current measures of clergy occupational stress primarily focus upon the demands dimension of cognitive-transactional stress (Francis, Hils, & Kaldor, 2009; Frenk, Mustillo, Hooten, & Meador, 2011; Lee, 1999; Miner, 2010;). There are limited studies (Lee, 2003, 2010) that also address resource appraisal for clergy. Future research on understanding and responding to clergy occupational stress would benefit from use of an instrument, which provides a balanced measure of the perceived demands within the clergy occupational context and the perceived resources available to clergy persons to address those demands. The CARD-C will allow clergy persons to appraise the resources and demands within their context to better understand and address their level of stress based on the Classroom Appraisal of Resources and Demands (CARD) developed by Lambert, McCarthy, and Abbott-Shim (2001).

Research Questions

Chapter 1 outlined the purpose of the current study, which is to study the occupational stress of clergy by appraising their perceived resources and demands

within their current ministerial setting. The assessment will have five components, including (1) general demographic information about the clergy person, (2) general characteristics about his/her congregational ministry context, (3) an appraisal of perceived demands, (4) an appraisal of perceived faith group and institutional resources available, and (5) general open-ended questions. The research questions to be answered by this study are:

1. To what extent do clergy perceive that professional demands, experienced in the ministry context, contribute to occupational stress?
2. To what extent do clergy believe that faith group or institutional resources or support are available to cope with professional demands?
3. What additional personal characteristics, experiences, or ministry context variables do clergy perceive as influencing the level of perceived occupational stress?

Participants

The participants for this study included eighteen clergy persons in full time ministry positions with at least 3 years experience. Participants were involved in one of the following: A six member Practitioner Panel (responding to email surveys); a six Member Instrument Review Panel (individual interviews); or a six member Focus Group Instrument Review Panel (group interview).

The Researcher's Role in the Study

The researcher in this study has twenty-two years of experience working with clergy in Clinical Pastoral Education (CPE), a program for professional development in ministry. CPE utilizes an action/reflection model of learning in which participants reflect on their pastoral care ministry utilizing individual and group supervision. The objectives of CPE include Pastoral Reflection, Pastoral Formation, and Pastoral

Competence. The learning activities emphasize reflection on one's ministerial identity as well as the development of pastoral care and counseling skills. Clergy are encouraged to address interpersonal skills and personal qualities important for successful functioning in any ministry setting. A common area of reflection in CPE is the emotional and spiritual health of the clergy participant including use of effective strategies for coping with the stress of ministry.

Currently, the researcher works as the Director of a Spiritual Care Department in a local hospital. Because of this role, the researcher has a network of relationships with local clergy, a local seminary, and faith group leaders. These networks were utilized to recruit research participants for this study. The researcher excluded offering invitations to clergy with whom the researcher had close personal relationships. The researcher was alert for indications that a study candidate felt obligated to participate due to an existing relationship and was careful to offer each participant the opportunity to decline. The participants chosen for this study did not exhibit any signs of apprehension or obligation to participate.

Instrument Development

The development of the CARD-C instrument included three phases, which will be described in detail below. Phase 1 was development of the sub-scales for the prototype instrument through use of a survey completed by the Practitioner Panel. Phase 2 was analysis of the Practitioner Panel responses to create the subscale items for the instrument prototype. Phase 3 included using individual and group interviews with the Instrument Review panel to further analyze the instrument content and usefulness to create the final version of the CARD-C.

The CARD-C research design was modeled after the CARD instruments developed for elementary teachers (Lambert, McCarthy, & Abbott-Shim, 2001), for

school counselors, (McCarthy, Kerne, Calfa, Lambert, & Guzman, 2010), and for elementary school principals (Maerz, 2011). Chapter Two reviewed the literature demonstrating the CARD's reliability and validity for use with teachers (Lambert et al., 2006, 2009).

Research on the creation of scales and the review of items suggests the use of practitioners from relevant populations to provide data that is reviewed and refined in several steps (Devellis, 2003; Netemeyer, Bearden, & Sharma, 2003). The process for developing the CARD-C included three phases similar to the process for development of the CARD-P (Maerz, 2011). The first phases used a group of practitioners (practitioner panel) to create an exhaustive list of perceived demands and resources faced in their ministry context. The second phase was using the data from phase one to create the CARD-C Prototype. Phase 3 was completed through use of another group of practitioners (instrument review panel) to review the CARD-P Prototype for clarity, readability, understanding, and construction. Members of the practitioner and instrument review panel were selected because they were a full-time clergyperson person serving in a congregational setting who had three or more years of experience in ministry. The phases of instrument development for the CARD-C are described in detail below.

Phase 1. The first phase of scale creation is to clearly define what is to be measured. This process includes specifying the primary use of the instrument, creating well defined constructs for each subscale, creating a scale format, determining the content, and the proportion of items that should focus on each subscale within the instrument (DeVellis, 2003).

The constructs used in development of the CARD-C are based on the cognitive-transactional model of stress (Lazarus & Folkman, 1984) and conservation

of resources (Hobfol, 1998) models. These theories define stress as the result of situational demands exceeding the available resources and have been widely used to define occupational stress (Shirom, 2003). Based on this definition of stress, the primary use of the CARD-C is to classify the level of perceived occupational stress experienced by congregational clergy. In doing this, the instrument seeks to define stress as a differential between the self-appraisals of two constructs: perceived demands and perceived resources (Lambert et al., 2001, 2006, 2007, 2009; McCarthy et al., 2006, 2010).

The design of the CARD-C should measure a clergy person's cognitive appraisals of perceived professional demands hypothesized to contribute to stress and faith group or institutional resources which are perceived to limit or permit clergy to cope with the perceived demands. Together, the appraisal of these distinct constructs should provide a differential between perceived resources and demands, or an Appraisal Index. The Appraisal Index will then be used to identify three groups: resources clergy, balanced clergy, and demand clergy (McCarthy et al., 2009). Clergy with high appraisals of perceived resources and low appraisals of perceived professional demands (R > D) are considered resourced. Clergy appraising their professional demands and resources as equal (R = D) are considered balanced. Clergy with low appraisals of perceived resources and high appraisals of perceived demands (R < D) are considered demand clergy. The findings from this survey will be used to study the subjective evaluations of events in the ministry setting to determine whether demands will be experienced as stressors. Additionally, results will be used to examine which structural/material resources from the congregation or religious institution are perceived by clergy as most helpful in meeting the demands of the ministry setting.

The development of the CARD instrument for clergy began with developing a scale format. Scale development for measuring latent constructs (i.e., the measurement of perceived resources and demands) requires the construction of multi-item subscales (Netemeyer, Bearden, & Sharma, 2003). Based on the original CARD instrument (Lambert, Abbot-Shim, & McCarthy, 2001), the instrument includes two subscales to determine both resources and demands.

The subscales were designed using a five-option Likert-type scale format, a traditional method for creating subject-centered scales (DeVellis, 2003). The demands subscale responses range from 1 (Not Demanding) to 5 (Extremely Demanding). Responses for the resource subscale range from 1 (Very Unhelpful) to 5 (Very Helpful). Both subscales include the response option of Not Applicable (NA). A checklist and numeric response format is used for the congregational characteristics and personal demographic section. The CARD for clergy modeled after the original CARD was reviewed by the instrument review panel for readability, understanding, and appropriateness.

The number of item within each subscale was also based on the original CARD instrument as well as a reasonable sampling of the themes reported in the first survey reporting the list of perceived demands and resources. The survey was completed by the first practitioner panel made up of six clergy persons currently working in full time ministry positions, each of whom had at least three years experience in the profession. The clergy persons were selected using a stratified, purposeful sample chosen from a denominational clergy.

The practitioner panel members were sent a Practitioner Assessment of Perceived Stress (PAPS) questionnaire with the following open-ended response questions (Appendix A):

1. What personal characteristic or experiences may contribute to or limit clergy stress?
2. What congregational characteristics, policies, or procedures may contribute to or limit clergy stress?
3. What demands, faced within the clergy role, contribute to clergy stress?
4. What resources or support, provided by your congregation or denomination lessen demands or decrease clergy occupational stress (e.g., mentors, educational opportunities, professional development training such as Clinical Pastoral Education, retreats, paid vacation time, pastor/parish committee, etc.)?

Practitioner Assessment of Perceived Stress questionnaires were sent to the practitioner panel members by e-mail. Members were given the option of completing the questionnaire electronically or as a hard copy.

The Collective Review Form was used to compile data from the questionnaire into general themes within each question (Appendix B). The themes were analyzed for frequency and level of impact. This was done by assigning values for reported level of impact (1 = low, 2 = moderate, and 3 = high) ad the number of times panel members reported the construct measure. These values were recorded on the Collective Review Form. For example, if four clergy panelists reported fund raising as a demand and each rated fund raising as high, the theme of fundraising would have a value of 12 (4 responses x 3 for high).

Identifying measurement themes on the Collective Review Form concluded the first phase of instrument development. With the themes identified, the second phase involved creating the four subscales.

Phase 2. Constructing the subscales was informed by standard scale development procedures (Devellis, 2003; Netmeyer et al., 2003). The items were chosen to accurately measure the intended construct and to achieve clarity and readability. The subscales were also created to model the appearance, structure, and language used in the original CARD.

The ranked measurement themes were compared to existing literature sources on the Construct Matrix (see Appendix C). The alignment of themes with external literature was an effort to insure the subscales accurately and holistically represent the constructs. External literature data included: Thirteen clergy health factors from the Clergy Well-Being Report (Hooten, 2011), the list of correlates related to clergy job satisfaction, effectiveness, and vocational longevity from a survey of 255 American Baptist pastors (Kirkpatrick & Cooper, 2010), and the list of nine criteria important for choosing a pastor from the 2003 Pulpit & Pew report (Lummis, 2003), key lessons in clergy development (McKenna et al., 2007), items contributing to personal resiliency from surveys of successful evangelical Protestant clergy (Meek et al., 2003). The findings from these sources were aligned with the measurement themes generated from the Practitioner Assessment of Perceived Stress questionnaires (see Appendix B).

Aligning the PAPS themes with relevant literature on the Construct Matrix was the process used to assure the broad scope of clergy duties and functioning was addressed and that subscales attempted to measure the proper sample of the theoretical domain or construct as explained in the scaling procedures guidelines by Netemeyer and colleagues (2003).

After the subscale items were identified using the above process, a Clergy Appraisal of Resources and Demands was constructed (see Appendix D). The CARD

for clergy Prototype was designed with five sections in alignment with the structure of the original CARD instrument (Lambert, Abbot-Shim, & McCarthy, 2001). The first two sections were designed to define the characteristics and experiences of the clergy person and the congregational context and consisted of short answer or multiple-choice questions. The third section included the perceived demand subscale with a Likert-style scale ranging from 1 (not demanding) to 5 (Extremely demanding) and included a NA option. Section 4 consisted of the perceived resource subscale with a Liker-like scale ranging from 1 (Very Unhelpful) to 5 (Very Helpful) also including a NA option. The fifth section was modeled after the CARD-SA (Lambert, McCarthy, & Abbott-Shim, 2001) with open-ended questions about perceived demands and resources with a response regarding the future professional intention of the subject.

Phase 3. In the final phase of instrument development, the CARD Prototype was evaluated by a second group of clergy who made up the instrument review panel. Members of this panel were selected using a purposeful sample of clergy who were currently serving in full time ministry positions with at least three years experience. The clergy were invited to participate through an e-mailed invitation.

The CARD Prototype was administered to members of the instrument review panel in a process based on the methodology used in the development of the CARD-P (Maerz, 2011). Cognitive interviews were conducted using the think-aloud approach allowing respondents to provide insights regarding their interpretations and answers to the survey items. The interaction between the interviewer and the panel members was limited to cognitive probes (e.g., “What are you thinking?” or “What does (term) mean to you?), while avoiding re-orienting, confirmatory, expansive, and feedback probes (Jobe & Mingay, 1989; Presser et al., 2004).

During the cognitive interview with each panelist, notes were made on the each item using the Instrument Review Form (see Appendix E). After completing each subscale, subjects were asked structured questions about their perception of the subscale and the construct measured by the subscale. After completing the entire instrument, panel members were asked to comment on any difficulties with particular items, subscales, or the structure of the instrument as a whole. These comments were used to assess the clarity, readability, structure and organization of the instrument (Netemeyer et al., 2003). These responses were compiled on a Collective Instrument Review Form (see Appendix F).

The Collective Instrument Review Form data was analyzed in four stages to facilitate the evaluation of erroneous reporting (Jobe & Mingay, 1989). First, the comprehension of respondents was examine to insure the meaning of each item was understood as designed. The second stage was retrieval, which looked at whether respondents had relevant information to answer the question. The third stage was estimation/judgment, to assess the respondent's ability to evaluate the relevancy of the information retrieved from memory to answer the question. The fourth stage was response, which looked at the sensitivity of the questions, the impact of answering, and the probability of accuracy for each respondent. This analysis provided additional date for evaluation and revision of the CARD.

After analyzing the data from the Collective Instrument Review form using the above processes, items found to have problems with clarity, readability, and understandability were reworded or dropped. Data was also analyzed for trends and possible ways of improving the instrument.

Summary

The methodology for the development of the Clergy Appraisal of perceived Resources and Demands offered the opportunity to address the research questions identified for this study. The methodology included three phases: (1) Use of a Practitioner Panel of clergy to identify a detailed list of personal and congregational characteristics that may impact occupational stress, perceived demands, and perceived resources provided by the congregation or institution that may limit the level of stress. This data was collected using the PAPS questionnaire (see Appendix A).

In the second phase, date from the PAPS was recorded on the Collective Review Forms (Appendix B) and aligned the data with the original CARD instrument and relevant literature sources on clergy occupational stress. The alignment was compiled on the Construct Matrix (see Appendix C) which was then used to create the subscales of the CARD Prototype (see Appendix D). The final composition of the five components within the CARD Prototype was based on the structure of the original CARD instruments (Lambert, McCarthy, & Abbott-Shim, 2001).

In the final phase, the CARD (see Appendix D) was reviewed and refined drawing on responses from members of the instrument review panel. Data was collected from respondents using cognitive interview methodology. Respondents also provided feedback regarding the structure and organization of the CARD. The Collective Instrument Review Form was used to analyze the data from these interviews and to generate additional revision of the CARD Prototype, which resulted in the final version of the Clergy Appraisal of perceived Resources and Demands (see Appendix G).

CHAPTER 4: RESULTS

The purpose of this study was to develop the Comparative Appraisal of perceived Resources and Demands for Clergy (CARD-C) instrument. The CARD-C instrument will be used to assess the differential between perceived demands and resources that may lead to stress for clergy. The CARD-C was modeled after the Classroom Assessment of Resources and Demands (CARD) instrument developed for preschool teachers by Lambert, Abbott-Shim, and McCarthy (2001) and the CARD-P developed for public school principals by Drew Maerz (2011).

Three research questions guided this study and the development of the CARD-C Instrument:

1. To what extent do clergy perceive that professional demands, experienced in the ministry context, contribute to occupational stress?
2. To what extent do clergy believe that faith group or institutional resources or support are available to cope with professional demands?
3. What additional personal characteristics, experiences, or ministry context variables do clergy perceive as influencing the level of perceived occupational stress?

Qualitative research methods were used for data collection in this study. The Practitioner Assessment of Perceived Stress (PAPS) questionnaire (see Appendix A) was administered to a practitioner panel. The PAPS included ten open ended questions regarding the perceived demands of ministry, the characteristics of the ministry setting that may impact stress, and perceived resources available to cope with these demands. The data were compiled on the Collective Review Form and

used to create the measurement themes and constructs of each CARD subscale. The data from the Collective Review Form was then compared with themes from literature on the Construct Matrix to further define the content of subscale questions. A prototype CARD-C was created from this data and administered to an instrument review panel. Data was collected from panelists in individual cognitive interviews. The prototype instrument was then administered to a focus group using cognitive interview think aloud 'probes' as well as pre-planed questions as recommended for focus group interviewing (de Leeuw, Hox, & Dillman, 2008).

Chapter 4 presents the findings of this study and is organized in four sections: the first three sections discuss the phases of instrument development and the fourth discusses the research questions. The first section describes the practitioner panel and the process of compiling PAPS data on the Collective Review Form (see Appendix B). The second section discusses development of the CARD-C prototype. The third section includes information on the instrument review panel and focus group, the results from the individual and group cognitive interviews and the analysis of that data leading to the development of the CARD-C. The final section presents finding related to each research question to support the development of the CARD-C.

Phase 1: Practitioner Panel Data Collection and Analysis

The practitioner panel was composed of seven clergy serving in full time ministry positions with a minimum of three years of experience. A purposeful stratified sampling method was used to select seven participants who were invited to participate in this phase of the study. The sample included five men and two women who were serving in congregations ranging from 50 to 800 in attendance. The panelists ranged in years in ministry from 4 to 33, and the denominational

representation included Baptist, Lutheran, and United Methodist. The geographic location of the panelists included North Carolina, Virginia, and Maryland.

Invitations were emailed to the seven participants and all participants indicated willingness to participate in the survey. Links to an electronic survey version of the PAPS (Appendix A) were sent to each of the panelists. A second email reminder was sent two weeks later to panelists who had not completed the survey. Panelists were given the option of completing the survey on paper form. All six panelists completed the electronic version of the PAPS.

The Practitioner Assessment of Perceived Stress Questionnaire included ten open-ended questions that included demographic information and questions designed to help clergy reflect on their experience and identify the characteristics, demands, and resources they perceive as impacting clergy stress. The first four questions asked for demographic data. The fifth question was designed to prompt reflection using a 'think aloud' technique designed to improve autobiographical memory (Leeus, Hox, & Dillman, 2008). This question asked respondents to reflect on a high stress time and a less stressful time over the course of their ministry and to compare the differences between those two times. This question helped prepare respondents psychologically to respond to the remaining questions (6-10) which asked them to identify the perceived demands and resources and to rate the level of impact (low, moderate, or high) each had on stress. Six PAPS were received with complete responses to all ten questions.

Data from questions 6 – 10 on the completed PAPS questionnaires were compiled on the Collective Review Form (see Appendix B). Responses were grouped by common characteristics, demands, or resources identified by respondents to create response themes. Of the 28 identified response themes, 21 were identified

by two or more clergy respondents. Three themes were identified by all six respondents including clergy personality, congregational culture, and clergy health.

After the response themes were compiled on the Collective Review Form, impact values were recorded for each response theme. Impact values were calculated based on the number of responses and the level of impact (low = 1, medium = 2, or high = 3) indicated by each respondent. For example, four panelists identified characteristics related to leadership style as a personal characteristic of a clergy person that may contribute to or limit clergy stress. Three panelists identified five leadership style characteristics rated as having a high level of impact on stress (5x3=15). One identified a leadership characteristic that had a medium level of impact on stress (1x2=2). One identified a leadership characteristic that had a low level of impact on stress (1x1=1). Adding the impact levels together (15+2+1) the impact value for leadership style was calculated as 18.

After the impact values were identified for each response theme, the themes were compared to the subscale themes within the CARD and CARD-P instruments. It was determined at this point that the subscales for the CARD-C would vary significantly from those in the CARD and CARD-P due to the differences in occupational roles and work environment between clergy functioning in a ministry setting and teachers and principals functioning in a public school setting. Response themes with high reported impact levels (a

Table 2
Measurement themes generated from questions 6-10
of PAPS data on the Collective Review Form

Measurement theme from PAPS	# Responses	Average impact*	Impact value
Question 6: Characteristics of clergy			
Personality	14	2.57	36
Leadership style	7	2.50	15
Self-care	4	2.25	9
Spiritual practices	3	2.33	7
Conflict management	2	3.00	6
Social support	3	1.33	4
Question 7: Ministry environment Characteristics			
Congregational culture	15	2.26	34
Church/clergy relationship	8	2.63	21
Spiritual health	5	2.20	11
Social support	4	2.50	10
Question 8: Demands in the ministry environment			
Congregational expectations of clergy	9	2.77	23
Administration	6	1.83	11
Congregational identity	3	2.00	6
Conflict	3	2.66	8
Clergy care	2	2.50	5
Church finances	1	3.00	3
Leadership development	1	1.00	1
Question 9: Faith group resources that lessen demands			
Clergy care resources	7	3.71	26
Continuing education	7	1.86	13
Leadership development	6	2.66	16
Advocacy for clergy	4	2.25	9
Conflict resolution resources	1	3.00	3
Question 10: Congregational resources that lessen demands			
Clergy health	10	2.60	26
Personnel support	5	2.20	11
Support for professional development	4	2.50	10
Administrative support	3	1.66	5
Support for family relationships	1	2.00	2

*'Average Impact' is calculated by dividing the 'Impact Value' by the # of responses for each theme.

minimum of 3) were designated as measurement themes for inclusion in the CARD-C (see Table 2).

Questions 1 – 4 on the PAPS asked clergy to identify demographic information about their ministry context. Question 5 asked panelists to compare a high stress and low stress time in their ministry.

Question 6 asked panelists to identify personal characteristics of persons in clergy roles that may contribute to or limit clergy stress. Seven themes were identified that had an impact level of at least three and were considered for inclusion in the items for the CARD-C subscale. Two themes were named by a majority of panelists including Personality and Leadership Style.

Personality was a measurement theme six of the seven panelists. Panelists' responses addressing this theme included, "anxiety about the future," "highly sensitive to criticism," "being a type "A" personality," "being reflective," "over-functioning," and "holding ourselves to higher standards." Several respondents referred to "people pleasing" characteristics that contribute to stress in ministry.

Leadership Style was identified by four of the seven panelists. One panelist described a leadership style related to stress as, "overinvestment in one specific outcome," while another referred to, "being a commander." Leadership style characteristics perceived to limit stress mentioned by panelists included "openness to outcomes other than one desired by the minister" and "sharing ministry."

The remaining themes were identified by four or fewer panelists. Although Personal Issues was identified as a theme by only one panelists it was rated as having an impact value of three, so was included on the list of potential subscale items.

Question 7 asked panelists to identify ministry environment characteristics that influence the level of clergy stress. Four themes were identified in the data with two themes named by a majority of panelists. Congregational Culture was a theme identified by all panelists although the impact level varied evenly between responses.

A panelist described a stressful congregational culture as, “highly anxious about the present or future.” Several panelists included references to congregational anxiety about the future as a source of stress. Another described a culture in which, “Church leaders who are reluctant to offer new and different options for visitors: ‘We have never done it this way…’” Positive congregational culture descriptions included, “supportive congregation,” “belief that every member is being heard and respected,” and “a playful congregation.”

Church/Pastor relationship was identified by five panelists with most respondents rating it as high in value. Several pastor gave high negative impact to the experience of a stressful Church/Pastor relationship: “Disapproval of Pastor,” “an older congregation in a changing community but expecting the pastor to bring in young families,” and “Clergy killers who are openly hostile and confrontive.”

Other ministry environment characteristics included Spiritual Health and Social Support. Spiritual Health was identified by two panelists and also given high impact. Social Support was named by only one panelists but given high impact so was also included to be a possible subscale item.

Question 8 focused on the demands perceived by clergy in the ministry environment. A total of seven themes regarding perceived demands were identified by panelists. One theme, congregational expectations, emerged as most important and was named by all six panelists. The remaining themes were identified by three or two panelists. In describing congregational expectations, panelists noted, “expectations on pastor to make church grow”, “unrealistic expectations of what a pastor can do,” and “unclear expectations.”

The theme of church finances was named by only one panelist by rated as high impact so was included as a possible subscale item. The response noted as a

high demand, “expectations to solve the financial crisis of church.” Leadership Development of lay persons was named by one panelist but given a low impact so was not included as a potential subscale item.

Question 9 asked clergy to identify resources provided by their faith group or denomination that lessen demands or stress. Five themes emerged in this section. Three themes were identified by four or five panelists including Clergy Care Resources, Continuing Education, and Leadership Development training. Comments regarding clergy care included, “support for sabbaticals,” “resistance to pastor taking time off,” “mentors,” “clergy retreats,” “Personnel policies that do not allow us to ‘roll’ vacation but make us take it,” and “insistence that we all have one day of Sabbath per week.” There were several references to continuing education include denominational sponsored events and congregational attitudes and financial support of continuing education activities. There were also a number of references to Leadership Development of the clergy as well as the clergy person’s role in developing the leadership skills of the members. “Coaching has been helpful,” noted one young clergy person. Several respondents noted denominational or other leadership training programs that have been important resources including, “paying for CPE units for us,” “The Academy for Spiritual Formation,” “Sustaining Pastoral Excellence,” and “Lily Endowment small groups.”

Advocacy for Clergy was identified by three panelists and rated with high impact. Conflict Resolution Resources was identified by one but rated with high impact so was included as a potential subscale item.

The final question in the PAPS asked clergy to identify resources provided by their congregation that lessen demands or stress. Clergy Health was the strongest theme with all seven panelists naming it and the majority rating it as high impact.

Panelists were specific about resources that supported clergy health including, "support for counseling and physical health," "two days off per week," and "support to pastor's vacation time." One panelist added, "Most of this I get from my denomination and not the local church. They tend NOT to understand need for self-care."

Three themes were identified by three panelists including Personnel Support, Support for Professional Development, and Administrative Support. One panelist identified Support for Family but rated it as high impact so it was included as a potential subscale item.

The collection of data with the PAPS (Appendix A) and compilation and analysis of the data on the Collective Review Form (Appendix B) completed the first phases of the research for development of the CARD-D instrument. Twenty-seven measurement themes were identified for use in phase two of the research for subscale development.

Phase 2: Generation of the CARD-C Prototype

The next step in generating the measurement items for the CARD-P prototype was to align the ranked measurement themes identified through analysis of the PAPS data with themes from existing literature on the Construct Matrix (see Appendix C). Findings from six research studies from existing literature sources were identified for inclusion on the Construct Matrix: External literature data included: the CARD instrument (Lambert, Abbott-Shim, & McCarthy, 2001), thirteen clergy health factors from the Clergy Well-Being Report (Hooten, 2011), the list of correlates related to clergy job satisfaction, effectiveness, and vocational longevity from a survey of 255 American Baptist pastors (Kirkpatrick & Cooper, 2010), the list of nine criteria important for choosing a pastor from the 2003 Pulpit & Pew report (Lummis, 2003),

key lessons in clergy development (McKenna et al., 2007), and items contributing to personal resiliency from surveys of successful evangelical Protestant clergy (Meek et al., 2003). The completed Construct Matrix (see Appendix C) has a separate matrix for each subscale theme: personal characteristics, congregational/ministry environment characteristics, ministry environment demands, faith group/ denominational resources, and congregational resources.

The completed Construct matrix provides a visual comparison of the PAPS themes and the literature themes. Themes with high impact level from the PAPS that aligned with the greatest number of literature themes were given highest weight for inclusion on subscale items. For example, Congregational Culture was rated by most panelists as having high impact and was identified in three of the six literature sources as important. This theme was identified for inclusion as a subscale item.

The Construct Matrix analysis resulted in the decision to include themes identified as low impact by panelists but cited frequently in literature including Social Support and Support for Family relationships. Some themes emerged as important to be included in both the demands and resources subscales: Clergy Care Resources, Clergy Health, and Congregational Expectations of Clergy.

The CARD-C was structurally aligned with the CARD instrument to insure clarity and understanding. This included the subscale and item design and the formatting of the subscale items. Like the CARD instrument, items in the personal and ministry context subscales have numeric or multiple choice answers. Items in the perceived demands and perceived resource subscales utilize a five-option Likert-like scale for response.

Using the Construct Matrix and the analysis of measurement themes, the researcher generated items to appropriate address the themes of each subscale. The

number of measurement themes identified for each subscale resulted in a fewer number of items for each subscale in the CARD-C than had been included in previous CARD instruments. Ninety-one measurement items and four open-ended questions were created for the CARD-C prototype. The CARD-C includes five components: personal characteristics or experiences subscale, ministry context subscale, perceived demands of the ministry context subscale, perceived resources subscale, and open ended questions. Twelve items were created for the first personal characteristics subscale. Nine items were created for the second ministry context subscale. There were 35 measurement items created for the perceived demands subscale and 32 items created for the ministry resources subscale. The final component included four open-ended questions to obtain additional feedback from respondents.

The creation of the CARD-C Prototype (Appendix D) concluded the second phase of the research and the instrument development process. The third phase of research was comprised of individual interviews and focus group interview to collect data for evaluation and revision of the instrument.

Phase 3: Instrument Review Panel Results

The third phase of the instrument development process utilized a nine member instrument review panel. Members of the panel were clergy persons with a minimum of three years of experience who were selected using purposeful stratified sampling (Table 3). This sample selection method was chosen to include clergy for whom the researcher had geographic access and clergy who represented a variety of subgroups within the clergy population including gender, ethnicity, denomination, size of congregation, and years of experience in ministry. The sample included seven men and two women. Panelists had between four and 33 years experience in ministry. Four panelists were African American and five were Euro-American. The size of the

congregations in which the panelists served varied from 40 members to 1800 members. Five panelists were senior pastors and four were associate pastors. All serve congregations in North Carolina.

Table 3: Demographic Description of Instrument Review Panel Participants

Category	Number
Female	2
Male	7
African American	4
Euro-American	5
Small congregation (35-249)	5
Medium congregation (250-499)	2
Large congregation (500-999)	1
Mega curch (1000-10,000)	1

The denominational representation of panelists was varied. One was United Methodist, two were from non-denominational churches, four were Baptist (Cooperative Baptist and Missionary Baptist), and two were African Methodist Episcopal.

The clergy panel participants had indicated interest in participating in this study on an evaluation form following a clergy convocation in March, 2014. Using the demographic information provided on the form, the researcher emailed prospective clergy participants an invitation to participate in a 45 – 60 minute interview or focus group. The email was followed up with a phone call to discuss details of the interview. Six of the panel members were interviewed individually and three participated in a focus group interview.

Panelists for individual interviews were given the option for the researcher to come to their location or to meet at the researcher's location. Two chose to have the researcher come to their location while three chose to come to the researcher's location. One interview was conducted by phone due to distance between the panelists and the researcher. The three focus group panelists agreed to come to the researcher's location.

The individual cognitive interviews occurred over a three-week period. During each interview, panelists were encouraged to think aloud while they reviewed survey questions (de Leeuw, Hox, & Dillman, 2008). While conducting the interview, the researcher made notes using an Instrument Review Form (Appendix E – individual Interviews, Appendix F group interview). Each form listed each measurement item with boxes to note issues with clarity, readability, and understanding. During the interview, if the panelist noted a concern with one of these measures, a mark was made noting the concern and its severity. In addition, notes were made on panelists' comments for each measurement item. The data from individual interviews and the focus group was compiled on the Collective Instrument Review Form (Appendix G).

Data gathered on the Collective Review Form was analyzed by measurement themes following Fowler and Consenza's guidelines for writing effective survey questions (Fowler & Consenza, 2008). The themes include comprehension, retrieval/recall, ability to respond appropriately, and willingness to respond. The first theme to be reviewed was comprehension. Concerns with comprehension were indicated by marks and comments under the category of 'understanding' on the form. Three items were identified by panelists as difficult to comprehend: 1, 16, 43, & 64. These items were evaluated by reviewing panelist comments and observation data

giving attention to the number of panelists who cited concerns with each item. Panelists' recommendations were considered as options for revision. Each item with comprehension concerns was analyzed and a decision was made to keep as written, reword, or omit the item. As a result of the panelist comments and concerns with comprehension, items 1 and 16 were retained and revised. Item 64 was retained and not revised.

The second theme to be analyzed in the using the Collective Instrument Review Form was concerning retrieval/recall. This theme concerns the respondents' ability to know, remember, or secure the relevant information to answer the questions. To analyze this theme Panelist comments and interview observations were reviewed. Items 17 and 18 were identified by panelists as having potential retrieval concerns. Both of these items were in the ministry context section and asked panelists to describe the economic background and educational level of congregation members. With both the questions there were concerns cited that it was difficult to estimate these categories without doing more research. It was also noted that many congregations have a wide variation of economic and educational background. There were also concerns that options given did not include enough categories. After considering panelists suggestions, both items were retained and revised.

The third theme to be analyzed was ability to respond appropriately. This theme involves the respondent's ability to provide a response that is accurate. Six items were identified as difficult for the panelists to respond appropriately (19, 27, 43, 63, 64, and 67). The researcher reviewed panelists' comments and suggestions to evaluate these items. Some of these items had to do with cultural differences in congregational policies and procedures. Item 19 concerned whether there were other full time or part time ministers on staff of the congregation.

Some panelists pointed out that it is traditional for African American congregations to have multiple ministers on staff but they are usually not salaried positions although they may receive financial gifts from the congregation when they preach. Therefore the categories of part time and full time did not allow the panelist to respond accurately. Item 27 also had a cultural critique. This item names visitation/support of sick and elderly as a possible demand. The culture in some African American churches is for the pastor or church to often provide financial and other material support for needy members. Remaining items involved providing more accurate descriptors of the resources or demands cited so that panelists could respond accurately. Of these items, two were retained and revised and four were retained and not revised. One additional item was added in response to panelists suggestions to break item 27 down into two questions.

The final measurement theme was willingness to respond which concerns the sensitivity of the questions and its impact on the accuracy of the answers. Within the review of each component of the instrument, panelists were asked, "Were there any questions you would be reluctant or would choose not to answer?'" All panelists stated that there were not any questions they would be reluctant to answer.

The next step of data analysis was reviewing the responses to open ended questions by each panelist for each section of the instrument. The personal characteristics and experience section elicited tone suggestion. In the focus group discussion, one panelist suggested item 12 would be improved by adding more categories regarding the marital status to include 'single' and 'married with children' to the list. The other members of the group supported this addition to help acknowledge the various family compositions clergy may be a part of. After

evaluating this suggestion, the researcher changed item 12 to include the suggested categories.

General questions asked regarding the demands section yielded one suggestion regarding item 27. A panelist in the focus group suggested that this could be made into two questions in order to separate ‘support’ and ‘visitation’. The panelist noted that in African American congregations there is often a practice that goes beyond visitation to giving material and moral support and guidance. Other members of the group supported this suggestion and gave additional examples to illustrate the difference between ‘visitation’ and ‘support’. After reviewing this suggestion, the researcher revised working for item 27 and added an additional item to ask about supporting persons in their ‘moral and material needs’.

Additional feedback provide for the perceived resources section also addressed cultural nuances regarding clergy support. An African American panelist addressed item 64 noting that it is very rare for clergy to have paid educational leave although there may be other ways of providing financial assistance for educational and professional development activities. Another panelist pointed out that items 87 and 88 would never apply to clergy from non-denominational churches or faith traditions. Another noted that the denominational resource provided to advocate for ministers in the Southern Baptist denomination depended on the individual persons’ willingness to embrace this as an important part of their role. In the focus group, there was discussion about the use of the word advocacy and it was suggested that ‘support’ might be a broader and more widely meaningful word. After reviewing these suggestions the researcher decided to make no changes to item 64 since the answer choice includes NA. The researcher made changes to items 87 and 88 replacing the word ‘advocacy’ with the word ‘support’.

In response to the questions “Was the instrument easy to use?” and “Was the format easy to follow?” all panelists responded affirmatively with no suggestions for improvement. Comments included, “It’s not complicated,” “I like the number scales”, and “Clear directions”. One panelist commented, “I like how it caused me to evaluate, not just yourself but the congregation one serves.”

The next two questions asked about the physical look and implementation of the instrument. When asked if the format of the instrument was easy to follow, all said yes, and one commented that the shading was helpful. One panelist noted that if a respondent had cataracts, larger print might be helpful. When asked if they preferred to take the instrument online or in paper form, four said they preferred paper, four said they preferred online, and one said either was fine.

Each interview ended with the question, “Do you have any suggestions for improving this instrument?” This question was included in the individual interviews and the focus group interview. The only suggestion received was to add a phrase to the opening instructional statement of the instrument. This suggestion was to change “We are interested in learning about the demands of your ministry responsibilities” to “We are interested in learning about the demands in your current ministry setting.’’ This change was reviewed and made for the final version of the instrument.

The analysis of the data generated from the individual and focus group cognitive interviews to determine panelists’ responses to the CARD-C Prototype (Appendix D) resulted in many improvements to the instrument. Changes were made to improve the clarity and address comprehension issues. Items with issues concerning panelists’ retrieval/recall and ability to respond appropriately were analyzed and addressed where appropriate. Feedback on each section and the

instrument as a whole resulted in changes to insure specific items were culturally appropriate and inclusive.

When all revisions were made to the Prototype Instrument, the CARD-C was finalized. The CARD-P final version improved the structure and relevance of the instrument for clergy while maintaining the established structure and components of the CARD and CARD-P instruments. The content of the CARD-C was improved through rewording some items and adding an item. Use of the Construct Matrix (Appendix C) ensured the breadth and depth of each subscale was accurately represented in the CARD-C items by comparing the demands and resources of clergy respondents to demands and resources factors from literature. The CARD-C instrument provides and appraisal instrument for clergy to assess the differential between perceived demands and resources that can indicate the risk for occupational stress.

Research Question Summary

The three research questions guiding this study focused on categories identified using the cognitive-transactional model of stress (Lazarus & Folkman, 1984) and research applying the cognitive-transactional model to measure stress in teachers (Lambert, McCarthy, & Abbot-Shim, 2001) and school principals (Maerz, 2011). Measurement themes for perceived demands and resources were identified in a clergy survey to create the four subscales of the CARD-C. These subscales include personal characteristics, ministry context characteristics, perceived demands, and perceived resources or support. Within this study, the measurement themes identified by clergy were then compared with factors from relevant research to define the depth and breadth of the constructs of each subscale on the Construct Matrix. Items were generated that aligned with each construct and linked with the measurement themes

and factors. Clergy members of the Instrument Review panel then provided feedback that led to the revision of the items and instrument. In the process of this research, the research questions were addressed.

First research question summary. The first research question for this study was: To what extent do clergy perceive that professional demands, experienced in the ministry context, contribute to occupational stress? The clergy on the practitioner panel completing the PAPS questionnaire (Appendix A) perceived seven categories of demands. Since one was only named by one panelists and was rated as low impact it was not included. The categories of demands named by panelists that were retained for the study included:

- congregational expectations of clergy,
- administration,
- congregational identify,
- conflict,
- clergy care and
- church finances.

The categories of demands identified as contributing to clergy stress were aligned with factors from relevant literature and research in the Construct Matrix (Appendix C) to generate final subscale items for the demands section of the CARD-C Prototype.

Second research question. The second research question for the study was: To what extent do clergy believe that faith group or institutional resources or support are available to cope with professional demands? The clergy on the practitioner panel completing the PAPS questionnaire (Appendix A) perceived five categories of faith group resources. Four themes were identified by four or five panelists and rated

with high impact. One theme was identified by one panelist but rated with high impact so was included as a potential subscale item. The categories of faith group resources named by panelists that were retained for the study included:

- clergy care resources,
- continuing education,
- leadership development training,
- advocacy for clergy, and
- conflict resolution resources.

Panelists identified five categories of congregational resources. One theme was identified by all seven panelists naming it and the majority rating it as high impact. Three themes were identified by three panelists and a final category was identified by only one panelist but rated as high impact so it was included as a potential subscale item. The categories of congregational resources named by panelists that were retained for the study included:

- clergy health,
- personnel support,
- support for professional development,
- administrative support, and
- support for family relationships.

The categories of resources identified as contributing to clergy stress were aligned with factors from relevant literature and research in the Construct Matrix (Appendix C) to generate final subscale items for the demands section of the CARD-C Prototype.

Third research question. The final research question for this study was: What additional personal characteristics, experiences, or ministry context variables

do clergy perceive as influencing the level of perceived occupational stress? The clergy on the practitioner panel completing the PAPS questionnaire (Appendix A) perceived twelve categories of personal characteristics or ministry context variable as impacting clergy occupational stress. Seven themes in the category of personal characteristics were identified that had an impact level of at least 3 and were considered for inclusion in the items for the CARD-C subscale. Four themes were identified in the category of ministry environment characteristics with two themes named by a majority of panelists. The categories of personal characteristics and ministry environment characteristics named by panelists as influencing the level of clergy occupation stress that were retained for the study included:

- Personality;
- Leadership Style;
- Self-care;
- Spiritual Practices;
- Conflict Management;
- Social Support;
- Personal Issues;
- Congregational Culture;
- Church/pastor relationship;
- Spiritual Health;
- Social Support.

The categories of personal characteristics and ministry context characteristics that impact clergy stress were aligned with factors from relevant literature and research in the Construct Matrix (Appendix C) to generate final subscale items for the demands section of the CARD-C Prototype.

The content of the CARD-C instrument was created by careful analysis of the data gathered from 15 clergy panelists using a series of research processes to collect responses. The data were compared to relevant research studies to generate the items for the CARD-C Prototype. Further research allowed for revisions to create the final version of the CARD-C instrument (Appendix H).

Through careful development and testing, the CARD-C instrument was created to assess the differential between perceived demands and resources for clergy. The use of a diverse sample of practicing clergy from a variety of ministry settings for reviewing the instrument helped improve the USE OF THE CARD-C to assess the cognitive-transactional nature of stress for practicing clergy.

CHAPTER 5: DISCUSSION

The purpose of this study was to develop an instrument for measuring perceived stress in clergy. The theoretical framework for the study was an appraisal-based definition of stress. The instrument was developed to assess the cognitive-transactional nature of stress as the differential between the subjective appraisal of demands and resources within the ministry environment. A survey was conducted to assess perceived demands and resources for practicing clergy. A Construct Matrix (Appendix C) aligned the results from the clergy practitioner panel with themes from relevant literature to better understand the most relevant perceived personal and ministry environment characteristics, ministry demands, and ministry resources leading to or limiting stress for clergy. Findings were used to develop the CARD-C Prototype (Appendix D). The CARD-C was administered to an instrument review panel of currently practicing clergy to collect data for improving the understanding, retrieval capability, and accuracy of each subscale item. Findings from this process will be reported and conclusions from the research will be shared. The chapter will conclude with the limitations of the instrument and recommendations for future research.

The literature contains numerous definitions of stress and its impact on human functioning. Mason (1975) provided three definitions of stress that include: (1) an internal state of the organism (referred to as ‘strain’); (2) an external event (often referred to as ‘stressor’); or (3) an experience that arises from a transaction between a person and the environment. The final of these categories is the basis of the cognitive-transactional model of stress used in this study. In this model, the focus is

on how stress is perceived, or appraised, on its perceived characteristics, and on the severity of the problem (Lazarus & Folkman, 1984). The construct of "coping" refers to the ways in which individuals respond and deal with stress. The cognitive-transactional model of stress views coping as a process in which the individual modifies or controls demands that are encountered. This process is based on the individual's ongoing perception of the demands, available resources, and coping responses/resources. The main goal of this study was the development of an instrument to appraise resources and demands found within the ministry environment perceived by clergy.

Summary of Findings

The Comparative Appraisal of perceived Resources and Demands for Clergy (CARD-C) was designed to appraise perceived stress in Clergy and was modeled after the Classroom Appraisal of Resources and Demands (Lambert, Abbot-Shim, & McCarthy, 2001). Like the original CARD instrument, the CARD-C uses two sub-scales and two additional sections to collect demographic data. The first demographic section was designed to identify the characteristics or experiences of clergy that may impact stress. The second demographic section identified ministry context characteristics that may contribute to or limit clergy stress. The first sub-scale allows respondents to appraise perceived demands in the ministry context that may contribute to stress. The second sub-scale allows respondents to appraise perceived resources or support provided by the congregation or faith group that may lesson demands or decrease stress. The first two sections were designed to capture a brief assessment of the personal and ministry context characteristics unique to the respondent. The data from these sections could generate descriptive data for use in additional research on clergy occupational stress and lead to a greater understanding

of the relationship between individuals and their perception of resources and demands. The two subscales allow for the calculation of the differential between perceived resources and perceived demands. The differential between the two subscales provides an appraised measure of perceived stress for clergy.

The researcher created the Practitioner Assessment of Perceived Stress (PAPS) questionnaire that was administered to a panel of 6 full time practicing clergy who had a minimum of 3 years of experience in ministry. The responses were compiled on the Collective Review form from which themes were identified to generate items for each subscale of the instrument. From the personal characteristics section of the PAPS responses, six themes were identified. Six themes were identified from the ministry context section. In the ministry demands section of the initial PAPS survey six themes were identified. Data for the perceived faith group and congregational resources sections identified ten themes. The 28 themes identified by clergy on the PAPS served as the foundation for generating the CARD-C instrument.

These themes were then used as the foundation for the Construct Matrix (Appendix C) which aligned the 28 measurement themes from the PAPS survey with factors from relevant literature to ensure the depth and breadth of each theme. The six literature sources used for data analysis in the Construct Matrix included: the CARD instrument (Lambert, Abbott-Shim, & McCarthy, 2001), thirteen clergy health factors from the Clergy Well-Being Report (Hooten, 2011), the list of correlates related to clergy job satisfaction, effectiveness, and vocational longevity from a survey of 255 American Baptist pastors (Kirkpatrick & Cooper, 2010), the list of nine criteria important for choosing a pastor from the 2003 Pulpit & Pew report (Lummis, 2003), key lessons in clergy development (McKenna et al., 2007), and items contributing to personal resiliency from surveys of successful evangelical Protestant clergy (Meek et

al., 2003). This analysis helped identify and weight the themes from which specific sub-scale items would be created. This process generated the items, which were used to develop the CARD-C Prototype (see Appendix D).

The CARD-C Prototype was administered to nine practicing clergy utilizing individual cognitive interviews and a focus group interview. The interview provided data to help identify items that needed revision to improve the content and the structure of the instrument. The data was collected using the Instrument Review Form in individual interviews (see Appendix E) and the Instrument Review Form/Focus Group in the focus group (see Appendix F). Data from these forms were compiled on the Collective Review form (see Appendix G).

The data from the Collective Review form was used to understand how respondents interpreted items, the extent to which items were clear and understood, and how the structure of the instrument contributed to its ease of use and effectiveness. Data was analyzed by measurement themes following Fowler and Consenza's (2008) guidelines for writing effective survey questions. The themes include comprehension, retrieval/recall, ability to respond appropriately, and willingness to respond. Concerns were identified in all of the Fowler and Consenza's themes except for willingness to respond. For example, as a result of the panelist comments and concerns with comprehension, two items were retained and revised and one item was retained and not revised.

The data analysis and sub-scale item revision process resulted in the revision of ten items, the addition of two items and a revision of the opening instructional statement of the instrument. These revisions generated the final version of the CARD-C instrument (see Appendix H).

Conclusions from Research

The CARD instruments utilizing the cognitive-transactional model of stress, have demonstrated reliability and validity in appraising perceived stress in educational professions including preschool teachers (Lambert, Abbot-Shim, & McCarthy, 2001), elementary school teachers (Lambert, McCarthy, & Abbott-Shim, 2001), middle and secondary teachers (Lambert et al., 2008), and school counselors (McCarthy et al., 2010). These instruments provided the basis for developing an instrument to measure clergy occupational stress also using the cognitive-transactional model to measure the differential in perceived demands and resources.

Analysis of responses from the practitioner panel and from literature on clergy occupational stress identified specific items to provide a measure of the subjective appraisal of demands and resources perceived by clergy. These items are aligned into two sub-scales: an appraisal of perceived demands, and an appraisal of perceived resources available. Two additional sections to gather demographic and personal data address the general characteristics of clergy and general characteristics about his/her ministry context.

This study utilized these subscales to create an instrument for clergy, adapted from previous CARD instruments that allows for the personal appraisal of the perceived demands in the ministry context and the perceived resources available to address these demands provided by the denomination/faith group or congregation. This appraisal is accompanied by an assessment of their individual characteristics and experiences, as well as the unique characteristics of their ministry context.

The CARD-C subscales were created by analyzing 28 themes identified from the research undertaken in this study and comparing those themes to themes from

research studies on occupational stress in clergy. The themes identified by clergy research participants are:

- clergy personality,
- clergy leadership style,
- clergy self-care,
- clergy spiritual practices,
- clergy conflict management skills,
- clergy social support,
- clergy personal issues,
- congregational culture,
- congregational/clergy relationship,
- spiritual health,
- social support,
- congregational expectations of clergy,
- administration duties of clergy,
- congregational identity,
- congregational conflict,
- clergy care by congregation,
- management of congregational finances,
- clergy person's duties in leadership development of church members,
- support for clergy and clergy person's family,
- continuing education resources,
- leadership development for clergy person,
- denominational advocacy for clergy,
- conflict resolution resources,

- clergy health resources,
- personnel support (pastor relations committee or similar resource),
- support for professional development,
- administrative support, and
- support for family including respect for privacy.

Some of these themes are overlapping because the lack of the item was identified as a demand and the presence of the item was listed as a resource. The themes used to generate survey items are also important to consider for future research on clergy occupational stress. They should also be considered as a resource in designing specific interventions to help clergy recognize and cope with occupational stress. Three of the themes emerged as most highly weighted by clergy research participants and highly referenced in the literature.

The highest weighted theme from all clergy research participants pertained to the "personality and emotional health of clergy." This theme was also one of the most prominent in the research literature. Clergy participants reported that personal characteristics such as "people pleasing attitude," "sensitivity to critique," "and perfectionism" are personal characteristics that contribute to perceived demands in ministry. In a study to identify factors impacting clergy resiliency, Meek and colleagues (2003) described the personal characteristics of clergy who demonstrated resilience in coping with the demands of ministry. These include the ability to maintain emotional boundaries, ability to cultivate strong social support, and healthy family relationships. McKenna also names characteristics such as "not taking things personally" and "being able to understand other perspectives" as important sources of resilience for clergy development (McKenna, Boyd, & Yost, 2007). Although the

CARD-C is not a psychological profile of clergy, it does measure resources available to help clergy develop healthy personal characteristics and cultivate emotional health.

Congregations and faith groups should encourage clergy to take part in programs and resources that encourage professional development, healthy emotional coping, and personal growth. These can include counseling, mentoring, and peer group support. Clergy participants in this study frequently reported the importance of resources to promote healthy coping through comments such as "counseling for clergy," "clergy retreats," "coaching has been very important," and "being in a mentor covenant group."

Many denominations require or strongly encourage clergy to participate in at least one 400 hour unit of Clinical Pastoral Education, a professional development training program which promotes self-reflection and use of peer and supervisor consultation to increase personal and professional competence (Snorton, 2006). Several clergy respondents referred to use of these resources in their responses which included, "counseling through severe crisis," "mentors," "being in a mentor covenant group," "clergy retreats," "just being a part of a larger group, not being a lone ranger pastor," and "coaching has been very helpful." Other comments described similar policies and programs that promote the emotional health of the minister. Denominations, faith groups, and congregations should promote a wellness approach for the emotional health of clergy in which prevention is encouraged rather than waiting to seek help after a crisis occurs.

Another highly weighted theme identified by clergy respondents, and also referenced in the literature, deals with "congregational expectations of clergy." Clergy research respondents listed specific expectations they experienced as demands including, "expectations on pastor to make congregation grow," "expectations to

solve financial crisis of church," "expectations to resolve long standing conflict in church," "unclear expectations," and "having to please many people."

In a survey of 255 American Baptist pastors (Kirkpatrick & Cooper, 2010), a top theme that was highly correlated with clergy job satisfaction and longevity was supportive working conditions. Supportive working conditions included the quality of the relationship with one's immediate supervisor. For many clergy, especially in the free church tradition, there is a lack of clear reporting structure for senior clergy persons. Congregations and denominations/faith groups should recognize the importance of establishing a committee or other group that can offer support, meaningful feedback, and clear performance expectations for senior clergy leaders. These groups should also recognize the need to advocate for the senior clergy person in situations of conflict or unrealistic expectations placed on the clergy person by members of the congregation.

The final highly weighted theme identified was that of "clergy health." This theme referenced specific resources such as paid vacation, weekly day off, adequate vacation, and support for clergy addressing mental and physical health issues. Clergy participants addressed this theme with statements such as, "personnel policies that do not allow us to 'roll' vacation but make us take it…," "…need other resources for dealing with stress," "insistence that we have one Sabbath day per week." One clergy research participant described a particularly stressful experience in ministry in which he underwent surgery and recovery from a long-term health issue. During his recovery, a small group within the church organized an effort to force the resignation of the pastor. To avoid a church split, the pastor resigned but, as a result, suffered significant physical, emotional, and spiritual stress. The clergy person commented, "I

resigned…because I didn't want to injure the church; but, the process was very hurtful."

The theme of clergy health was also highly referenced in the literature. In a report on clergy well-being in the United Methodist Church, Hooten identified thirteen clergy health factors which include "diet related to work setting with food," "work/life balance," and "existential burdens of ministry such as compassion fatigue" (Hooten, 2011). This report and others document that clergy are at high risk for chronic health conditions such as obesity, diabetes, high blood pressure, and depression. Congregations and denominations/faith groups should not ignore the research documenting the current crisis regarding clergy health.

Faith group/denominations should strongly consider designing interventions and taking a more active role in supporting the emotional and physical health of their clergy leaders. One such example is the United Methodist Church, a denomination that has conducted extensive research to learn how to identify and address clergy health factors. In response to research findings, the United Methodist denomination has put into place a variety of interventions that include mandatory vacation time for clergy, mandatory participation in clergy peer groups and retreats, health coaching for clergy, and a mentoring process for new clergy (Proeschold-Bell, 2009). United Methodist seminarians and candidates for ordination are also strongly encouraged, and, in some districts required, to participate in at least one unit of Clinical Pastoral Education where they have the opportunity to gain personal awareness and develop self-care skills.

The role of the clergy person is complex and demanding and many faith groups have provided little support or mentoring to help clergy identify resources to cope with the demands of ministry (Doolittle, 2010). There is growing interest in

studying the occupational stress that clergy experience and resources that impact clergy ability to cope with stress effectively to avoid burnout and early withdrawal from the profession (Alban Institute, 2001; Hooten, 2011; Pulpit & Pew, 2003).

Use of the cognitive-transactional model of stress that measures the balance between a clergy person's perception of demands and resources could be an important resource for identifying those clergy at risk for high levels of stress leading to burnout. In this model, stress alone is not identified as the cause of burnout. Rather, it is the experience of high demands without the perception of adequate resource to meet the demands that leads to burnout. For example, some clergy report a high level of demands but when they are accompanied by a high level of appropriate resources, they do not experience their job as overly stressful. An example of this is a clergy respondent who noted enjoying a number of duties that were stressful but for which he received support and positive feedback within his congregation. He noted:

> They were not less stressful; but rather, stressful in positive ways. Starting language ministries, medical clinics on campus, community gardens, and clothing ministries with areas churches has been very rewarding. Sending young people to seminary and providing a laboratory for young seminarians to study was very gratifying. Ordaining a great number of them to various ministries was also very fulfilling.

Efforts to support and retain clergy can be supported by the identification of the demands perceived by clergy and targeting the resources to effectively address those demands. Should future research studies confirm the reliability and validity of the CARD-C, the instrument could provide data needed to support those efforts. Use of the CARD-C instrument by faith group or denominations could provide data regarding the most helpful resources to make available to all clergy and to encourage

honest dialogue between clergypersons, congregations, and denominational leaders regarding occupational stress for clergy. Education could be offered to congregations about how to insure clergy have access to and support for utilizing these resources to help balance the demands of ministry. Use of the CARD-C instrument could also help individual clergy better understand their perceptions of the demands and resources experienced in their ministry setting and personal strategies to achieve a balance.

Limitations of the Research

No single instrument can be designed to measure all aspects of stress experienced by clergy. The CARD-C instrument is designed to appraise the differential between perceived demands in the ministry environment and perceived resources provided by the congregation or the faith group/denomination to cope with those demands. This instrument is modeled on the cognitive-transactional model of stress. Other paradigms within stress theory may not fit this model and may have different results if applied to the CARD-C data.

The CARD-C was developed with a limited sample of clergy. Fifteen clergy persons served on the practitioner (N = 6) and instrument review panel (N = 9). Purposeful and convenience sampling was used for both panels, with all the clergy in the instrument review panel located in the Charlotte region of North Carolina. Although clergy from other areas may encounter similar experiences, it should not be assumed that data from this study is applicable for clergy in all geographic areas of the United States or from other countries. In addition, only four faith groups (Baptist, United Methodist, Lutheran, and non-denominational) were represented in the study sample. Generalizations about clergy from other faith groups should not be assumed.

Implications for Future Research

The results of this study and its limitations suggest several possibilities for future research. While it is important to identify conditions that lead to stress for clergy, there have been limited studies on the occupational stress experienced by clergy and few instruments developed specifically for use with clergy (Jackson-Jordan, 2013). There is a need to further study the demands leading to stress for clergy and the ways congregations and faith group or denominations can better support clergy by limiting those demands or providing effective resources for coping. This work is critical to address the rise of burnout among clergy and to decrease the number of clergy exiting the profession prior to retirement in some denominations. It is also important in recruiting more persons to consider entering the clerical profession in some denominations and faith groups.

Implications for Future Research

The data received from the instrument review panel were highly promising in regard to content, comprehension, and ease of use. However, additional information on the instrument is needed to confirm reliability and validity. A pilot study using the instrument should be administered to a large sample of clergy. With such a study, the reliability for the resources and demands scales may be determined, as well as the correlation value between the scales. The pilot study would also allow for internal measure of the instrument and comparative measures with existing data on other versions of the CARD. Correlation studies with established instruments (i.e., Preventive Resources Inventory or Maslach Burnout Inventory) could further test the validity of the instrument.

Other implications for future research include expanding the model for other sub-groups of clergy including those serving in non-congregational settings. Using the measurement themes defined in the PAPS (Appendix B), CARD instruments

could be developed for chaplains and pastoral counselors. These models could be tested using the cognitive interview model employed in this study to assess comprehension, retrieval/recall, ability to respond appropriately, and willingness to respond (Fowler & Consenza, 2008). This process could lead to a series of CARD instruments for clergy functioning in various contexts.

Research findings from use of the CARD-C can provide an assessment of the cognitive-transactional stress clergy perceive in their profession and suggest resources and demands that can be addressed to limit clergy stress. It is important that the data be used to design and implement interventions. A next step in research would be for denominations/faith groups to design intervention strategies on the areas perceived as the greatest demand by clergy. These interventions would support efforts to limit demands, provide resources, or develop coping strategies for clergy. The cognitive-transactional model of stress demonstrates that either a decrease in perceived demands and/or an increase in perceived resources will effectively lower the appraisal of stress. This could, in turn, help clergy avoid harmful consequences of unaddressed stress and encourage clergy to remain in the profession longer.

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APPENDIX A: PRACTITIONER APPRAISAL OF PERCEIVED STRESS

Research has shown that ministry can be both a satisfying and stressful occupation (Hoge & Wenger, 2005). This questionnaire is one part of a study designed to examine the perceived demands and resources associated with the role of clergypersons serving in congregational ministry.

The questionnaire seeks to identify:

- Personal characteristics or experiences that may contribute to or limit clergy stress;
- Congregational or ministry environment characteristics that influence the level of clergy stress;
- The demands, experienced in ministry environment that may contribute to stress;
- Congregational or faith group/denominational resources and support that may lessen or limit stress experienced by clergy.

For each question, please reflect upon your experiences as a clergy person in your current ministry role and all previous ministry roles you have held. You will first be asked to reflect on times in your ministry that were least stressful and most stressful. You will then be asked to identify the characteristics, demands, and resources that you perceive to impact clergy stress. After identifying the characteristic, demand, or resource, you will be asked to identify the level of impact (low, moderate, high) it has on stress. One purpose of this questionnaire is to develop an exhaustive list, so please include all items that you believe impact the question. You may be as specific as you wish.

SAMPLE FORM:
Question: what personal characteristics or experiences of clergy may contribute to or limit clergy stress?

Characteristics	Impact L – Low M – Moderate H - High
High volume of emails	L

When completing electronic survey, you may use the tab key to add more response boxes to additional pages. Should you have any questions about the process of completing this questionnaire, please contact Beth Jackson-Jordan at (704) 816-9105 or ejacks41@uncc.edu.

Thank you for your participation.

Reflection: Think about your years in ministry and consider one of the most stressful times and one of the least stressful times in your ministry career to this point. Write a short paragraph describing the specific reasons for both and explaining the differences between those two times in your ministry.	

Question 1: What personal characteristics of clergy may contribute to or limit clergy stress? Characteristics or experiences:	Impact L – Low M – Moderate H - High
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Question 2: What are congregational or ministry environment characteristics that influence the level of clergy stress? Congregational or ministry environment characteristics:	Impact L – Low M – Moderate H - High
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Question 3: What demands, experienced in ministry environment contribute to stress? Demands:	Impact L – Low M – Moderate H - High
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Question 4: What resources provided by your faith group/denominational lessen demands or stress for clergy? (examples may be mentors, educational opportunities, professional development training such as Clinical Pastoral Education, retreats, paid vacation time, pastor/parish committee, etc.) Resources or support:	Impact L – Low M – Moderate H - High
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Question 4: What resources provided by your congregation lessen demands or stress for clergy? (examples may be mentors, educational opportunities, professional development training such as Clinical Pastoral Education, retreats, paid vacation time, pastor/parish committee, etc.) Resources or support:	Impact L – Low M – Moderate H - High
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

APPENDIX B: COLLECTIVE REVIEW FORM

Q6 What personal characteristics of persons serving in clergy roles may contribute to or limit clergy stress?

Coded Responses	Impact	PAPS Questionnaire Responses	Impact Value	Theme
C2	H	People Pleasing Attitude	30	Personality
C4	H	People Pleasing/Overfunctioning		
C2	H	Sensitive to Critique		
C2	H	Understanding of others' views		
		Love for those with whom one disagrees		
C3	H	Thick Skinned		
C3	H	Type A Personality		
C4	H	Perfectionism		
C4	L	Future Oriented/Hope		
C1	H	Emotional Stability		
C6	H	Driven/Success Oriented		
C6	L	Likes to see others succeed		
C3	L	Being reflective		
C2	H	Overinvestment in a specific outcome	15	Leadership Style
		Openness to outcome other than		
C2	H	one's own		
		Being a commander		
C3	H	Sharing Ministry		
C3	L	Ability to manage one's own		
C1	H	calendar		
		Ability to manage church		
C1	M	administration		
C1	H	Personal health	9	Self-care
C2	M	Weariness		
C2	H	Rested		
C3	L	Exercise/self-care		
C2	H	Prayerful	7	Spiritual practices
C4	H	Time to pray/reflect		
C4	L	Faith		
C2	H	Too much reliance on personal skills to get through conflict	6	Conflict Management
C2	H	Accepting of controversy		
C2	M	Companionship from family/friends	4	Social Support
		Supportive colleagues		
C5	L	Supportive staff		
C6	L			
C2	H	Anxiety about future	3	Personal issues

Q7 What are congregational or ministry environment characteristics that influence the level of clergy stress?

Coded Responses	Impact	PAPS Questionnaire Responses	Impact Value	Theme
C1	H	Health of congregation	26	Congregational Culture
C2	L	Anxious about present or future		
		Nostalgia		
C2	M	Playful congregation		
C2	M	Belief that every member is being		
C2	H	heard and respected		
		Team based ministry		
C3	L	Inward focused		
C4	H	Enmeshed family relationships in		
C4	H	congregation		
		Stable membership; people live		
C4	M	in same area all their lives		
		Flexible church and leadership		
		Church in transition/reluctant to		
C6	M	change		
		Church realistic about future		
C6	H			
C6	L			
C2	H	Disapproval of pastor	21	Church/pastor relationship
C2	H	High support of pastor		
C2	H	Freedom to disagree with pastor		
		Working for committees		
C3	H	clergy education		
C1	M	Church accepting of pastor's		
C5	M	ministry		
		Clergy killers; hostile		
C5	H	Flexible church and membership		
C6	M			
C2	H	Spiritual immaturity among members	11	Spiritual Health
C2	H	Prayerful congregation		
C2	H	Trust in God to determine course of outcome		
C4	L	Deep faith in God		
C4	L	Servanthood		
C1	H	Support of family and friends	10	Social Support
C1	H	Supportive colleagues and ministry team		
C1	L	Health of clergy friends		
C1	H	Balance of clergy's personal/professional life		

Q8 What demands, experienced in the ministry environment, contribute to stress?

Coded Responses	Impact	PAPS Questionnaire Responses	Impact Value	Theme
C2	M	Make church grow	21	Congregational expectations of clergy
C2	H	Unrealistic expectations about what a pastor can do		
C3	H	Unclear expectations		
C4	H	Always available		
C4	H	Having to please many people Diversity of demands		
C1	H	Always having to be 'on'		
C1	M	Realistic expectation of clergy		
C6	M	to work hard and do best		
C1	M	Daily/weekly administration	9	Administration
C1	L	Managing church communications		
C1	M	The unexpected		
C5	L	planned schedule		
C5	H	Unexpected crisis		
C3	H	Unclear missional objectives	6	Congregational Identity
C3	H	Silo syndrome		
C6	H	Church/pastor disagree about kind of change needed		
C2	H	Expectations to resolve long-standing church conflict	5	Conflict
C1	M	Managing difficult personalities		
C2	H	Resistance to pastor taking time off	5	Clergy Care
C4	M	Having to move		
C2	H	Expectations to solve financial crisis	3	Church finances
C1	L	Resourcing and empowering gifted laity	1	Leadership development

Q9 What resources provided by your faith group or denomination lessen demands or stress for clergy?

Coded Responses	Impact	PAPS Questionnaire Responses	Impact Value	Theme
C2	H	Support for family of pastor	26	Clergy care resources
		Clergy retreats		
C2	M	Counseling for clergy		
C2	H	Lilly grant peer groups		
		Mentor/covenant group		
C3	H	Policies that 'require' clergy to take annual leave		
C4	H	Denominational support/collegiality		
C4	H			
C4	H			
C2	H	Continuing ed opportunities	13	Continuing Education
		Peer learning group		
C1	L	Continuing ed		
C6	M	Clergy study group		
C5	H	Denominational gatherings/ed events		
C5	M	Paying for CPE		
C5	M			
C2	H	Mentors	12	Leadership development
C3	H	Coaching		
C3	H	SPE-Sustaining pastoral excellence		
C1	H	Academy for Spiritual formation		
C2	H	Support for Sabbaticals	6	Advocacy/ oversight for clergy
C2	H	Support for adequate pay		
C4	H	paid time off		
C2	H	Specialist for conflict resolution	3	Conflict resolution resources

Q10 What resources provided by your congregation lessen demands or stress for clergy?

Coded Responses	Impact	PAPS Questionnaire Responses	Impact Value	Theme
C1	L	Paid vacation	23	Clergy Health
C1	M	Weekly day off		
		Adequate vacation		
C2	H	Two days off weekly		
		Support for counseling and		
C2	H	physical health		
		Paid time away		
C2	H	Paid vacation		
		Support for pastor vacation time		
		Paid vacation and sabbatical		
C3	L			
C4	H			
C5	H			
C6	M			
C2	H	Well trained pastor/parish committee	11	Personnel support
		Pastor appreciation Sunday		
C2	L	Church relations committee		
		Covenant		
		Allowing me to work in		
C3	M	Academy for Spiritual formation		
C3	M			
C4	H			
C2	M	Paid educational leave	5	Support for professional development
		Money and encouragement to take continuing ed		
C5	H	Budget for continuing ed/books		
C3	L	Shared expectations	4	Administrative support
C4	H	Volunteers to work with pastor		
C2	M	Respect for privacy of family	2	Support for family relationships

APPENDIX C: CONSTRUCT MATRIX

Personal Characteristics

PAPS responses	CARD	Meeks	McKenna	Pulpit & Pew	American Baptists	Hooten
Personality – thick skinned, type A, emotional stability, people pleaser, perfectionist, future oriented			x	x	x	x
Self-care		x	x			x
Social Support	x	x			x	x
Spiritual Practices		x	x	x		
Leadership Style			x	x	x	
Conflict Management			x	x		x

Congregation/ministry environment characteristics.

PAPS responses	CARD	Meeks	McKenna	Pulpit & Pew	American Baptists	Hooten
Congregational Culture	x				x	x
Church/Pastor relationship				x	x	x
Spiritual Health					x	x
Church conflict					x	x
Social Support	x	x			x	x
Change						x

Ministry environment demands.

PAPS responses	CARD	Meeks	McKenna	Pulpit & Pew	American Baptists	Hooten
Congregational expectations of clergy	x			x	x	x
Congregational identity/culture					x	x
Clergy Care		x			x	x
Counseling				x		x

Church finances	x					
Administrative duties	x		x	x		x
Need for lay leadership	x					x

Faith group/denominational resources.

PAPS responses	CARD	Meeks	McKenna	Pulpit & Pew	American Baptists	Hooten
Clergy Care resources		x			x	x
Continuing Education	x				x	x
Leadership Development	x				x	x
Advocacy/oversight for clergy	x				x	x
Conflict resolution resources						

Congregational resources.

PAPS responses	CARD	Meeks	McKenna	Pulpit & Pew	American Baptists	Hooten
Support for clergy health/work life balance		x		x	x	x
Support for professional development	x				x	x
Support for family relationships		x			x	x
Administrative support	x					
Personnel suppport				x		x

Comparative Appraisal of Resources and Demands – Clergy Version
Elizabeth Jackson-Jordan
Based upon the Classroom Appraisal of Resources and Demands
Developed by R. G. Lambert, C. J. McCarthy, and M. Abbott-Shim (2001).

We are interested in learning about the demands of your ministry responsibilities in your current ministry setting, and the resources you have to handle those demands. Your
responses will be kept strictly confidential and anonymous. No information about your individual responses will be shared with anyone. We appreciate your time in completing
this questionnaire.

Tell us about yourself.

1. How many years have you been in ministry? #_____
2. How many years have you been in your current ministry position? #_____
3. What position of leadership do you hold in your place of ministry?
4. Prior to this position, did you serve in other ministry positions? If so, please list:
5. What degree(s) have you earned? (Choose all that apply) _ BS/BA _M.Div. _ MA _D.Min.
_ThM _PhD _other (describe)
6. Are you currently working toward a degree?
7. If yes, what degree?
8. What is your age?
9. What is your gender?
10. What is your ethnicity? _European American _African American _Latino _Asian/Pacific Islander _American Indian
11. How close do you live to your congregation or place of service?
12. What is your marital status? ☐ Single ☐ Single with children ☐ Married/Partner
☐ Married/Partner with children
If you serve a congregation, does your family they attend? Yes ☐ No ☐

Tell us about your ministry context.

13. How many members in your congregation? #_____
14. What is the average weekly worship attendance of your congregation including all services? #_____

15. How many weekly worship services do you conduct in your congregation?
#_____

16. If you serve in a non-congregational setting, how would you describe the size? (beds, patients, etc.) #_____

Please select the type of setting:
☐hospital ☐correctional facility ☐hospice ☐military
☐long term care ☐other (please describe)

17. How would you describe the economic background of those in your ministry context?
☐ working class ☐middle class ☐upper middle class ☐upper class

18. How would you describe the educational level of those in your ministry context?
☐less than high school diploma ☐high school diploma ☐technical/two year degree
☐ college degree ☐graduate degree ☐professional degree

19. Do you have other ministers serving on staff at your congregation or ministry setting?
If so, how many? ___ full time or ___ part time

20. Describe the community setting for your congregation or ministry context.
☐ Rural ☐ Small Town ☐ Suburban ☐Urban

21. Are there any other features of your ministry setting that make it unique?

Using the scale below, rate how demanding your ministry setting or ministry duties are in these areas by circling the number.
1=Not Demanding 2=Occasionally Demanding 3=Moderately Demanding
4=Very Demanding 5=Extremely Demanding

22.	Worship preparation.	1	2	3	4	5	N/A
23.	Sermon preparation and delivery.	1	2	3	4	5	N/A
24.	Counseling person in crisis.	1	2	3	4	5	N/A
25.	Pre-marital counseling.	1	2	3	4	5	N/A
26.	Marriage and family counseling.	1	2	3	4	5	N/A
27.	Visitation/Support of sick and elderly.	1	2	3	4	5	N/A
28.	Helping people with moral, physical, or financial needs	1	2	3	4	5	N/A
29.	Conducting funerals.	1	2	3	4	5	N/A
30.	Conducting weddings.	1	2	3	4	5	N/A
31.	Dealing with conflict among members of congregation.	1	2	3	4	5	N/A
32.	Dealing with conflict between yourself and members of the congregation	1	2	3	4	5	N/A

33.	Recruitment of laity/volunteers.	1	2	3	4	5	N/A
34.	Dealing with congregational expectations for church growth.	1	2	3	4	5	N/A
35.	Working with congregational/organizational committees/ councils.	1	2	3	4	5	N/A
36.	Managing communication/publicity.	1	2	3	4	5	N/A
37.	Supervision of other staff members.	1	2	3	4	5	N/A
38.	Managing congregational finances.	1	2	3	4	5	N/A
39.	Lack of awareness of the impact of compassion fatigue on minister.	1	2	3	4	5	N/A
40.	Administrative duties.	1	2	3	4	5	N/A
41.	Ministry with children and families.	1	2	3	4	5	N/A
42.	Ministry with youth.	1	2	3	4	5	N/A
43.	Ministry mid-life adults.	1	2	3	4	5	N/A
44.	Ministry with older adults	1	2	3	4	5	N/A
45.	Being available 24/7 to respond to crisis	1	2	3	4	5	N/A
46.	Leading congregation to establish clear missional objectives/ strategic goals	1	2	3	4	5	N/A
47.	Having to please many people.	1	2	3	4	5	N/A
48.	Lack of a clear or supportive supervisory relationship.	1	2	3	4	5	N/A
49.	Dealing with turnover in membership.	1	2	3	4	5	N/A
50.	Congregation's attitude toward clergy taking paid time off.	1	2	3	4	5	N/A
51.	Congregation's attitude toward clergy taking time off for professional development/continuing education.	1	2	3	4	5	N/A
52.	A schedule which makes it difficult to have a healthy lifestyle (diet and exercise).	1	2	3	4	5	N/A
53.	Dealing with denominational duties/expectations.	1	2	3	4	5	N/A
54.	Being required to live in housing close to the congregation.	1	2	3	4	5	N/A
55.	1 Congregational expectations or intrusiveness with minister's family.	1	2	3	4	5	N/A
56.	Collaborating with other community congregations.	1	2	3	4	5	N/A
57.	Collaborating with community organizations.	1	2	3	4	5	N/A

Using the scale below, rate how helpful each of these resources is with your ministry responsibilities by circling the number.
1=Not Helpful 2=Occasionally Helpful 3=Moderately Helpful
4=Very Helpful 5=Extremely Helpful

58.	Other professional ministry staff members.	1	2	3	4	5	N/A
59.	Secretary/administrative staff members.	1	2	3	4	5	N/A
60.	Effective Pastor/Parish relations (or similar) committee.	1	2	3	4	5	N/A
61.	Supportive and effective reporting relationship for minister.	1	2	3	4	5	N/A
62.	Paid educational leave.	1	2	3	4	5	N/A
63.	Congregational support to take educational leave.	1	2	3	4	5	N/A
64.	Congregational/organization support for family.	1	2	3	4	5	N/A
65.	Church support for minister having regular personal spiritual practices.	1	2	3	4	5	N/A
66.	Congregational support for activities to deepen the spiritual growth of the minister (retreats, spiritual directions, etc.)	1	2	3	4	5	N/A
67.	Support and encouragement for minister following a healthy lifestyle (exercise, diet, etc.).	1	2	3	4	5	N/A
68.	Mentoring or coaching by ministry colleagues.	1	2	3	4	5	N/A
69.	Regular medical /wellness care.	1	2	3	4	5	N/A
70.	Support for counseling/mental health care for clergy.	1	2	3	4	5	N/A
71.	Mentoring or coaching by experienced leaders in congregation.	1	2	3	4	5	N/A
72.	Clergy peer group meetings.	1	2	3	4	5	N/A
73.	Clinical Pastoral Education or other leadership training opportunities.	1	2	3	4	5	N/A
74.	Opportunity to mentor others	1	2	3	4	5	N/A
75.	Denominational gatherings	1	2	3	4	5	N/A
76.	Congregational respect and support for minister's family relationships.	1	2	3	4	5	N/A
77.	Adequate salary.	1	2	3	4	5	N/A
78.	Adequate benefits (health, retirement, mileage, etc.).	1	2	3	4	5	N/A
79.	Regular weekly days off.	1	2	3	4	5	N/A
80.	Paid annual leave.	1	2	3	4	5	N/A
81.	Congregational support to take annual leave.	1	2	3	4	5	N/A
82.	Effective and involved lay volunteers.	1	2	3	4	5	N/A

83. Effective and involved congregational leaders (deacons, elders, etc.). 1 2 3 4 5 N/A

84. Professional development/continuing education opportunities provided by your denomination or faith group. 1 2 3 4 5 N/A

85. Advocacy from denomination for congregation to support adequate salary and benefits. 1 2 3 4 5 N/A

86. Advocacy from denomination for congregation to provide paid education time and continuing education budget. 1 2 3 4 5 N/A

87. Denominational resources for dealing with conflict management and change. 1 2 3 4 5 N/A

88. Community resources for dealing with conflict management and change. 1 2 3 4 5 N/A

89. Overall, how would you rate the resources available to help with the demands of your ministry responsibilities? 1 2 3 4 5 N/A

Help us understand your future plans. This information will not be shared with anyone.

I intend to continue to serve in my current ministry position. __ yes __no

If you answer no, please check the primary reason for your decision.

__ Retirement

__ Desire to leave ministry for another profession

__ Personal reasons (health, family needs, etc.

__ Professional reasons (desire to seek a another ministry position, stress, low pay, church conflict, etc.)

__ Other (please specify) _____

If the demands of your congregation were fewer, and resources were greater, how would
your ministry experience be different?

Do you have additional comments about the demands of your ministry?

Do you have additional comments about resources that are helpful to your dealing with the demands of your ministry?

APPENDIX E: INSTRUMENT REVIEW FORM

Item	Clarity (+ -)	Readability	Understand	Panelist comment or observation data
Example: How many phone calls do you make per day	-	+	-	Panelist makes both work and personal phone calls each day and didn't know if both should be counted.

Section Questions: Please give your rating on clarity, readability, and understanding on any of the specific questions in each of the sections of the CARD-C prototype.

Question	Response
Can you identify any items in this section that were unclear to you?	
Can you identify any terms or language requiring clarification?	
Did you understand the intent of each question? If no, which item(s) did you not understand?	
Were there questions you feel did not belong in this section?	
Were there any questions you would be reluctant or would choose not to answer? Why?	
Were you answer choices acceptable for the questions? If no, which questions and why?	
Other?	

Instrument Questions:

Question	Response
Was this instrument easy to use? Why or why not?	
Was the format of the instrument easy to follow? Do you have recommendations for improvement?	
Was the font and font size easy to read?	
Would you prefer taking this instrument with paper and pencil or online? Why?	
Do you have any suggestions for improving this instrument?	
Other?	

APPENDIX F: INSTRUMENT REVIEW FORM/FOCUS GROUP

Section Questions: Please give your rating on clarity, readability, and understanding on any of the specific questions in each of the sections of the CARD-C prototype.

Personal Section	Response – Include behavioral observations
Can you identify any items in this section that were unclear to you?	
Can you identify any terms or language requiring clarification? Probe: The section asks questions about your "ministry". What does ministry mean to you? Spontaneous Probe:	#3 – "What is the title of your position might be better" #5 – "give other options for educational level or just say 'other'" #12 – "might be helpful to be more specific, ask about children, spread out sings, married, married with children."
Did you understand the intent of each question? If no, which item(s) did you not understand?	
Were there questions you feel did not belong in this section?	

Were there any questions you would be reluctant or would choose not to answer? Why?	
Were your answer choices acceptable for the questions? If no, which questions and why?	
Other?	"Need more space for answers"

Ministry Context Section	
Can you identify any items in this section that were unclear to you?	#17 and #18 – 'economic' and 'educational' levels of church members, clarify if respondent can check more than one. #19 – clarify what 'part time' means, add 'stipended' or 'volunteer' as other category, African American churches often have many ministers who are not salaried.
Can you identify any terms or language requiring clarification? Probe: The section asks questions about your "ministry context". What does "ministry context" mean to you?	ministry context means 'within the context of your life', time you spend. also demographic, community your ministry is set in

Would another word better describe the location and description of your ministry setting? Spontaneous Probe:	#16 If you serve in a non-congregational setting – give an option
Did you understand the intent of each question? If no, which item(s) did you not understand?	
Were there questions you feel did not belong in this section?	
Were there any questions you would be reluctant or would choose not to answer? Why?	
Were your answer choices acceptable for the questions? If no, which questions and why?	
Other?	

Demands Section	
Can you identify any items in this section that were unclear to you?	

Spontaneous Probe:	
Can you identify any terms or language requiring clarification? Probe: How do you understand "Lack of awareness of the impact of compassion fatigue on minister." (#28)? How do you understand "Managing congregational finances" (39)? Spontaneous Probe:	I consider this the congregation's lack of awareness – I scored it high because I don't think they have any idea… Even lack of compassion (by congregation) when minister has lots of funerals, sickness, etc. In July, everyone is on vacation and you still have to pay the installment on the heating…
Did you understand the intent of each question? If no, which item(s) did you not understand? Spontaneous Probe:	
Were there questions you feel did not belong in this section?	
Were there any questions you would be reluctant or would choose not to	

answer? Why?	
Were your answer choices acceptable for the questions? If no, which questions and why?	
Other?	#27 – very high, no one else does it #27 – break down 'support' and 'visitation' #27 - refer to the responsibility of giving moral guidance and ethical guidance in decision making

Resources Section	
Can you identify any items in this section that were unclear to you?	Not sure if you want us to rate – how valuable they are to us or what was our experience of how helpful each of these in our setting, maybe say, "rate how helpful each of these resources is in your ministry setting"
Can you identify any terms or language requiring clarification? Probe: The section asks questions about your "educational leave". What does "educational leave" mean to you?	#64 For the congregation to pay for the time away and the expense; Culturally, in an AA Church, there is no such thing as paid educational leave,
Probes: The section asks questions that include the phrase "advocacy from denomination". What does "advocacy from	#87 & #88 Not applicable to me because not in a mainline denomination; "I experience it 'locally' – my associational missionary

denomination" mean to you? Spontaneous Probe:	(Southern Baptist) was visible, did CPE, visited and promoted adequate salary, benefits, time off, so would depend on how that person functioned in other places, on the state level there was nothing" Independent churches - NA
Did you understand the intent of each question? If no, which item(s) did you not understand? Probe: The section asks questions about your "spiritual practices". What does "spiritual practices" mean to you? Is there a better way to describe the activities that help one maintain a healthy spiritual life?	#67 I did not develop spiritually until I was a site supervisor – was asked about what I did for my 'sabbath' – nothing anyone thought about I read this pretty broadly – even having a "peer group", time in nature, etc.
Were there questions you feel did not belong in this section? What thoughts did you have after reading #73 "Mentoring or coaching by experienced leaders in the congregation?" How do you understand the difference between #84 and #85?	I put '4', sometimes it's over-bearing I thought of one relationship – a member took me under his wing – had been in the congregation a long time, let me make my own mistakes but was emotionally supportive #84 – formal leadership position #85 – lay volunteer different than deacons
Were there any questions you would be reluctant or would choose not to answer? Why?	

Were your answer choices acceptable for the questions? If no, which questions and why?	
Other?	Consider having some 'reversed' scoring to increase validity?

Instrument Questions:

Question	Response
Was this instrument easy to use? Why or why not?	Yes – not complicated Yes – I like the number scales, clear directions
Was the format of the instrument easy to follow? How could the format be improved?	Yes
Was the font and font size easy to read?	Yes
Would you prefer taking this instrument in paper form or online? Why?	Paper – 2 Online - 1
Do you have any suggestions for improving this instrument?	More space for answers

APPENDIX G: COLLECTIVE REVIEW FORM

Tell us about yourself (items 1 – 11)

Item	Clarity	Readability	Understand	Panelist comment or observation data
1	+	+	+ (8) – (1)	Did you mean my current experience or previous? It varies across the board, ministry is not static, changes from year to year and from Sr. pastor to Sr. pastor, there was a period of time when I had to fill the Sr. pastor role, I probably have less stress now than in previous years because have a good relationship with Sr. pastor,
2	+	+	+	
3	+ (8) – (1)	+	+	#3 – "What is the title of your position might be better"
4	+	+	+	
5	+ (6) – (3)	+	+	#5 – "give other options for educational level or just say 'other'"
6	+	+	+	
7	+	+	+	
8	+	+	+	
9	+	+	+	
10	+	+	+	
11	+	+	+	

Tell us about your ministry context (items 12 – 19)

Item	Clarity	Readability	Understand	Panelist comment or observation data
12	+ (8) – (1)	+	+	#12 – "might be helpful to be more specific, ask about children, spread out single, married, married with children." Ministry context means 'within the context of your life', time you spend. Also demographic, community your ministry is set in
13	+	+	+	
14	+	+	+	
15	+	+	+	
16	+ (8) – (1)		+ (8) – (1)	#16 – I didn't understand what you were asking for #16 If you serve in a non-congregational setting – give an option
17	+ (7) – (2)	+	+	#17 & #18 – hard to answer with a congregation of 2000, hard to know the economic level - same with educational level #17 and #18 – 'economic' and 'educational' levels of church members, clarify if respondent can check more than one.

18	+ (7) – (2)	+	+	#18 – a lot of my people have technical training, so need another option between 2 & 4 yr degree, #18 – needed another category No, just #18 – adding 'vocational degree'
19	+ (8) – (1)			#19 – clarify what 'part time' means, add 'stipended' or 'volunteer' as other category, African American churches often have many ministers who are not salaried.
20	+	+	+	
21	+	+	+	

How demanding your ministry setting or ministry duties are in these areas (items 22 – 58)

Item	Clarity	Readability	Understand	Panelist comment or observation data
22	+	+	+	
23	+	+	+	
24	+	+	+	
25	+	+	+	
26	+	+	+	
27	+ (6) – (3)	+	+	#27 – very high, no one else does it #27 – break down 'support' and 'visitation' #27 - refer to the

				responsibility of giving moral guidance and ethical guidance in decision making
28	+ (8) – (1)	+	+	#28 – Did it mean did my congregation know that or did I know that? I consider this the congregation's lack of awareness – I scored it high because I don't think they have any idea… Even lack of compassion (by congregation) when minister has lots of funerals, sickness, etc.
29.	+	+	+	
30	+	+	+	
31	+	+	+	
32	+	+	+	
33	+	+	+	
34	+	+	+	
35	+	+	+	
36	+	+	+	
37	+	+	+	
38	+	+	+	
39	+	+	+	In July, everyone is on vacation and you still have to pay the installment on the heating…

40	+	+	+	
41	+	+	+	
42	+	+	+	
43	+ (8) – (1)	+	+	Not sure if you want us to rate – how valuable they are to us or what was our experience of how helpful each of these in our setting, maybe say, "rate how helpful each of these resources is in your ministry setting"
44	+	+	+	
45	+	+	+	
46	+	+	+	#46 – dead on – it's tough, one of my bigger stresses, it's like you're never off;
47	+	+	+	
48	+	+	+	
49	+	+	+	
50	+	+	+	
51	+	+	+	
52	+	+	+	
53	+	+	+	
54	+	+	+	
55	+	+	+	
56	+	+	+	
57				#57 & 58 – didn't apply to

				me
58	+	+	+	

How helpful each of these resources is with your ministry responsibilities (items 60 – 91)

Item	Clarity	Readability	Understand	Panelist comment or observation data
60	+	+	+	#60 – 91 most helpful I think stress for an Association Pastor is a little different than for a senior pastor – senior has more responsibility, Associate fills in to lighten the load.
61	+	+	+	
62	+	+	+	
63	+ (8) – (1)	+	+	Consider 2 questions on reporting relationship, one for a senior pastor and one for other staff. useful, caused me to think about my family, congregation, #63 'supportive and effective' – not completely sure what you meant by that, in a setting such as a church, personal committee tends to bring in a reporting instrument from other type of organizations, my current pastor doesn't put much stock in formal written evaluations, Maybe ask more questions about the quality of your relationship with the people

				who have power over me – with my PPR committee – for example I always explain to my PPR that my wife didn't sign up to be a minister's wife since this is my second career, she may or may not volunteer to do things and I won't let the church dictate her role, I had a great mentor and a professor that stressed setting boundaries for your family!
64	+	+	+ (8) – (1)	#64 For the congregation to pay for the time away and the expense; Culturally, in an AA Church, there is no such thing as paid educational leave,

65	+	+	+	
66	+	+	+	
67	+	+	+	Include – regarding spiritual practices – how long, how often you pray, meditate, attend worship you don't lead, creative outlets – how many hours

				do you spend doing these things? Pastors I see who have problems are usually neglecting the spiritual disciplines of their life. #67 I did not develop spiritually until I was a site supervisor – was asked about what I did for my 'sabbath' – nothing anyone thought about I read this pretty broadly – even having a "peer group", time in nature, etc.
68	+	+	+	
69	+	+	+	
70	+	+	+	
71	+	+	+	
72	+	+	+	
73	+	+	+	I put '4', sometimes it's over-bearing I thought of one relationship – a member took me under his wing – had been in the congregation a long time, let me make my own mistakes but was emotionally supportive
74	+	+	+	

75	+	+	+	
76	+	+	+	
77	+	+	+	
78	+	+	+	Other resources for dealing with stress – my wife, I have debriefed with her over the years, it's a safe place to share your heart,
79	+	+	+	
80	+	+	+	
81	+	+	+	
82	+	+	+	
83	+	+	+	
84	+	+	+	
85	+	+	+	
86	+	+	+	
87	+ (8) – (1)			#87 & #88 – 'advocacy' may need definition, I feel the intent was clear #87 & #88 Not applicable to me because not in a mainline denomination; "I experience it 'locally' – my associational missionary (Southern Baptist) was visible, did CPE, visited and promoted adequate salary, benefits, time off, so would depend on how that person functioned in other places, on the state level there was nothing"

				Independent churches - NA
88	+	+	+	
89	+	+	+	
90	+	+	+	
91	+	+	+	

APPENDIX H: COMPARATIVE APPRAISAL OF PERCEIVED RESOURCES AND DEMANDS-CLERGY VERSION

Comparative Appraisal of Resources and Demands – Clergy Version
Elizabeth Jackson-Jordan
Based upon the Classroom Appraisal of Resources and Demands
Developed by R. G. Lambert, C. J. McCarthy, and M. Abbott-Shim (2001).

We are interested in learning about the demands of your ministry responsibilities in your current ministry setting, and the resources you have to handle those demands. Your responses will be kept strictly confidential and anonymous. No information about your individual responses will be shared with anyone. We appreciate your time in completing this questionnaire.

Tell us about yourself.

1. How many years have you been in ministry? #_____

2. How many years have you been in your current ministry position? #_____

3. What position of leadership do you hold in your place of ministry?

4. Prior to this position, did you serve in other ministry positions? If so, please list:

5. What degree(s) have you earned? (Choose all that apply) _ BS/BA _M.Div. _ MA _D.Min.
_ThM _PhD _other (describe)

6. Are you currently working toward a degree?

7. If yes, what degree?

8. What is your age?

9. What is your gender?

10. What is your ethnicity? _European American _African American _Latino _Asian/Pacific Islander _American Indian

11. How close do you live to your congregation or place of service?

12. What is your marital status? ☐ Single ☐ Single with children ☐ Married/Partner ☐ Married/Partner with children

If you serve a congregation, does your family they attend? Yes ☐ No ☐

Tell us about your ministry context.

13. How many members in your congregation? #_____

14. What is the average weekly worship attendance of your congregation including all services?
#_____

15. How many weekly worship services do you conduct in your congregation?
#_____

16. If you serve in a non-congregational setting, how would you describe the size? (beds, patients, etc.) #_____
Please select the type of setting: ☐hospital ☐correctional facility ☐hospice ☐military ☐long term care ☐other (please describe)

17. How would you describe the economic background of those in your ministry context?
☐ working class ☐middle class ☐upper middle class ☐upper class

18. How would you describe the educational level of those in your ministry context?
☐less than high school diploma ☐high school diploma ☐technical/two year degree ☐ college degree ☐graduate degree ☐professional degree

19. Do you have other ministers serving on staff at your congregation or ministry setting?
If so, how many? ___ full time or ___ part time

20. Describe the community setting for your congregation or ministry context.
☐ Rural ☐ Small Town Suburban ☐Urban

21. Are there any other features of your ministry setting that make it unique?

Using the scale below, rate how demanding your ministry setting or ministry duties are in these areas by circling the number.
1=Not Demanding 2=Occasionally Demanding 3=Moderately Demanding
4=Very Demanding 5=Extremely Demanding

22.	Worship preparation.	1	2	3	4	5	N/A
23.	Sermon preparation and delivery.	1	2	3	4	5	N/A
24.	Counseling person in crisis.	1	2	3	4	5	N/A
25.	Pre-marital counseling.	1	2	3	4	5	N/A
26.	Marriage and family counseling.	1	2	3	4	5	N/A
27.	Visitation/Support of sick and elderly.	1	2	3	4	5	N/A
28.	Helping people with moral, physical, or financial needs	1	2	3	4	5	N/A

29.	Conducting funerals.	1 2 3 4 5 N/A
30.	Conducting weddings.	1 2 3 4 5 N/A
31.	Dealing with conflict among members of congregation.	1 2 3 4 5 N/A
32.	Dealing with conflict between yourself and members of the congregation.	1 2 3 4 5 N/A
33.	Recruitment of laity/volunteers.	1 2 3 4 5 N/A
34.	Dealing with congregational expectations for church growth.	1 2 3 4 5 N/A
35.	Working with congregational/organizational committees/councils.	1 2 3 4 5 N/A
36.	Managing communication/publicity.	1 2 3 4 5 N/A
37.	Supervision of other staff members.	1 2 3 4 5 N/A
38.	Managing congregational finances.	1 2 3 4 5 N/A
39.	Lack of awareness of the impact of compassion fatigue on minister.	1 2 3 4 5 N/A
40.	Administrative duties.	1 2 3 4 5 N/A
41.	Ministry with children and families.	1 2 3 4 5 N/A
42.	Ministry with youth.	1 2 3 4 5 N/A

44.	Ministry with older adults	1 2 3 4 5 N/A
45.	Being available 24/7 to respond to crisis	1 2 3 4 5 N/A
46.	Leading congregation to establish clear missional objectives/strategic goals	1 2 3 4 5 N/A
47.	Having to please many people.	1 2 3 4 5 N/A
48.	Lack of a clear or supportive supervisory relationship.	1 2 3 4 5 N/A
49.	Dealing with turnover in membership.	1 2 3 4 5 N/A
50.	Congregation's attitude toward clergy taking paid time off.	1 2 3 4 5 N/A

52.	A schedule which makes it difficult to have a healthy lifestyle (diet and exercise).	1 2 3 4 5 N/A
53.	Dealing with denominational duties/expectations.	1 2 3 4 5 N/A
54.	Being required to live in housing close to the congregation.	1 2 3 4 5 N/A
55.	1 Congregational expectations or intrusiveness with minister's family.	1 2 3 4 5 N/A
56.	Collaborating with other community congregations.	1 2 3 4 5 N/A
57.	Collaborating with community organizations.	1 2 3 4 5 N/A

Using the scale below, rate how helpful each of these resources is with your ministry responsibilities by circling the number.
1=Not Helpful 2=Occasionally Helpful 3=Moderately Helpful
4=Very Helpful 5=Extremely Helpful

58.	Other professional ministry staff members.	1 2 3 4 5 N/A
59.	Secretary/administrative staff members.	1 2 3 4 5 N/A
60.	Effective Pastor/Parish relations (or similar) committee.	1 2 3 4 5 N/A
61.	Supportive and effective reporting relationship for minister.	1 2 3 4 5 N/A
62	Congregational respect for minister's time for family relationships.	1 2 3 4 5 N/A
63.	Congregational support to take educational leave.	1 2 3 4 5 N/A
64.	Congregational/organization support for minister's family members.	1 2 3 4 5 N/A
65.	Congregational support for activities to deepen the spiritual growth of the minister (retreats, spiritual directions, etc.)	1 2 3 4 5 N/A
66.	Support and encouragement for minister following a healthy lifestyle (exercise, diet, etc.).	1 2 3 4 5 N/A
67.	Support for counseling/mental health care for clergy.	1 2 3 4 5 N/A
68.	Mentoring or coaching by ministry colleagues.	1 2 3 4 5 N/A
69.	Regular medical /wellness care.	1 2 3 4 5 N/A
70.	Mentoring or coaching by experienced leaders in congregation.	1 2 3 4 5 N/A
71.	Clergy peer group meetings.	1 2 3 4 5 N/A
72.	Clinical Pastoral Education or other leadership training opportunities	1 2 3 4 5 N/A

73.	Denominational gatherings	1 2 3 4 5 N/A
74.	Opportunity to mentor others	1 2 3 4 5 N/A
75.	Adequate salary.	1 2 3 4 5 N/A
76.	Paid educational leave.	1 2 3 4 5 N/A
77.	Paid annual leave.	1 2 3 4 5 N/A
78.	Adequate benefits (healthcare, retirement, mileage, etc.).	1 2 3 4 5 N/A
79.	Regular weekly days off.	1 2 3 4 5 N/A
80.	Congregational support to take annual leave.	1 2 3 4 5 N/A
81.	Effective and involved lay volunteers.	1 2 3 4 5 N/A
82.	Effective and involved congregational leaders (deacons, elders, etc.). 1 2 3 4 5 N/A	

84. Denominational support for congregation to provide adequate salary and benefits. 1 2 3 4 5 N/A

85. Denominational support for congregation to provide paid education time and continuing education funds. 1 2 3 4 5 N/A

86. Denominational resources for dealing with conflict management and change. 1 2 3 4 5 N/A

87. Overall, how would you rate the resources available to help with the demands of your ministry responsibilities? 1 2 3 4 5 N/A

Help us understand your future plans. This information will not be shared with anyone.

I intend to continue to serve in my current ministry position. __ yes __no
If you answer no, please check the primary reason for your decision.
__ Retirement
__ Desire to leave ministry for another profession
__ Personal reasons (health, family needs, etc.
__ Professional reasons (desire to seek another ministry position, stress, low pay, church conflict, etc.)
__ Other (please specify) _____

If the demands of your congregation were fewer, and resources were greater, how would your ministry experience be different?

Do you have additional comments about the demands of your ministry?

Do you have additional comments about resources that are helpful to your dealing with the demands of your ministry?