Summer 2023

# Distinctiveness in Hospital Safety and Security

Jimmy Reid Rollins Jr.
*Gardner-Webb University*, jrollins2@gardner-webb.edu

# DISTINCTIVENESS IN HOSPITAL SAFETY AND SECURITY

By
Jimmy Reid Rollins, Jr.

A Dissertation in Practice Submitted to the
Gardner-Webb University College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
2023

**Approval Page**

This dissertation was submitted by Jimmy Reid Rollins, Jr. under the direction of the persons listed below. It was submitted to the Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

| | |
|---|---|
| Dale S. Lamb, EdD<br>Dissertation Chair | Date |
| Betsy H. Jones, EdD<br>Content Specialist | Date |
| Dale S. Lamb, EdD<br>Methodologist | Date |
| Jeff Hamilton, EdD<br>College of Education Representative | Date |
| Prince Bull, Ph.D.<br>Dean of the School of Education | Date |

## Abstract

DISTINCTIVENESS IN HOSPITAL SAFETY AND SECURITY. Rollins Jr., Jimmy Reid, 2023: Dissertation, Gardner-Webb University.

The purpose of this research was to understand leadership and how these ideas feed into a professional dynamic of employee behavior, organizational leadership, motivation, and workplace culture, and how there is a real human interest as employees excel, grow, mature, and become better individuals.

Participants in this study were employees of a regional health organization and employed with the job title of public safety officer, public safety supervisor, or public safety administrator. This research used a mixed methodology approach in an explanatory design. A survey was completed followed by one on one interviews.

Conducting research into the safety and security group at a private hospital yielded valuable data that identified: some best practices around employee satisfaction and employee retention; which ultimately improved patient care and guided organizational policy and strategy.

Overall, the findings of these research questions provided insight that significantly improved both the working conditions for hospital staff and the care provided to patients. By improving the quality of care, enhancing employee satisfaction and productivity the institution's overall reputation was bolstered throughout the communities served.

*Keywords:* hospital security, culture, motivation, retention, employee morale, professionalism, security training, organizational performance management, professional development

## Table of Contents

# Chapter 1: Introduction

## Partnership

In the summer of 2020, I approached a regional medical center (RMC) about completing a consultation project with their safety and security department at the main campus. I met with administration and senior management in the safety and security department to discuss this opportunity. In the period of time spanning from 2020-2023, the partnership between the organization and me developed into a working relationship that determined the organizational distinctiveness in the area of hospital safety and security. Input from stakeholders was gathered in the form of a survey and interviews; the information and data were delivered to the leadership of the organization through a business consult/consultant end of the project cycle. This partnership, research, feedback, and guidance assisted in helping to refine this organization's safety and security department in the area of organizational performance management specific to culture and performance with ideas to increase employee motivation and retention.

## Organizational Context

RMC's workforce consists of 1,208 registered nurses, 510 advanced care practitioners, and 183 physicians. The breakout of team members by role is as follows: 28% are nurses, 35% are technicians and assistants, 4% are physicians, 7% are management, and 26% are clerical/support service staff. RMC has five different medical groups: a regional medical center, a medical group, specialty surgery, a hospice, and a retirement community. RMC has a 435-bed facility for acute care in a hospital setting. In this setting, you have the following divisions: birthplace, cancer center, emergency care, heart and vascular center, diabetes center, neuroscience, orthopedics, mental health, wound care, sleep medicine, rehabilitation, endoscopy center, and outpatient center. The medical group employs 43 physicians in five surrounding counties that provide primary care, urgent care, pediatrics, and women's services. The specialty surgery operates six operating rooms for outpatient surgeries. Hospice is a 19-bed inpatient facility for palliative care and bereavement in a hospice setting. The total net operating cost and revenue for RMC is $1.5 billion with an operating net income of approximately $25 million annually. In an address to the community, the CEO said, "When it comes to our patients and community, we never settle for good enough; we must have better solutions, better outcomes, and better technology." RMC's safety and security department falls under support services and operates 24 hours a day, 7 days a week 365 days a year. This department rotates on a 12-hour shift rotation of day and night with 12 employees per shift. A captain, sergeant, and eight officers work the shift together at various stations. RMC's safety and security officers are armed with firearms but do not have arrest powers. This department also has a senior administrator, a senior manager, and two administrative assistants.

**Organizational Analysis**

Organizationally, I met with senior administration and senior management in late 2020 to determine some goals that management and I could look at to understand this department's distinctiveness in services and what could be improved. Initially, I posed the question to management regarding specific concerns that keep them awake at night in reference to RMC's safety and security. I phrased the question as, "What is RMC's safety and security pain point with regard to safety and security services?" Through our discussions, ideas were narrowed down to three problem areas in safety and security: people, processes, and services.

The senior administration and senior management of safety and security finalized their interest to focus directly on employee behavior. I explained to this group that there is a process that we would work through, and it was suggested as follows: Where is the department now? Where do you want the department to go? How does this administration get the department to its goal point? Lastly, are leaders monitoring organizational progress as things change to be reflexive in correction and directions? The strategic plan for this research-based consultancy with RMC's safety and security is to establish an organizational culture of professionalism where employee motivation is high and employee retention is extended. Specific assessment goals for this consultation were to determine what the organization needs employees to do to achieve departmental success, determine if the officers have the skills and abilities to fulfill the organization's needs, and establish whether these officers are where they want to be and doing what they envisioned themselves doing professionally.

**Myself as a Leader**

Who am I, who do I want to be, and how am I going to get there? This is the basis for my endeavor to understand myself as a leader. This process started with a battery of self-assessments mixed with self-reflection and ended with a 360-degree survey from friends, family, supervisors, peers, and subordinates. All the feedback I received regarding my leadership identified behaviors I need to stop doing and behaviors I need to start doing to fully develop my leadership potential. Leadership is the relationship between the people being led and the leader (Dubrin, 2016). The way to establish high-quality relationships with employees is to vary leadership styles to meet the needs of each subordinate, much like a coach does (Dubrin, 2016). A leader's style is an extension of how well we understand the leadership dynamic of behaviors and attitudes (Dubrin, 2016). The larger portion of leadership is direction setting by teaching or coaching the organization on what to do (Dubrin, 2016). There is no best or most effective leadership style, and leaders who get the best results do not rely on just one approach or one behavior (Dubrin, 2016). The most effective leaders are versatile and flexible, which enables them to adapt to changing and contradictory constraints (Dubrin, 2016). Being visible and available is possibly one of the most important factors in developing influence with staff (Dubrin, 2016). This influence gets people to pull in the same direction and collaborate smoothly over challenges (Dubrin, 2016). A key role for followers is to collaborate with leaders; in these post-bureaucratic organizations, a new kind of alliance is present between leaders and the led (Dubrin, 2016). Characteristics associated with leadership can be classified into three broad categories: personality traits, motives, and cognitive factors (Dubrin, 2016). Feedback from others confirmed my greatest potential for growth centered around ideas dealing with agreeableness, specifically trust. Along with trust, other feedback identifies that I am often too straightforward, a little demanding, and very self-conscious. It was stated that I need to soften my approach when I talk to people and round off my personality edges. I translate that to mean that I need to be less tense, less self-conscious, and more self-confident. In reflection, my weaknesses were difficult for me to compartmentalize and fed into more neuroticism for me. The Big Five assessment provided me with a lot of motivation as I looked at the strengths identified in the assessment. The Big Five showed me that I am energetic, enthusiastic, outgoing, sociable, efficient, self-disciplined, curious, driven, positive, and interested in a lot of things. My peers also confirmed many of these strengths by commenting that I know where I am going, I am passionate about my interests, I understand how to get things done, I often have the best interest for all involved, and I understand that there is enough praise for everyone involved. When a leader is open to ideas, subordinates perceive that their boss listens, is interested in their ideas, and gives fair consideration to suggestions (Dubrin, 2016). Through some of my 360 evaluations, I got a mixed set of comments about openness. In the Big Five, I was assessed as being open, but my 360 comments did not always show this. In reflection, I attempted to understand this. What I concluded was this was a contextual concept based on a difference of opinions. A dominant characteristic of effective leaders is their passion for their work and their passion to help the employees who help the leader accomplish the work (Dubrin, 2016). Authentic leaders demonstrate a passion for their purpose and lead with their hearts as well as with their heads (Dubrin, 2016). Enthusiasm often is perceived by staff as a form of optimism (Dubrin, 2016). Being cold creates distance from others; experimental evidence shows that a leader with a positive emotional state can have a positive impact on job performance (Dubrin, 2016). The topic of me being cold or edgy did show up in my Big Five, and it also showed up in my interpersonal skill inventory as well. The way this showed up was that I am not always aware of my tone or voice inflection as I get passionate about things. Also, I do more talking than listening and I am fact-driven in conversations instead of understanding the emotional tone of the speaker. Persons in my 360 commented that sometimes I do not listen genuinely and do not really try to understand others. Through the assessment tool determining what controls my leadership, it was also determined that I have a very high locus of control which furthers my task orientation. This type of temperament solves problems instead of looking to blame others for what went wrong (Dubrin, 2016) but is often a big turnoff when dealing with matters of the heart.

Inspiring and empowering people involves appealing to their emotions and values (Dubrin, 2016). In the Maxwell (2007) text, it is expressed as the law of connection. In my self-evaluation of the 21 laws, I rated lower than I would have liked in the law of connection and the law of solid ground. I think it again goes back to my impersonal side of being driven and objective based in my work process. Maxwell said you must touch the heart before you ask for their hand as a new leader, and trust is the foundation. In reflection, this really hit home; I have not been setting the relationship first. Secondly, I have not been expressing my intent. In my 360, I got feedback showing that my true intent is hard to see, and people are apprehensive to tell me sensitive information. I am learning that I must first truly establish a relationship and then begin the process of setting the vision and direction. I was always told to be slow as you enter a new command, but that was the only direction given. I now understand that the slow process is the relationship building that has to be there, prior to the direction setting. A large part of work relationship building is employee empowerment. Empowerment is the basic component of shared distributed leadership (Dubrin, 2016). Passing on decision-making authority and responsibility to subordinates establishes worker empowerment (Dubrin, 2016). This type of self-determination helps workers feel they can choose the best method to solve particular problems and creates a competitive advantage (Dubrin, 2016). Subordinates in my 360 commented that I was willing and open to share the responsibilities of decisions and that I often gave credit to others for their successes.

Viewing emotional intelligence in the process of raising my proverbial ceiling and managing the height of my floor; it is identified that all emotions are derived from five core feelings: happiness, sadness, anger, fear, and shame (Bradberry et al., 2009). Many different aspects of emotions, motives, and personalities that help determine interpersonal effectiveness and leadership skills have been placed under the comprehensive label of emotional intelligence (Dubrin, 2016). Much of this starts with the ability to understand one’s feelings, have empathy for others, and regulate one’s emotions to enhance one’s quality of life (Dubrin, 2016). The ability to understand your own emotions is the most essential of the four emotional intelligence competencies (Dubrin, 2016). This journey through emotional intelligence must start with emotions and then flow into the rational source of the human brain (Bradberry et al., 2009). Breaking this down more, there is a personal competence and social competence to emotional intelligence (Bradberry et al., 2009). Personal competence is made up of self-awareness and self-management skills; social competence is social awareness and relationship management (Bradberry et al., 2009). Through my assessments and 360 feedback, I rated high in personal competence but had some room to grow in the social competence area. Through self-reflection, I have found that sometimes I lack the ability to pick up on emotions and I seriously lack in the management of relationships. Throughout this whole process, the idea of relationships keeps emerging. A leader who is self-aware measures their own mood, and they intuitively understand how their mood affects others (Dubrin, 2016). Bradberry et al. (2009) said if you want people to listen, you have to practice relationship management, and the difference between interaction and relationship is frequency. Relationships pose the greatest challenge for most people during times of stress (Bradberry et al., 2009). I purposefully put this in the center of my paper, since this describes the center of my struggle; this is my biggest personal and professional hurdle at this point in my life. Relationship management calls on the skills of the leader to resolve disagreements with kindness and humor (Dubrin, 2016). I have observed my leaders do this and realize how effective this truly is. Humor, approachability, and people orientation of a leader serve as functions to relieve tension and hostility and reduce boredom (Dubrin, 2016). Executives who use self-deprecating humor appear more approachable and likeable to subordinates (Dubrin, 2016). I bring this idea up since this is a goal of mine to help with the above hurdles. I must be more lighthearted and more self-aware of my feelings to understand my positive and negative. As I understand these feelings, I must realize my facial expressions, posture, and demeanor. My mentor helps me with my facial expressions and demeanor by asking questions when he notices my emotional changes. My mentor will ask why I am “stone face?” Bradberry et al. (2009) identified that I need to understand what I am feeling, and the physical response people are seeing. Again, this has been a huge hurdle and a continued process of work. My lower ratings in the law of connectedness and solid ground directly relate to this weakness around the social competence of emotional intelligence.

I wanted to reflect on servant leadership, trait theory, and path-goal theory to better understand my leadership and my leadership goals. Often, leaders who are successful place service before self-interest, listen first to express confidence in others, inspire trust by being trustworthy, lend a hand in need, set up a positive climate, and are viewed as good Samaritans (Dubrin, 2016). Supportive behavior toward team members increases leadership effectiveness by creating greater buy-in (Dubrin, 2016). Dubrin (2016) went further to say servant leadership creates a positive company atmosphere, and employee encouragement is linked to job performance improvements since these two factors are linked to self-worth (Dubrin, 2016). Reinforcement prompts group members to continue favorable activities (Dubrin, 2016). Dubrin identified that leaders must make good use of the strengths of group members rather than concentrating on efforts to patch up areas for improvement (Dubrin, 2016). Hitt et al. (2015) said servant leaders value individuals, develop people, build community, pass on wisdom, give foresight, and focus on making the community as a whole better. Servant leadership is my strongest attribute from my assessments and my 360 feedback. People clearly stated that I am willing to help, develop their talents, want the best for people, and care about making things better. As I received feedback from my peers, I reflected back on the path-goal theory from Hitt et al. and realized that I was instinctually reinforcing this theory by giving goals and showing subordinates their perceived probability of goal attainment. In this process, I was helping employees be motivated to achieve their task goals, and they were in turn making us all effective. Along with this re-enforcement, I arranged for the employees through merit raises to get an extrinsic reward for goal accomplishments. In my 360 assessment, the path-goal theory was a true strength of mine. People identified that I direct standards, I am supportive, and I share/consult while challenging them to seek improvement. Hitt et al. defined these behavior types under the path-goal theory; what a revelation for me and a nice boost to my confidence. Looking at trait theory, Hitt et al. defined this as a person born with drive, motivation, integrity, self-confidence, cognition, openness, and domain knowledge. Throughout my career and most recently, I have had to push, develop, and learn how to get better at all the factors in the trait theory. Many of the recent personal toils I managed would have been much easier if the trait theory was true for me; however, I have had to be intentional to increase my drive, increase my motivation, increase my self-confidence, increase my cognition, and increase my openness.

Through further reflection and input from my mentor, I must set my priorities to be more people-focused with the intent to smile and laugh more during the time I spend with people. This points back to listening and taking time to understand the messages I am receiving as I work with individuals. Setting priorities and becoming people-centric, not task-centric. Delegation: My mentor has expressed this to me repeatedly, and I find myself not delegating enough work and assignments. This reduces my work time that I should be using, in my position, to be available and accessible to employees. I often find myself too busy for people: friends, family, employees, and mentors. Relationship management circles right back around to delegation, time management, and being available. As Dubrin (2016) stated, the difference between an encounter and a relationship is frequency. Trust: I have worked on stopping several things I was doing to destroy my level of trust with people over the past 2 years. In Jahari's Window, there is a section described as "unknown." I have worked on moving myself out of that frame and into the area described as "open," to allow people to see me as more inviting and warmer. Timing is one of my weakest points that I need to practice and learn and falls in line with the "unknown" frame. To improve my trust with all, I must let my intent be known and have good timing in the relay of information. Clearly and overtly, many of the respondents in my 360 stated they felt I had a hidden agenda when I truly did not. I need to make sure to relay my ideas fully, explain myself, take time when speaking with people, and not be in such a hurry to complete my task.

## Significant Challenges

The process of understanding the following components was a significant hurdle for me. These hurdles were specific to understanding the dynamics at play inside the organization and how I worked with these ideas to accomplish the research. The hurdles were as follows. What objectives in the project do I want to focus on with leaders of this organization? How do I determine RMC's safety and security department's strengths and weaknesses from stakeholders? True assessments are difficult until trust is developed with the leaders. Once this hurdle was passed, I was able to determine the organizational strengths, weaknesses, opportunities, and threats. The SWOT analysis was completed and then the work began on what strategies the leaders of this organization were comfortable with. Formulating a plan, knowing how to relay this plan to leaders, and explaining how to implement these strategies required emotional intelligence skills and aptitude.

The consulting challenges seen in Table 1 are listed as risks. Figure 1 details the contingency, assumptions, and limitations I worked through during this research project at RMC.

**Table 1**

*Risk, Assumptions, and Constraints*

| Risk Assessment | | |
|---|---|---|
| Risk | *Level | Mitigation Plan (if high or medium) |
| **Cost** – training, time, management, | High | Money is always a constraint. Look for ways to improve the organization that are cost-neutral. |
| **Time** – time for employees to complete task for surveys and interviews | Medium | We all are busy. This student must be flexible and be very understanding of host and their demands on employees |
| **Project Charter** – signed by host | Low | |
| **Employee participation** – low collections of data | Medium | Ensure buy-in from the stakeholders, make sure all understand the full dynamics of the project. What the goal is and what is being achieved. |
| **Host satisfaction** – did this meet the need? | Medium | Goals and objectives were met |
| **Communication** – honest responses from employees | Medium | Reassure employees and management through different means of communication and meetings. Verbal, non-verbal and electronically. |
| **Bureaucracy** – will bosses be open to change | High | Two-way communication, regular meeting, develop trust, discuss ideas fully with stakeholders. |
| **Delays** – host, sponsor, or student has conflicts with schedules. | High | Schedule more than one day to perform surveys and interviews. Send surveys from a known database. |
| **Management changes** – new people are brought in | Low | |
| **Resource Management -** | Low | |
| **Regulation Changes -** | Low | |
| **Reputation Risk** – personally student is making some significant organizational recommendations | Medium | Prepare, spend time with stakeholders, understand the subject material, and research ideas before presenting. |
| **Loss of Data** – student loses data gathered | Medium | Save data on paper and electronic drives. |

**Figure 1**

*Contingency, Assumption, and Limitation (Plan B)*

**Cost** – the scope of this project is employee action based. So, the cost is minimal; however, if there is an issue with cost the idea is to either eliminate the concern or look for alternative funding from other sources.

**Time** – plan to complete task on numerous days, be flexible and understand disruptions will happen.

**Employee Participation** – one contingency plan is to send the survey out in a different format, from a known server, send the survey out in paper form. Ask the host to make the survey and interviews mandatory. Last contingency plan will be to move to another department in the hospital.

**Communication** – if employees are not getting information, meet with employees in person to speak with them one on one, make posters for mass communication on the benefits of the study, this student must make himself available for employees to ask questions and have assurances: sit in a central location for employees to have access and time with me.

**Bureaucracy** – communication, communication, communication, but if this occurs the plan is to shift to a different department or if Senior Administration is uncomfortable this student will change organizations altogether.

**Delays –** this project is people-based, so delays will happen. The contingency is to cancel and reschedule events and be flexible and understanding.

**Reputation risk** – contingency for this is if my reputation is at risk, asking for help from my GWU Consultancy Advisor, Dr. Lamb, prior to any major issues. If my reputation is compromised another organization must be found.

**Data Loss** – recapture the data by re-conducting the survey and re-conducting the interviews.

## Definition of Terms

### *Average/Mean*

The mean is a measure of central tendency, calculated by summing all values in a dataset and dividing by the number of values. The mean provides a 'typical' value for the dataset (Triola, 2018).

### *Action Research*

Action research is a participatory, democratic process aimed at bringing about social change while simultaneously studying the change process. Researchers and participants work together, reflecting critically on the process and results (Koshy, 2005).

### *Correlation*

Correlation measures the strength and direction of the linear relationship between two variables. The correlation coefficient ranges from -1 (perfect negative correlation) to +1 (perfect positive correlation), with 0 indicating no linear relationship (Salkind, 2017).

### *Chi-Square*

The chi-square test is a non-parametric statistical test used to determine if there's a significant association between two categorical variables in a sample. It compares observed frequencies with expected frequencies (Salkind, 2017).

### *Ethical Conduct-Institutional Review Board (IRB)*

The IRB ensures that studies involving human subjects are ethical and protect participants' rights and welfare. Researchers must receive IRB approval before starting data collection (Resnik, 2015).

***Frequency***

Frequency refers to the number of times a value or category occurs in a dataset (Triola, 2018).

***Hypothesis***

A hypothesis is a specific, testable prediction about the outcome of a study. The null hypothesis proposes no effect or relationship, while the alternative hypothesis proposes an effect or relationship (Creswell, 2014).

***Inferential Statistics***

Inferential statistics allow researchers to make conclusions (or inferences) about a population based on data from a sample. These techniques include hypothesis testing, correlation, regression, and ANOVA (Salkind, 2017).

***Meaningful***

In statistics, a result is considered meaningful or statistically significant if it is unlikely to have occurred by chance (Salkind, 2017).

***Median***

The median is the middle value in a dataset when the values are ordered from smallest to largest. It's another measure of central tendency (Triola, 2018).

***Mode***

The mode is the most frequently occurring value in a dataset (Triola, 2018).

***Quantitative Research***

Quantitative research involves the collection and analysis of numerical data, often using statistical methods, to test hypotheses or answer research questions (Creswell, 2014).

### ***Qualitative Research***

Qualitative research involves the collection and analysis of non-numerical data (like text or images) to understand concepts, thoughts, or experiences (Merriam & Tisdell, 2016).

### ***Reliability***

Reliability refers to the consistency or stability of a measure over time. A reliable measure yields similar results under the same conditions (Salkind, 2017).

### ***Regression to the Mean***

Regression to the mean is a statistical phenomenon where extreme data points are likely to be followed by less extreme points, closer to the mean, purely due to chance (Kahneman, 2011).

### ***Scientific Method***

The scientific method is a systematic process of inquiry, involving observing phenomena, formulating hypotheses, collecting data, analyzing data, and drawing conclusions (Koshy, 2005).

### ***Significant***

Statistical significance indicates that an observed effect or relationship is likely not due to chance, usually tested at a predetermined significance level (like 0.05 or 0.01) (Salkind, 2017).

### ***Standard Deviation***

The standard deviation is a measure of variability, indicating the average distance of each score from the mean. A larger standard deviation suggests greater variability in the dataset (Triola, 2018).

### *Validated Measure*

A validated measure or instrument has undergone testing to ensure it accurately and reliably measures what it's intended to measure (Salkind, 2017).

### *Validity*

Validity refers to the degree to which a study accurately reflects or assesses the concept it is intended to measure (Salkind, 2017).

### *Variance*

Variance is a measure of dispersion, representing the average of the squared differences from the mean (Triola, 2018).

### *Assumptions, Limitations, and Delimitations*

Assumptions are accepted truths in a study, limitations are potential weaknesses or factors that a researcher can't control, and delimitations are boundaries set by the researcher (Simon & Goes, 2013).

## Conclusion

Most successful companies have realized that they must take a much broader look at the factors involved in the attraction, retention, and motivation of their employees (Giancola, 2011). I believe a leader must correctly assess the workplace setting, job descriptions, and duties; collect the results of their information/data on workplace efficiency and effectiveness; analyze the data; and develop a plan of action that is specific to the employee’s needs. I like what Maccoby (2010) identified as the four R’s: responsibility, relationships, rewards, and reasons. People are motivated by their responsibilities, good relationships at work, and rewards. People need a reason to choose to work at a given place; this is the most powerful of motivators (Maccoby, 2010). Once leaders' factor all this together in a plan, the leader's plan needs to incorporate each employee's specific intrinsic and extrinsic needs based on their job description. Coaching each employee is the correct approach to assist in capturing a person's strengths and desires. This coaching dynamic helps an employee to stretch their capabilities, teams them up with the correct people, provides rewards, and enables them to work harder. Every employee perceives different activities, events, people, and goals as motivating. It is precisely because of this complexity that the motivation of an employee must be regarded as an internal driving force subject to the influences of internal and external factors (Glisovic et al., 2019). Motivation for employees is a combination of meeting the needs and expectations of their work and factors at a workplace that enable their motivation (Glisovic et al., 2019). In the long run, sincere praise and personal gestures are far more efficient and economical than any award (Glisovic et al., 2019). Employees who are motivated and working hard to achieve personal and organizational goals can become a crucial competitive advantage for the company (Glisovic et al., 2019). I think Glisovic et al. (2019) summed organization motivation up by saying each manager is to see and understand what motivates employees in the context of the roles they perform. Motivation of employees is certainly one of the most complex situations given the fact that what motivates employees is constantly changing (Glisovic et al., 2019). As Glisovic et al. stated, motivating yourself is difficult, and motivating others is even more difficult. Once a practitioner, administrator, or leader understands motivational theories, I believe they are in a better place to truly understand motivation and develop their own approach, much like Maccoby did; they too will find success for their organization. One theory, set of guidelines, or idea will not fit complex groups, societies, organizations, or employees.

Experience on top of educating yourself on the needs of others, with a disposition to being understanding, will go a long way with people and their motivations. See Appendix A to review the research project's scope, deliverables, and SMART goals.

# Chapter 2: Literature Review

## Introduction

The scope of this section is to detail literature related to past, current, and future topics on employee motivation, employee satisfaction, and a positive work environment. This research will be specific to culture, employee commitment, stakeholder empowerment, personal image, and finally employee growth and development. I intend to show how all these topics interrelate with the safety and security department of RMC involved in this dissertation in practice. These variables will create a significant competitive advantage for this organization as it relates to employee motivation and employee retention. The exemplars of workforces in this literature review will look at the professional fields of police officers, nurses, firefighters and schoolteachers. I find these fields of profession directly or indirectly relate to the profession of a security officer at RMC.

Choosing a profession is a challenge for many people (Dobrzinskiene et al., 2021). The process of learning and acquiring a certain profession is often determined by the social and psychological needs of the personality (Dobrzinskiene et al., 2021). After all, work is associated with the essential satisfaction of human and social needs (Dobrzinskiene et al., 2021). Studies have shown that most people change professions at least twice in their lives (Dobrzinskiene et al., 2021). The choice of occupation most often depends on the socioeconomic situation. This includes three interrelated and overlapping variables: economic situation, education, and social status (Dobrzinskiene et al., 2021). Most people define their position and significance in society according to their profession; therefore, self-awareness and self-esteem depend on it (Dobrzinskiene et al., 2021).

**Organizational Theory**

Organizational theory is a field of study that examines how organizations function and operate. It focuses on understanding the structures, processes, and behaviors within organizations and seeks to develop frameworks and models that explain and predict organizational behavior. Organizational theorists explore topics such as decision-making, communication, power dynamics, leadership, and organizational change. The aim is to enhance our understanding of how organizations can be more effective, efficient, and adaptable in achieving their goals.

**Organizational Culture**

Organizational culture refers to the shared values, beliefs, norms, and assumptions that guide the behavior of individuals within an organization. It is the social and psychological environment that shapes the attitudes, behaviors, and interactions of employees. Organizational culture is often described as the "personality" of an organization, as it influences how people perceive their work, make decisions, and interact with each other.

**Key Elements of Organizational Culture**

1. Values and Beliefs: The core principles and ethical standards that guide the organization's actions and decisions.
2. Norms and Behaviors: The accepted patterns of behavior, customs, and rituals within the organization.
3. Symbols and Artifacts: The visible and tangible elements of culture, such as logos, mission statements, office layout, and dress code.

4. Language and Communication: The specific terminology, jargon, and communication styles used within the organization.
5. Leadership and Role Modeling: The behavior and actions of leaders that shape the culture and set the tone for the organization.
6. Socialization and Onboarding: The process through which new employees are introduced to and integrated into the organization's culture.

**Functions and Impacts of Organizational Culture**

1. Identity and Cohesion: Organizational culture helps establish a collective identity and a sense of belonging among employees.
2. Norms and Standards: Culture sets expectations for acceptable behavior, performance, and quality of work.
3. Decision-Making and Problem-Solving: Culture influences the decision-making processes and approaches to problem-solving within the organization.
4. Employee Engagement and Satisfaction: A positive culture fosters employee engagement, job satisfaction, and commitment to the organization.
5. Innovation and Adaptability: Culture can either promote or hinder innovation and the ability to adapt to change.
6. External Image and Reputation: Organizational culture shapes the perception of stakeholders, customers, and the general public.

**Organizational Culture and Change**

Changing organizational culture can be a complex and challenging process. It often requires a deliberate effort from leaders to identify desired cultural values and behaviors, align practices and policies accordingly, and foster a supportive environment for cultural change. Successful culture change initiatives involve engaging employees, providing training and development opportunities, and creating systems and structures that reinforce the desired cultural attributes.

It's important to note that organizational culture is not static and can evolve over time due to internal and external factors. Organizations that actively manage and nurture their culture are more likely to create a positive work environment, enhance employee satisfaction, and achieve their strategic objectives.

**Myself as a Researcher**

As a researcher, I am a third-year doctoral student currently attending Gardner-Webb University studying in the College of Education for the degree appointment of Doctor of Education. I completed a Bachelor of Science from Appalachian State University and completed a Master of Business and Administration from Pfeiffer University. Over my years of study in obtaining these three degrees, I have collected many hours of research. As a college student performing research, I understand action research as identifying a problem, topic, hypothesis, or question to be addressed through a body of research. As a researcher in the university setting, I have worked through the statistical vigor of ensuring my research is statically tested to a theoretical body and that the data were fit-tested and representative of the group being researched. Also, as a researcher, I understand the methodology of research as it deals with whole groups, small groups, one on one, or observing behavior through the dynamics of qualitative and quantitative evaluations. All of my research at the university level started with a problem, research was completed, statistical data were derived, recommendations were supplied, and action plans were developed to assist in the improvement or growth of systems or people.

**Search Description**

During the scanning part of this research for ideas on this topic, I used the following terms to find literary sources such as books, journals, articles, papers, and websites. My focused research was on police, hospital security, police shootings, training, use of force, motivation, leadership, culture, professional development, social systems, systems change theory, general systems theory, organizational retention, professional growth plans, employee behavior, explanatory methodology research, Getzels, Guba, Hertzberg, Maslow, Senge, interviewing guides, career planning, qualitative research in health sciences, and survey questionnaires.

**Theoretical Framework**

Herzberg's Two Factor Theory, also known as the Motivation-Hygiene Theory or Dual-Factor Theory, is a well-known concept in the field of organizational behavior that explains employee motivation and job satisfaction. Developed by Frederick Herzberg, a psychologist and management theorist, this theory suggests that there are two sets of factors that influence employee attitudes and behaviors in the workplace.

According to Herzberg, there are two distinct categories of factors that impact job satisfaction and dissatisfaction: hygiene factors and motivators. Hygiene factors are related to the work environment and the context in which employees perform their tasks, while motivators are intrinsic to the work itself and involve the nature of the job and its potential for personal growth and achievement.

Hygiene factors, also referred to as extrinsic factors, are the basic requirements necessary for an employee to feel satisfied and prevent job dissatisfaction. These factors include salary, working conditions, job security, organizational policies, supervision, and interpersonal relationships. When these factors are absent or perceived as inadequate, they can lead to dissatisfaction, but their presence alone does not necessarily result in high levels of motivation and satisfaction.

On the other hand, motivators, also known as intrinsic factors, are related to the nature of the work itself and the opportunities it provides for personal growth, recognition, achievement, responsibility, and advancement. Motivators are more directly linked to job satisfaction and employee motivation. According to Herzberg, these factors contribute to an individual's sense of fulfillment and the intrinsic rewards they derive from their work. When motivators are present and fulfilling, employees are more likely to experience higher levels of job satisfaction and motivation.

Herzberg's Two Factor Theory suggests that hygiene factors primarily prevent job dissatisfaction, while motivators are responsible for promoting job satisfaction and intrinsic motivation. Herzberg argued that enhancing hygiene factors alone would not lead to long-term motivation and satisfaction but would only prevent dissatisfaction. To truly motivate employees, organizations need to focus on providing opportunities for growth, recognition, challenging work, and personal achievement.

Furnham and Eracleous (2009) suggest that according to Hertzberg's two-factor theory of motivation, employee satisfaction and dissatisfaction derive from distinct facets of their work. This theory, distinct in its approach, categorizes these facets into "hygiene factors" and "motivators". Hygiene factors encompass extrinsic elements such as supervision, working conditions, company policies, salary, and coworker relationships. If these factors aren't fulfilled, they can lead to job dissatisfaction (Furnham & Eracleous, 2009). Contrarily, motivators are inherently part of the work itself and comprise aspects such as achievements, development, responsibility, and recognition (Furnham & Eracleous, 2009).

Adding to this, Cain (2020) indicates that motivational factors serve as psychological elements which inspire employees to invest their resources and skills to enhance productivity. Hertzberg further posited that intrinsic challenges, recognition, and reinforcement predominantly influence work motivation (Giancola, 2011). Most successful companies, realizing the importance of such factors, have expanded their view to include compensation and benefits as part of their strategy to attract, retain and motivate their workforce (Giancola, 2011).

Motivation, as Glisovic et al. (2019) contend, is complex and varies with each individual, as they are influenced by numerous internal and external factors. It encompasses meeting employees' expectations and needs within an enabling work environment (Glisovic et al., 2019). In this context, a leader's role becomes crucial in accurately assessing the workplace, evaluating its efficacy, and devising an action plan tailored to the employees' needs.

Delving into the theoretical frameworks of the social systems theory, Getzels and Gupta (1957) assert that social systems consist of two independent yet interactive entities: the institution and the individual. While the institution embodies roles and expectations striving to achieve organizational objectives, the individual encapsulates their personality and needs which guide their social behavior (Getzels & Guba, 1957).

This perspective boils down to two essential questions: Are the employees carrying out their desired tasks, and has the organization equipped them with the necessary skills for their chosen job? An optimal situation in this social system would entail the organization training its employees to fulfill its goals, while the employees are engaged in tasks they genuinely want to undertake.

**Review of Research**

Leadership often transforms employees' perception of their work. It is through the organization's leadership that objectives are defined, and motivation is fostered among employees to strive towards these predetermined goals (Champagne, 2020). Leaders are integral in fostering an environment conducive to the birth of innovative ideas and solutions (Champagne, 2020). Through effective leadership, organizations and employees are motivated to break free from conventional thinking and to develop pioneering ideas, gaining a competitive edge over competitors (Champagne, 2020).

Every organization seeks sustainable growth through consistent enhancement of its performance, a goal significantly influenced by leadership (Champagne, 2020). Leadership styles have a direct impact on employees' morale, particularly noticeable in paramilitary departments (Champagne, 2020). In these high-stress environments, successful leadership employs a blend of transformational, transactional, democratic, and authoritative styles, assessing situations, taking into account stakeholders' opinions, and strategizing to produce positive outcomes while maintaining employee motivation.

Leaders must recognize and reward employee contributions, promoting greater efficiency (Champagne, 2020). They act as a beacon for employees, guiding them towards the correct execution of tasks (Champagne, 2020). Setting vision and goals is the initial step to motivate organizational members (Champagne, 2020). Over time, presenting employees with specific goals and providing appropriate feedback and coaching has been found to lead to superior performance (Champagne, 2020).

Leadership is instrumental in developing suitable goals aligned with the organization's vision, implementing performance assessments, and providing necessary feedback for long-term success (Champagne, 2020). Within first-responder organizations, leaders must continuously clarify expectations, fostering motivation and reducing burnout (Champagne, 2020). After establishing organizational needs and objectives, leaders must employ SMART goals: Specific, Measurable, Attainable, Relevant, and Time-bound (Champagne, 2020).

Motivation theories offer a perspective on how to inspire performance in employees. Maslow's theory proposes that human behavior is directed by a limited number of evolving needs that operate sequentially (Sengupta, 2011), causing people to act in ways that fulfill these desires (Gupta, 2002). Needs, according to Maslow, are either lower-level or higher-level, and their appearance is dependent on the prior satisfaction of a more basic need (Sengupta, 2011). These needs range from physiological and safety to social, esteem, and self-actualization (Gupta, 2002).

It is through personal growth that individuals move from lower to higher needs, which requires developing their talents, capacities, creativity, wisdom, and character (Sengupta, 2011). The quest for self-actualization drives humans into diligent work, thereby contributing to their self-discovery (Sengupta, 2011). To influence individuals' behavior effectively, leaders must understand what motivates them and which needs are most important (Gupta, 2002). Fulfilling these needs fosters motivation, leading to personal and organizational growth (Gupta, 2002)

The transition from Maslow's motivational framework in the 1950s to the motivational paradigm of the 1970s, as articulated by Hertzberg, marks the emergence of the Motivation-Hygiene Theory. Hertzberg proposed a two-factor model of motivation, arguing that satisfaction and dissatisfaction are distinct outcomes resulting from different aspects of work (Furnham & Eracleous, 2009). This theory proposed two distinct categories: 'hygiene factors' and 'motivators'. Hygiene factors, which are extrinsic to the work itself, can contribute to employee dissatisfaction if they are not adequately addressed. These include elements such as supervision, working conditions, company policies, salary, and coworker relationships (Furnham & Eracleous, 2009).

Conversely, motivators are intrinsic to the job and relate to elements like achievements, personal development, responsibility, and recognition. These factors, as suggested by Furnham & Eracleous (2009), mirror some elements of Maslow's theory, pointing out that satisfaction arises when certain conditions are met, fulfilling individual needs. The transition from Maslow to Hertzberg, and the ensuing exploration of intrinsic and extrinsic factors of motivation, stirred up an internal debate about which holds greater significance in driving employee motivation (Furnham & Eracleous, 2009).

Cain (2020) asserts that Hertzberg concluded that subpar hygiene factors result in job dissatisfaction, while poor motivational factors do not necessarily lead to dissatisfaction. On the contrary, the presence of robust motivational factors results in job satisfaction, while meeting hygiene factors does not guarantee satisfaction (Cain, 2020). Pink (2009) expanded on this by asserting that hygiene factors are not sufficient to satisfy or motivate;

they merely set the stage for motivation. Motivational factors are psychological elements that provide intrinsic satisfaction and act as incentives for people or employees to further invest their time, effort, and skills into productive behavior (Cain, 2020).

Notably, Glisovic et al. (2019) highlighted that material incentives, which are hygiene-based, act as potent motivators, albeit only in the short-term. They therefore advised that these factors should not be considered as adequate motivation. Meanwhile, most researchers in job satisfaction and motivation primarily focus on hygiene factors while often overlooking the intrinsic factors, including personalities (Furnham & Eracleous, 2009). As we delve further into the associations between personality traits and hygiene factors and motivators, we see the increasing significance of these variables.

Furnham & Eracleous (2009) offered a specific example, suggesting that introverted employees respond more positively to punishment, while extroverted employees are more responsive to reinforcement as part of their personal development. Maccoby (2010) conducted an experiment dividing students into two random groups: high test anxiety and low-test anxiety. He found that anxious students performed better in problem-solving tasks without any reward, while low-anxiety students excelled when a reward was a possible outcome; the potential of a reward increased their motivation (Maccoby, 2010).

Eracleous contended that personalities have a "sizeable" impact on work motivation. Furnham & Eracleous (2009) further observed a divergence between employees with lower job statuses (blue-collar jobs) and those with higher job statuses (white-collar jobs). The former were found to value intrinsic rewards more, while the latter were more concerned with extrinsic rewards. This distinction reflects Hertzberg's assertion that work motivation is significantly affected by how intrinsically challenging a job is and the opportunities it provides for recognition and reinforcement (Giancola, 2011). This may correlate with Maslow's theory of lower and higher-order needs (Furnham & Eracleous, 2009).

Upon examining the evolution of motivational theories, from Maslow to Hertzberg, we observe a recurring theme: the fulfillment of personal needs at various levels, whether characterized as high or low needs or internal or external needs. Although the terminology differs, Hertzberg and Maslow seem to be navigating in the same general direction.

The generational leap from Maslow in the 1950s, Hertzberg in the 1970s, to Daniel Pink in the 2000s, further illustrates this point. Pink (2009) encouraged business leaders to ensure that work is intrinsically satisfying in order to yield the benefits of a motivated and productive workforce (Giancola, 2011). He emphasized the underutilization of intrinsic rewards as a source of motivation for employees, particularly those performing complex and creative jobs (Giancola, 2011).

This notion aligns with previous arguments put forth by Hertzberg, who labeled such elements as "motivators," and by Maslow, who discussed the social, esteem, and actualization needs of an individual. Giancola (2011) echoed these sentiments, underscoring the recurring nature of these theories and the continued relevance of job enrichment and job design in contemporary workplaces. He credited Hertzberg for the introduction of job enrichment (Steel & MacDonnell, 2012) and advocated for fulfilling three innate psychological needs of employees: competence, autonomy, and relatedness (Giancola, 2011).

Pink emphasized the need for employee compensation to reflect their contribution to the employer and reiterated that employees performing complex, creative work will excel when their intrinsic needs are met (Giancola, 2011). To further amplify Pink's ideas, Glisovic et al. (2019) suggested that enriching work through cross-training and expanding workers' knowledge could enhance job satisfaction and decrease absenteeism.

Surveys conducted by major companies, including Motorola, Northwestern Mutual Insurance Co., and AT&T, indicated that blue-collar workers did not regard job enrichment as one of the top five crucial job elements. However, white-collar workers considered job enrichment as the most significant element, even more than good pay (Giancola, 2011). Pink asserted that the intrinsic rewards of mastering a task that engages them serve as a primary motivator for people at work (Maccoby, 2010). This idea resembles Maslow's concept of self-actualization.

Upon analyzing these three motivational theories, it becomes clear that they overlap significantly, and no single theory can fully capture the motivations of an employee or an organization. Each theory provides valuable insights that could be useful in understanding workplace motivation.

Finally, successful companies have realized the need to consider a broad range of factors, including compensation and benefits, to attract, retain, and motivate employees and maintain a competitive edge (Giancola, 2011). To create a motivating environment, leaders must assess job descriptions and duties, ensuring that employees understand their roles. Collecting data on workplace efficiency and effectiveness enables empirical feedback to employees, promoting stakeholder buy-in and the development of plans specific to individual needs.

Maccoby (2010) highlighted four key motivational elements: responsibility, relationships, rewards, and reasons, integrating elements from Maslow, Hertzberg, and Pink. This suggests that employees are motivated by their responsibilities, positive workplace relationships, rewards, and meaningful reasons for choosing to work at a particular place. The final element, providing a compelling reason to work, is especially significant in the current times.

Transitioning from the topic of motivation, the next area of exploration is the research on the factors that make employees enjoy their work, feel adequately trained, and maintain long-term commitment to their positions. Huntsman et al. (2021) discussed how the concept of empowerment can improve the adaptability of an organization, particularly in handling emergencies. Modern organizations often adopt transformational leadership styles, but they face escalating complexity and mounting responsibilities (Huntsman et al., 2021). Huntsman and colleagues (2021) observed that hierarchical organizations struggle to adapt to constant, complex changes, due to their reliance on centralization, prespecified instructions, and strict rules.

These structures limit the capacity of employees to adapt and improvise, making them ill-suited for today's dynamic workplaces. To become effective in complex emergency situations, employees desire empowerment, enabling them to make crucial decisions quickly and independently (Huntsman et al., 2021). Huntsman et al. (2021) asserted that to cultivate such empowerment, organizations should provide appropriate training and grant employees the autonomy to make crucial decisions during complex incidents.

There are numerous benefits of employee empowerment, such as increased employee loyalty, performance, adaptability, goal achievement, morale, job satisfaction, and employee retention (Huntsman et al., 2021). As empowerment is distributed throughout an organization, it leads to enhanced flexibility, employee performance, and resilience (Huntsman et al., 2021). Empowered employees, Huntsman et al. (2021) argued, exhibit motivation, initiative, mental agility, engagement, and commitment to the organization's objectives. For empowerment to occur, leadership must provide resources, support, and opportunities that enable employees to fully utilize their abilities and achieve their work goals (Huntsman et al., 2021).

Examining culture, it's observed that it shapes every individual and multicultural environments exist (Woody, 2005). According to Brough et al. (2016), individuals are shaped by multiple layers of culture, influenced by factors like family, religion, occupation, and social interaction. Western culture comprises social and cultural structures (Piquero, 2015). This discussion will focus on organizational culture, which can greatly influence an organization's success or failure (Aamodt, 2012). Work culture can unite or divide people and can determine an employee's decision to stay or leave (Moran et al., 2014). Culture guides subconscious decision-making and actions, and there's a connection between organizational performance and individual behavior (Fischer, 2014; Moran et al., 2014).

People's emotions are shaped by their cultural layers, aligned with their core values (Anthony, 2018). Despite the potential for change in organizational culture through training, individuals' deeply held beliefs often persist (Anthony, 2018). The upcoming research section will focus on paramilitary work cultures. Work culture, being an abstract concept, is challenging to study as it's both experiential and observable (Cockcroft, 2012). Since the mid-20th century, police departments have been a common subject in business studies (Squires, 2015), with various disciplines examining police behavior (Anthony, 2018). Police culture, once assumed to be uniform across officers (Alpert et al., 2012), is now recognized as diverse across departments and officers, underscoring the need for organization-specific assessments (Alpert et al., 2012). Police culture, influenced by officers' prior cultural experiences, influences their decisions (Sagi, 2015; Anthony, 2019). Key issues for police departments regarding culture include trust, respect, and legitimacy, and an officer's behavior and personal-professional identity are tied to organizational culture (Anthony, 2019).

After evaluating the existing organizational culture, an organization can pinpoint areas that require modification, and subsequently devise strategies such as training programs to facilitate this transformation (Anthony, 2018). Leaders should recognize the significance of understanding how the potentially detrimental aspects of police culture are acquired and sustained before they can be effectively changed (Anthony, 2019). For culture change to materialize in organizations centering on individuals, actions must be taken such as deploying personal enablers, fostering transformational leadership, employing skilled facilitators, and establishing role clarity (Manley et al., 2019). Addressing negative aspects within a police organization necessitates the collective involvement of all members from administration to line officers (Anthony, 2019).

Leaders must acknowledge the existence and importance of culture in an organization's success or failure (Warrick, 2017). Overcoming the challenges of a culture change involves making informed decisions that are reinforced through effective training and support from the organization. This is a complex, continuous process that demands contribution from all organizational levels (Anthony, 2019). A prevalent observation is that officers often resist change, which must be addressed (Anthony, 2019). Knowledge and understanding of how organizational culture influences an officer's decision-making process is a powerful tool for supervisors and managers seeking to modify behaviors and attitudes (Linton, 1938).

The issues between citizens and police officers aren't caused by crime rates but by their interactions, especially when trust is lost (Rosenbaum et al., 2015). It is crucial to realize that without community trust and respect, police efficacy diminishes (Anthony, 2019). As the community's confidence in police actions grows, they will view officers as professionals (Dobrzinskiene et al., 2021). The key cultural issues for police and paramilitary organizations revolve around the loss of trust, respect, and legitimacy, often fueled by the perception of an "us versus them" mentality embedded in the agency’s culture (Anthony, 2019).

The impact of culture on how citizens and police perceive each other is significant and has tangible implications for both parties (Fist & Taylor, 2013). The organizational identity of an individual is intimately tied to organizational culture; this relationship highlights the profound influence of police culture on officer behavior (Anthony, 2019). Notably, there is a direct connection between organizational performance and individual behavior (Anthony, 2018). Altering police department culture necessitates agency-wide learning, which must be embraced, supported, and implemented at all levels (Anthony, 2019).

The responsibility of continual identification and management of personnel obstacles as they emerge falls upon the leaders (Manley et al., 2019). The following sections of this research will delve into professional development strategies such as agency assessment, education, empathetic communication, officer immersion, reinforcement by commanding officers, and positive feedback from stakeholders. A positive, robust culture that mirrors the values of the citizens served will emerge as a result.

To effectively compile this information into a leadership plan, it's essential to incorporate each employee's intrinsic and extrinsic needs, based on their job roles (Fowler, 2014). Coaching stands out as the only way to realize these objectives by capturing individuals' strengths and aspirations, pushing their abilities, pairing them with compatible colleagues, recognizing exceptional work, and inspiring further effort (Fowler, 2014).

In the nursing field, successful coaching strategies have resulted in motivated, well-trained, and retained staff (Fowler, 2014). Career coaching aids in elevating the education level of nurses, supporting the broader strategy of healthcare systems (Fowler, 2014). Such coaching not only promotes professional advancement but also facilitates a reciprocal exchange of current professional issues and concerns (Fowler, 2014).

The focus of career coaching is the progression of an individual employee's potential, aligned with the strategic goals of the healthcare system and nursing practices (Fowler, 2014). The coach guides the individual through three key phases: foundation, learning, and taking action, with the last phase focused on facilitating behavioral changes (Fowler, 2014).

Coaching serves not only to foster relationships but also to mend existing ones among staff, leaders, community members, and elected representatives. It's a vital tool for instigating positive organizational changes and aligning efforts towards shared objectives (Champagne, 2020). Effective coaching can guide employees in their skill development and performance during their formative phases (Champagne, 2020). Moreover, research shows that behavioral coaching is the most successful approach for developing employees for advanced roles, improving performance, and serving as a change agent for a troubled organization (Champagne, 2020).

Professional growth programs provide employees with the opportunity to advance their skills, enabling both personal and career progression (Huntsman et al., 2021). This is a common practice in fields like healthcare, law, and social work, and it's now becoming prevalent in police, fire, and security services, traditionally paramilitary structures.

Training beyond the academy is paramount in police preparation. This responsibility falls on the training officer, who acts as a mentor, educator, and guide (Champagne, 2020). This bears similarities with the orientation processes for novice nurses, involving sufficient time for coaching and confidence-building, ultimately aiming to decrease job turnover rates (Champagne, 2020). An important consideration during police training is the generation gap between new officers, training officers, and line supervisors (Champagne, 2020). For example, millennials, expected to make up three-quarters of the workforce by 2023, are generally more technologically inclined and prefer hands-on, scenario-based learning (Champagne, 2020).

In-service training in professional development can effectively equip police officers with the necessary competencies to deal with intricate situations (Champagne, 2020). Simulated, real-life training can improve an officer's ability to assess situations and make decisions (Champagne, 2020). Given that the public's opinion of police officers can be influenced by even minor encounters, it's vital for police officers to receive in-service training in cultural diversity, interpersonal interactions, and de-escalation techniques (Champagne, 2020).

Transitioning from a traditionally paramilitary organization to a community-focused one necessitates the enhancement of critical decision-making skills, especially in de-escalating potentially violent confrontations. This is crucial for maintaining public trust and preventing unnecessary civilian unrest and legal action (Champagne, 2020). Insufficient training could lead to situations involving excessive force, reduced crime-solving rates, and the erosion of public trust in the police (Champagne, 2020). There's evidence to suggest that officers with a college education interact more effectively with city residents, leading to fewer complaints (Champagne, 2020). The professionalization of the existing and future police force can be achieved through in-service professional development training (Champagne, 2020).

Modern research emphasizes the importance of real-life scenario-based training in contemporary policing to hone decision-making skills (Dobrzinskiene et al., 2021). Studies have shown that improved training boosts officer safety, community support, and professionalism, thus reducing legal liabilities (Dobrzinskiene et al., 2021). Additionally, Champagne (2020) reported that moving from a paramilitary model to a community-centered one demands a greater focus on critical decision-making skills for de-escalation in confrontational situations.

Advanced education, a prerequisite in other professions, is becoming increasingly significant for first responders and police, according to Paterson (2011). A noticeable benefit of professional development is that officers with a college degree are less likely to receive complaints from citizens. Also, allegations against college-educated officers are more frequently found to be baseless compared to their non-college-educated counterparts (Paterson, 2011). Over the last 40 years, extensive research in the U.S. has analyzed the relationship between higher education and policing (Paterson, 2011). Higher education institutions advocate for a shift from training to education, connecting initial training, career advancement, and academic qualifications to further the professionalization of the police (Paterson, 2011). Education promotes critical thinking and embeds core democratic values, which aid in effective discretion usage, police performance, organizational reform, training, and job satisfaction (Paterson, 2011). It also provides skills that enhance community orientation and local accountability, critical elements of community policing (Paterson, 2011). Thus, higher education enhances police officer accountability and performance (Paterson, 2011).

Additionally, the blending of higher education with on-the-job experience can have a beneficial impact on police performance (Paterson, 2011). This can improve public perception of police fairness and boost police performance (Paterson, 2011). Higher education can add value to police training in numerous ways and can enhance officers' ability to perform their duties (Paterson, 2011). This benefits both police performance and police ethics, with efficiency being directly linked to fairness perceptions and police legitimacy (Paterson, 2011). Higher education helps develop critical thinking and vital values to address societal demands for accountability and professionalism. Therefore, a police officer's role should be considered a profession deserving of community respect. The career choice and job satisfaction are related to fulfilling financial, social, and personal needs (Dobrzinskiene et al., 2021). If a person is satisfied with their job and their expectations match their situation, their career develops successfully and thrives as they had hoped (Dobrzinskiene et al., 2021).

In the current climate of paramilitary organizations, especially police forces, it's crucial for leaders and their staff to be aware of the cultural diversity of the community, the culture within the organization, and the treatment of all stakeholders (Knaak et al., 2019). Two types of growth and development plans have shown significant success in the United States educational settings: competence-building and research and development. These plans aim to promote learning, skill-building, instructional innovation, problem-solving, and collaboration (Huntsman et al., 2021). As professional opportunities in professional settings develop, adaptive performance shows significant improvements by enhancing the self-efficacy and self-determination of employees. As a result, employees can make more effective autonomous, adaptive decisions that management can trust (Huntsman et al., 2021).

Professional development plans serve as pivotal mechanisms for enhancing the quality of teaching in educational institutions and, likewise, can be instrumental in supporting law enforcement agencies (Wei et al., 2010). Effective teaching hinges on educators having daily opportunities to hone and broaden their skills, scrutinize the effect of their methods on student learning, and persistently work to tackle academic challenges

(Wei et al., 2010). The focus of professional development should encompass the subject matter being taught and the duration dedicated to each topic (Wei et al., 2010).

System-wide reform efforts should entail integrating professional development with standards and assessments for all staff members (Wei et al., 2010). It is essential that these plans foster active learning among teachers, enabling them to derive meaningful insights from their experiences (Wei et al., 2010). Comprehensive professional development support, which may involve coaching, modeling, observation, and feedback, is crucial to this process (Wei et al., 2010). A collaborative environment within schools promotes team-based professional learning (Wei et al., 2010).

Professional development, in essence, involves a continuous and intensive approach to boost the effectiveness of educators and school leaders in elevating student achievement (Wei et al., 2010). This concept can be extended to paramilitary and police forces, thereby fostering employee motivation and retention.

Educational development programs are structured to assess learning needs by comprehensively analyzing data on teacher and student performances (Wei et al., 2010). Based on a rigorous examination of this data, clear learning objectives for educators are defined (Wei et al., 2010). Any learning goals implemented should embody coherent, sustained, and evidence-backed learning strategies (Wei et al., 2010).

Such programs often include coaching or other forms of assistance to facilitate the application of newly acquired knowledge and skills in the classroom (Wei et al., 2010). Regular evaluations are performed to assess the effectiveness of professional development, with a focus on advancing teaching quality and helping students meet stringent state academic achievement standards (Wei et al., 2010).

This process can be bolstered through activities such as courses, workshops, and conferences (Wei et al., 2010). Learning goals and objectives set at the school level for professional development should be addressed and integrated into ongoing, school-based professional development (Wei et al., 2010). External support can further contribute to the continuous improvement of teaching and student learning (Wei et al., 2010).

In addition to formal professional development activities like university courses, workshops, and training sessions, resources that facilitate teacher participation in professional development, such as dedicated time for development during work hours and financial assistance for tuition, fees, and travel, are recommended (Wei et al., 2010). Job-embedded professional development activities, like collaboration on instructional issues and peer observation, along with conditions that foster collaboration and learning (e.g., regular scheduled time during work hours, teacher influence over school decisions), are also advocated (Wei et al., 2010).

Professional development and goal setting are intertwined concepts, vital for fostering progress and growth through engaging work plans (Alispahić, 2013). Goals, essentially what individuals aspire to achieve, are potent drivers that enhance effort, prolong engagement, and boost achievement (Pink, 2009). However, goals that are externally imposed can potentially entail harmful consequences (Pink, 2009).

Goals serve as a motivator, facilitating action in purposeful ways (Reeve, 2005). They generate motivation by drawing attention to the gap between current and desired achievement levels (Alispahić, 2013). Although goal setting tends to elevate performance, the nature of the goal can significantly influence the degree to which it yields performance improvements (Alispahić, 2013). The higher the goal's difficulty, greater the energizing effect it has on the performer (Alispahić, 2013). Nonetheless, not all suggested goals necessarily improve performance. Tough goals augment effort and perseverance, while specific goals guide towards a particular course of action (Alispahić, 2013).

Goal setting is maximally effective when feedback indicating progress towards the goal is provided. Effective pursuit of goals requires a mechanism to monitor progress (Alispahić, 2013). Achievement of goals engenders emotional satisfaction, while failure leads to dissatisfaction (Alispahić, 2013).

Factors such as the perceived difficulty of the imposed goal, participation in the goal-setting process, the credibility of the individual assigning the goal, and external incentives determine whether goals are accepted or rejected (Alispahić, 2013). People are less likely to accept externally imposed goals, whereas goals are readily accepted when individuals participate in the goal-setting process (Pink, 2009). Higher the credibility of the individual assigning the goal, greater the probability of the goals being accepted (Alispahić, 2013).

Upon setting a goal, the following challenges arise: initiating action amidst daily distractions, persisting despite obstacles, and resuming work following disruptions. Individuals harbor three fundamental psychological needs: autonomy, competence, and relatedness (Alispahić, 2013).

Goals can be intrinsically oriented (community, affiliation, health, and self-development) or extrinsically oriented (image, financial success, physical attractiveness) (Alispahić, 2013). Intrinsic goals foster psychological well-being as they are more likely to satisfy basic psychological needs during goal pursuit (Alispahić, 2013). In contrast, extrinsic goals, being reliant on the reactions of others, are linked to stress-inducing interpersonal comparisons and fewer opportunities for basic psychological need satisfaction, resulting in diminished subjective well-being (Alispahić, 2013).

By examining individuals' plans and goals, researchers have gained insights into why people choose to engage or disengage from various activities and the relationship between their plans, goals, and achievement behaviors (Alispahić, 2013). Any perceived mismatch between the current and ideal state triggers an experience of "incongruity," which has motivational implications (Alispahić, 2013). To alleviate this incongruity, individuals may adjust their plan, alter their behavior, or abandon the plan altogether (Alispahić, 2013).

One last area of concern I must review with regard to research in this literature review section is the use of force incidents on healthcare campuses. Use of force incidents and their management are mission-critical aspects of this safety and security team. Under federal and state guidelines for hospital safety, there are numerous laws and mandatory guidelines with which to comply. One such compliance measure is the Occupational Safety Health Administration (OSHA) policy that identifies healthcare facilities as a high-risk industry for injury from workplace violence, making the employer subject to an OSHA general duty clause violation if there is an injury that the facility did not attempt to prevent with reasonable control measures (Blando et al., 2019). Workplace violence and safety concerns in healthcare have been thoroughly studied and are acknowledged to notably impact the functionality and mission of healthcare facilities (Blando et al., 2019). Despite strides made in enhancing hospital security, substantial challenges remain. Notably, the use of armed security and tasers in hospitals is on the rise compared to other weapon systems (Blando et al., 2019). The decision to arm healthcare security personnel with weapons, particularly firearms, requires careful consideration given the frequency of use-of-force situations, particularly in settings with patients experiencing mental health crises, dementia-related aggression, or intoxication (Blando et al., 2019).

Hospital organizations bear the responsibility of ensuring the safety of staff and patients, and any failures in this regard may result in civil liabilities. One of the primary concerns associated with arming security officers is the risk of weapons being lost during altercations (Blando et al., 2019). An investigation by Blando and colleagues (2019) on the distribution of equipment among security personnel found the following statistics: handcuffs (96%), batons (56%), chemical irritant sprays (52%), handguns (52%), tasers (47%), and K9 units (12%).

Large hospitals were more likely to have a wider variety of weapon systems, especially when the security staff had arresting powers, probably due to the prevalence of law enforcement officers in these facilities (Blando et al., 2019). The study showed that nearly 90% of the hospitals required documented weapons training, even though the frequency of such training was less than annual (Blando et al., 2019). The survey also found that the majority of healthcare facilities employed guards to patrol their premises, had a use-of-force policy in place, provided de-escalation training, allowed guards to restrain patients under medical staff supervision, and conducted background checks on their security personnel (Blando et al., 2019).

The security personnel in the healthcare sector, about 83% nationwide, necessitate specialized training or certification, typically encompassing de-escalation, taser use, handcuffing, and even cardiopulmonary resuscitation (Blando et al., 2019). Full basic police academy training is required for sworn police officers at hospitals along with annual in-service training (Blando et al., 2019). However, only half of the healthcare security programs in the country reported coordinating drills with local law enforcement, despite this being recommended best practice (Blando et al., 2019). Given the increase in active shooter incidents in America, such drills could prepare hospital security staff and local law enforcement for potential active shooter scenarios, thereby enhancing the efficiency and promptness of emergency responses (Blando et al., 2019).

Blando and colleagues (2019) also observed an uptick in the use of firearms by healthcare security programs since 2010, potentially due to an increased law enforcement presence in hospitals. Despite the potential effectiveness of portable metal detectors for identifying weapons, only 48% of respondents reported their use, likely due to their perceived incongruity with a patient-friendly environment (Blando et al., 2019). The research also highlighted that firearms received more frequent training (quarterly) than tasers (annually). The authors concluded by emphasizing the public health imperative of preventing any form of violence in healthcare environments (Blando et al., 2019).

**Quantitative Research Methodology Overview**

Quantitative research is a methodological approach used in many fields that focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Creswell, 2014). This approach involves the use of structured research instruments, which provide a clear path for the collection and analysis of data (Salkind, 2010).

The fundamental aim of quantitative research is to employ mathematical theories or models relating to phenomena. The process includes the collection of empirical data, which are then analyzed through statistical methods (Creswell, 2014). Quantitative research seeks to understand the relationship between an independent variable and a dependent variable within a population, often in the form of hypothesis testing (Salkind, 2010).

The most common types of quantitative research designs are experimental, quasi-experimental, and correlational. Experimental designs are the gold standard for quantitative research and involve the manipulation of variables in controlled conditions to measure the effects on the dependent variable. Quasi-experimental designs involve similar processes, but without the random assignment of participants to conditions. Correlational designs, on the other hand, look at the statistical relationship between two or more variables without the researcher manipulating them (Creswell, 2014).

One of the main strengths of quantitative research is its ability to provide clear, statistical results. By using standardized measures, it produces reliable and replicable data. Additionally, it can handle large sample sizes and broad scopes, allowing for generalizations about a larger population based on a smaller sample size (Salkind, 2010).

However, quantitative research does have its limitations. The focus on numerical analysis can overlook the human element, the nuance of complex social phenomena, or the depth of individual experiences. Moreover, the emphasis on rigid designs can limit the exploration of other potentially significant factors (Creswell, 2014).

Ethical considerations are paramount in all research, including quantitative research. These include gaining informed consent, ensuring privacy and confidentiality, and conducting the research in a way that benefits the participants or contributes to the broader knowledge base in the field (American Psychological Association [APA], 2020).

In conclusion, while quantitative research provides invaluable insights into many research questions, its utility should be considered alongside the research question, context, and other methodological approaches (Creswell, 2014).

**Qualitative Research Methodology Overview**

Qualitative research is a methodological approach characterized by its focus on exploring and understanding the meaning that individuals or groups attribute to a social or human problem (Creswell, 2014). Its emphasis is on the experiences and perspectives of the people being studied (Tisdell, 2015).

Qualitative researchers often collect data in the natural setting of the participants, emphasizing an inductive analytical strategy, and prioritizing the participants' voices and meanings (Merriam & Tisdell, 2016). The method comprises various data collection techniques such as interviews, observations, and document analysis. The data generated is rich and deep, often resulting in narrative descriptions and interpretation (Creswell, 2014).

There are several types of qualitative research designs, including phenomenological research, ethnography, case studies, and grounded theory research. Each type has its specific features, purposes, and philosophical assumptions (Merriam & Tisdell, 2016). For instance, phenomenological research aims to describe the common meaning of a phenomenon for several individuals, whereas grounded theory seeks to generate or discover a theory from the data collected.

One of the main strengths of qualitative research is its ability to provide a comprehensive and detailed account of the phenomena under study. It offers the depth of understanding and uncovers complex dynamics that quantitative research often cannot achieve (Tisdell, 2015). However, qualitative research has its limitations. The findings are not easily generalizable due to the small and purposefully selected sample, and the process of data analysis can be time-consuming and requires significant interpretive skills (Merriam & Tisdell, 2016).

Ethical considerations are integral to qualitative research. Researchers must respect participants' rights and dignity, maintain confidentiality, and ensure the research is conducted with integrity and free from bias (American Psychological Association [APA], 2020).

In conclusion, qualitative research is a valuable approach that offers nuanced and in-depth insights into human experiences and behaviors. It should be selected when the research question requires exploring meanings, understanding complex phenomena, or gaining a deeper understanding of a specific context (Creswell, 2014).

**Survey Methodology Overview**

Survey methodology is a research approach used to collect data from a predefined population, or a subset thereof, to infer relative proportions in that population by examining the responses to a series of questions (Creswell, 2014; Salkind, 2017). Surveys can be carried out using different modalities such as mail, telephone, online, or in-person.

Surveys are particularly beneficial when the goal is to quantify attitudes, opinions, behaviors, or other defined variables and generalize the results from a sample to a broader population (Creswell, 2014). They allow for a broad coverage of a large population, making them cost-effective and efficient for data collection. However, as with any research method, they have limitations, which include relying on self-reported data that may be affected by response bias, and lack of depth in the responses collected (Salkind, 2017).

Survey design is crucial for obtaining reliable and valid results. Survey questions must be clear, concise, and appropriately worded to avoid misunderstanding or bias. Both closed-ended questions, which limit respondents to predetermined answers, and open-ended questions, which allow respondents to answer in their own words, can be included (Salkind, 2017).

Sampling is another critical aspect of survey methodology. Researchers must determine the target population, the sampling frame (the list from which the sample is drawn), and the sampling method. Sampling methods can be probability-based, such as random sampling, or non-probability-based, like convenience or quota sampling (Creswell, 2014).

Although traditionally associated with quantitative research, surveys can also be used in qualitative research, where open-ended questions are incorporated to gather rich, descriptive data. Nevertheless, the analysis of such data can be time-consuming, and the findings are typically not generalizable (Merriam & Tisdell, 2016).

In summary, survey methodology is a versatile and widely used research approach, suitable for a broad range of research questions and contexts. It is essential for researchers to carefully consider their survey design, sampling strategy, and data analysis methods to ensure the quality and validity of their findings (Creswell, 2014; Salkind, 2017; Merriam & Tisdell, 2016).

**Interviewing Methodology Overview**

Conducting interviews is a central method in qualitative research, offering an in-depth understanding of participants' experiences and perspectives. Let's consider the insights of Creswell, Salkind, Merriam, Tisdell, and others regarding this subject.

Interviews in qualitative research can take various forms, most commonly one-on-one interviews, focus group interviews, or structured and semi-structured interviews (Creswell, 2014; Merriam & Tisdell, 2016). The type chosen depends on the research question, the nature of the participants, and the resources available.

One-on-one interviews are widely used due to their flexibility and capacity to provide a deep understanding of a participant's experience (Merriam & Tisdell, 2016). Focus group interviews, on the other hand, can harness group dynamics to generate data and insights that may not arise in individual interviews (Krueger & Casey, 2014).

Structured interviews involve a pre-determined set of questions, ensuring uniformity across participants but offering less flexibility. Semi-structured or unstructured interviews, by contrast, provide more flexibility, allowing the interviewer to probe further or follow up on intriguing responses (Creswell, 2014; Merriam & Tisdell, 2016).

Preparation is key when conducting qualitative interviews. Developing an interview guide with a list of topics or questions to be covered can assist, while ensuring the interviewer remains flexible to follow the participant's lead (Merriam & Tisdell, 2016).

Furthermore, ethical considerations, including informed consent, confidentiality, and the right to withdraw, should be addressed prior to the interview (Creswell, 2014). The researcher must also establish rapport with the participant to facilitate a comfortable and open conversation (Merriam & Tisdell, 2016).

The analysis of qualitative interview data can be a complex and iterative process, often involving transcription, coding, and interpretation to identify themes or patterns (Saldana, 2015).

In conclusion, conducting interviews in qualitative research provides valuable insights into individuals' experiences and perspectives. Proper planning, ethical diligence, and thorough analysis are crucial for effective interview research (Creswell, 2014; Salkind, 2017; Merriam & Tisdell, 2016).

**Chi-Square Analysis Overview**

Chi-Square Goodness of Fit analysis is a statistical test used to determine whether observed categorical data significantly deviates from the expected frequencies or proportions. It is applied when there is a single categorical variable with multiple categories, and we want to compare the observed distribution of data to an expected or theoretical distribution.

The analysis involves comparing the observed frequencies in each category of the variable to the expected frequencies that would be obtained if the variable followed a specific distribution or had specific proportions. The expected frequencies are typically based on theoretical assumptions or previous knowledge.

The chi-square test statistic is calculated by summing the squared differences between observed and expected frequencies, divided by the expected frequencies for each category. The formula is:

χ^2 = Σ((Observed - Expected)^2 / Expected)

The resulting chi-square test statistic follows a chi-square distribution, and its value indicates the degree of discrepancy between the observed and expected frequencies. A higher chi-square value suggests a larger discrepancy.

To assess the statistical significance of the chi-square test statistic, it is compared to the critical value from the chi-square distribution with degrees of freedom equal to the number of categories minus one. If the calculated chi-square value exceeds the critical value, it suggests that the observed data significantly deviates from the expected distribution.

Interpreting the results of the Chi-Square Goodness of Fit analysis involves considering both the statistical significance and the practical significance of the findings. If the test is statistically significant, it indicates that there is evidence of a significant difference between the observed and expected frequencies. However, further investigation is necessary to understand the nature and implications of this difference.

Researchers can use Chi-Square Goodness of Fit analysis in various fields to examine whether the observed data fit expected theoretical distributions, such as testing if genetic ratios conform to Mendelian inheritance patterns or assessing the fairness of dice or card games. It is also commonly employed in surveys or experiments to examine if the distribution of responses or outcomes differs from what would be expected by chance.

It is essential to note that the Chi-Square Goodness of Fit analysis assumes certain conditions, such as independence of observations and sufficient sample sizes in each category. Violation of these assumptions can affect the validity and reliability of the results.

Overall, the Chi-Square Goodness of Fit analysis provides a statistical framework for evaluating the extent of agreement between observed and expected frequencies in categorical data, enabling researchers to make informed conclusions about the distributional characteristics of the variable under investigation.

**Review of My Qualitative and Quantitative Research**

My goal was to perform action research in a real-life scenario. I wanted to ensure that this was a disciplined inquiry through a survey tool shown to be reliable and valid. The collection of data was based on fundamentally sound methods that were ethical with an ethos to reduce harm. From these results, as shown, I partially tackle the question of distinctiveness of service and employee motivation for RMC’s safety and security team. I say partially due to the fact that this is only the quantitative analysis portion of the research question. A second part of the mixed methodology approach will develop under the umbrella of a qualitative research method. Recommendations are outlined in the discussion sections regarding the quantitative findings of this research.

It is very important that during the qualitative process, harmonizing views exist between the research agenda, scientific objectives, and the sample pool (Van-Bekkum et al., 2016). During the process of in-depth interviews, researchers must understand that their background can affect the study’s focus, plan, interpretations, and analysis (Holcomb, 2015). As researchers, we must be aware of and alert to inexperienced researchers; this population, during the qualitative research model, often has issues separating their own preconceptions from the research topic (Holcomb, 2015). Cultural sensitivity must be considered during the interview process; each interviewee will have expectations, and some may view these interviews as difficult and invasive (McGrath et al., 2019). Qualitative data afford researchers opportunities to explore matters that are unique to the experiences of the interviewees, allowing insight into how different ideas of interest are experienced and perceived (McGrath et al., 2019). A significant strength of qualitative research is that this has the potential to give a voice to minorities and to groups in society that may not otherwise be heard (McGrath et al., 2019). It is my goal to provide a richness of data to RMC on their safety and security department that defines why this department is distinctive in this professional field and provide all the stakeholders of RMC with recommendations that will assist with employee retention and continued professionalism through the safety and security department.

# Chapter 3: Methodology

## Introduction

The goal of all research should be a disciplined, ethical inquiry that is unbiased, understandable, inviting, and inspiring to respondents that gives back to research in a truthful manner (Kelly-Quon, 2018). Research tools are ubiquitously used to inform decision-making in every walk of life (Hulland et al., 2018), and they are popular in academic marketing research in part because it is difficult to imagine how certain topics could be studied without directly asking people (Hulland et al., 2018).

In general, surveys are ideal for collecting data on people's attitudes, knowledge, and personal history (Totten et al., 1999). Individuals and organizations sponsor surveys for three reasons (Leaver, 2000): first, to understand or predict human behavior on topics of interest; second, to influence or persuade a specific audience; third, to create or modify a product/service for a group (Leaver, 2000). Many times, gathering and scrutinizing information in a comprehensive way has influenced many decisional processes; survey research is the modern-day equivalent of seeking advice (Leaver, 2000). We believe that surveys can provide novel and revelatory insight into the minds of individuals, consumers, and employees (Hulland et al., 2018).

The purpose of qualitative research interviews is to contribute to a body of knowledge that is conceptual and theoretical; furthermore, these data are based on the deeper meanings of life: the experiences of the interviewee (Bloom & Crabtree, 2006). Qualitative interviews dig past the initial yes or no answer and dig deeper than the surveyed ideas to foster learning through the individual's experiences and perspectives toward certain issues (Bloom & Crabtree, 2006).

**Research Design**

As researchers, we must look at statistical findings to help answer research questions. Statistical findings often assist many of us with a better understanding of large sets of numbers by breaking the information into relatable information to questions we have (Salkind & Frey, 2020). Statistics come in two variations: descriptive and inferential (Salkind & Frey, 2020). These ideas center around the science of organizing and analyzing information (Salkind & Frey, 2020). As researchers, we understand that these tools organize, describe, characterize, and infer information; however, we must dig deeper to determine if these data sets are reliable, trustworthy, and valid (Salkind & Frey, 2020). If we are not diligent in the process of these data collections, the result will be junk in, junk out (Salkind & Frey, 2020).

Surveys as research tools have distinct strengths, but they must be carefully designed and their data must be appropriately analyzed in order to avoid invalid conclusions (Hulland et al., 2018). Surveys are essential for discovering the incidence of distribution and the interrelationships of variables in a population (Leaver, 2000). It is easy to assemble and administer a survey, but there are many sources of error that can contaminate survey results and limit the usefulness of survey findings (Hulland et al., 2018). There are four major types of surveys: personal interviews, telephone inquiries, direct mail, and electronic surveys (Leaver, 2000). Modern electronic resources make survey research more practical and less costly than ever before (Kelly-Quon, 2018). A quantitative survey is specifically designed to collect numerical data; therefore, it is suggested researchers use a Likert scale for ease of the respondents, for ease of the researcher's tabulation, and for ease of researcher analysis (Leaver, 2000) (Totten et al., 1999). Again, gathering and scrutinizing information in a comprehensive way has influenced many decisional processes, and it is felt that survey research is the modern-day equivalent of seeking advice (Leaver, 2000).

Factors to consider with survey methods are cost, time, what will be learned, size of the survey pool, respondent interaction, interviewer bias, and if training is required to administer a tool (Leaver, 2000). The possible cost per survey ranges from a mailed survey at $3 per subject to interviewing a person at $75 (Totten et al., 1999). The administration of a survey will tremendously affect response rates (Totten et al., 1999). Table 2 details the positives and negatives of survey tool types (Leaver, 2000).

**Table 2**

*Comparison of Sample Survey Methods*

| Criteria | Interview | Telephone | Mail | Internet |
|---|---|---|---|---|
| Cost of data collection | High | Medium | Low | Low |
| Time required for data collection | Medium | Low | High | Low |
| Sample size for a given budget | Small | Medium | Large | Large |
| Reaches widely dispersed sample | No | Maybe | Yes | Maybe |
| Interaction with respondents | Yes | Yes | No | Maybe |
| Degree of interview bias | High | Medium | None | Low |
| Severity of nonresponse bias | Low | Low | High | Medium |
| Presentation of visual stimuli | Yes | No | Maybe | Maybe |
| Fieldworker training required | Yes | Yes | No | No |

Leaver, D. (2000). Survey Research Techniques. *Radiation Therapist.,71*(4), 364-378.

Researchers must pay careful attention to survey design and administration so that the results they obtain are meaningful (Hulland et al., 2018). Consideration must be given to another array of factors including resource availability, the researcher's competency, and the researcher's skills (Hansson et al., 2000). It is suggested that surveys be pretested so questions can be properly formulated and placed in an order that promotes individual responses (Hulland et al., 2018). Prequalifying or preliminary contacts with follow-ups will yield higher response rates, but this also may result in misleading information and bias (Hulland et al., 2018). Ideas a researcher must take into account for respondents include minimal time and effort is needed to complete the survey, ordering of questions to make respondents comfortable, avoiding emotionally loaded words, and the material needs to be on a sixth-grade reading level (Kelly-Quon, 2018).

There are two main types of surveys: descriptive and analytical (Kelly-Quon, 2018). Descriptive surveys do not assume a hypothesis to collect trends or incidents, but analytical surveys are driven by a hypothesis about relationships between questioned factors (Kelly-Quon, 2018). If the goal is to test theoretical hypotheses of interest, the most important consideration is to select measurement objects and a research context in which the hypotheses can be meaningfully tested using sources of data that yield accurate information about the units studied (Hulland et al., 2018). The first step is to develop a research question that will determine the object of measurement (Hulland et al., 2018). Survey administration is an important factor and can determine how respondents answer (Kelly-Quon, 2018). If the sample pool has an understanding of the study's aim and the process, this helps to build a research relationship (Hanson, 2000). When respondents have agreed to participate, they need to be informed of exactly what they will be asked to do, how much time they will be expected to contribute, and what use will be made of the information they provide (Hanson, 2000). If surveys incorporate sensitive material, socially acceptable answers will be given when the surveys are given in person (Kelly-Quon, 2018). Electronically administered surveys with sensitive material get more self-admits to illegal and risky behavior (Kelly-Quon, 2018). One notable limitation of survey research is respondent comprehension or recall (Kelly-Quon, 2018). Survey questions must be designed to be unbiased and answerable (Kelly-Quon, 2018). Completing a survey typically requires the ability to read and comprehend, and some argue this creates a biased result (Kelly-Quon, 2018).

It is not feasible to survey entire populations, so samples are used with two variables considered: sample size and sample error (Leaver, 2000). This idea of a survey sample is part of a survey tool that enables a researcher to generalize information over an entire population (Leaver, 2000). Leaver (2000) explained that the larger the sample size is, the smaller the sample error will be. This helps the researcher when they are describing the possible differences between the findings and a true population result (Leaver, 2000). Multiple participants are a must to help reduce systematic errors like bias (Hulland et al., 2018). One huge advantage to surveys is the sample of people are generally in real-world conditions, not in a controlled laboratory (Totten et al., 1999).

Preparing your sample is an important step that, if not carried out appropriately, could adversely affect response rates (Hanson, 2000). When undertaking any research study, consideration must be given to issues of reliability and validity (Hanson, 2000). Survey reliability measures the consistency of the results (Leaver, 2000). No survey is perfectly reliable; a person's response may vary from one question to the next based on mood, distractions, and attention (Leaver, 2000). Validity is the degree to which a survey claims to measure (Leaver, 2000). A validated survey design can be assumed to measure an outcome it was designed to measure when given to a population designed to evaluate (Kelly-Quon, 2018). The advantage of using a validated survey instrument is that the investigator can be confident that the survey is measuring what it is supposed to be measuring (Kelly-Quon, 2018). Threats to validity arise principally from the pressures of the convergence of predictions (Hanson, 2000). There are four ways to develop evidence of validity: compare survey results collected from a variety of other data collection methods, compare results from diverse groups to see if differences match what others found, have diverse groups review the survey before administration, and pilot test the survey (Leaver, 2000). A workable platform for data management is a must for researchers (Kelly-Quon, 2018), and seven basic terms are used in the analysis of survey data: variance, standard deviation, percentage, average, mode, mean, and median (Leaver, 2000).

Survey representation identifies with whom the survey represents, what the survey is about, and more specifically if the responses actually measure what the survey research is interested in (Hulland et al., 2018). The definition of target population has some issues that involve the population, sampling, and non-response bias (Hulland et al., 2018). The idea of non-responses in a survey tool took up several pages in the research I reviewed. A non-response occurs when a respondent does not provide data for all items (Hulland et al., 2018). Also, non-response problems can arise at both the overall response unit and individual measurement levels; this occurs when potential observations included in the initial sample are missing entirely from the final sample (Hulland et al., 2018). Researchers must take care when eliminating respondents who do not pay attention to instructions by effectively screening data; this significantly takes away from disciplined inquiries (Hulland et al., 2018). Of the 178 journals evaluated by Hulland et al. (2018), 41% involved some type of respondent being eliminated. By having this lower response rate, the power of the statistical test is reduced (Hulland et al., 2018). Totten et al. (1999) helped with the non-response question by saying if all non-respondents answered in the opposite direction of the main survey result and it substantially changed the conclusion, the non-response rate is problematic.

The integration of qualitative research into clinical research in the 1970s and 1980s introduced many distinct formats of interviews (Bloom & Crabtree, 2006). This greatly expanded the process of data collection and increased the depth of information gathered (Bloom & Crabtree, 2006). Qualitative interviews are categorized in a variety of ways (Bloom & Crabtree, 2006). Early pioneers of ethnography, Malinowski and Mead only used unstructured interviews; they had never heard of focus groups or in-depth interviews (Bloom & Crabtree, 2006). These early ethnographers would gather data through participatory observations and record field notes as they observed the subjects they studied (Bloom & Crabtree, 2006). The early versions of the in-depth interviews came from phenomenologists like Edmund Husserl and the Chicago School of Sociology (Bloom & Crabtree, 2006). The in-depth interviews help reconstruct perceptions of events and experiences related to the interviewee (Bloom & Crabtree, 2006). Bloom and Crabtree (2006) noted that it is important that a set of predetermined, open-ended questions emerge through a dialogue between the interviewer and interviewee. These in-depth interviews allow the interviewer to delve deep into the social and personal matters of the interviewee (Bloom & Crabtree, 2006). When we look at unstructured interviews, we see that no interview is ever truly considered unstructured; some are relatively unstructured, and others are just guided conversations (Bloom & Crabtree, 2006). Semi-structured interviews are often the sole data source of a qualitative research project and are usually scheduled in advance at a designated time and location outside of everyday events (Bloom & Crabtree, 2006). Once we move past the one-on-one perspective, we look at a group interview. In comparison to the in-person in-depth interview, the group interview provides a wide range of ideas with limited personal information (Bloom & Crabtree, 2006).

Basic research questions may serve well as the first few interview questions, but between five and 10 questions need to specifically address the specific research question (Bloom & Crabtree, 2006). The first questions should be broad, open-ended, reflect the nature of the research, and be non-threatening (Bloom & Crabtree, 2006). Interviews have a tendency to contain questions that are interpreted as leading or prompting the interviewee; interviewers must be aware not to record words other than those used by the interviewee, to avoid including misleading answers (Bloom & Crabtree, 2006). One of the challenges of conducting interviews is that they are carried out under the naïve assumptions that the researcher wants to achieve understanding through dialog and discussion (McGrath et al., 2019). These are not informal chats; they are data-collecting instruments that are used to penetrate research questions (McGrath et al., 2019). Researchers must consider the size of their sample pools, consider how many questions are in the interview process, and ask how much information is needed to cover the research question (Bloom & Crabtree, 2006). Current research identifies that little attention is paid to sample size in qualitative research, due in part to the history of this research design (Van-Bekkum et al., 2016). Marshall et al. (2013) believed that no other research task is more important to creating credible research than obtaining adequate samples. Ensuring there is enough data is the precursor to a credible analysis and reporting of research (Marshall et al., 2013). Bloom mentioned saturation, which is the point where there is no new data being collected and no new themes coming forward

(Marshall et al., 2013). This saturation point is where the researcher reached its sample size. Looking at the sample pool, interviewees should be homogenous and must share critical similarities that are related to the research question (Bloom & Crabtree, 2006). It is suggested that 20% to 30% of the population in question be interviewed to have a properly grounded research study (Marshall e. al., 2013), and it is approximated that these interviews should take no more than 60 minutes (Van-Bekkum et al., 2016).

During the interview process, information may be shared that jeopardizes a person's position in the company; it is important that research information remains anonymous and protected from conflicts of interest (Bloom & Crabtree, 2006). During the interview process, interviewees should not be exploited for any type of gain, and an awareness of unanticipated experiences that evoke ongoing concerns must be recognized (Bloom & Crabtree, 2006). Ethical issues arise in qualitative research with regard to unanticipated harm, interviewee information, and reducing the risk of exploitation (Bloom & Crabtree, 2006). In the process of active listening, interviewers listen and reflect personal information back to the interviewee; this process can develop in unforeseen ways, causing unintended harm (Bloom & Crabtree, 2006). Researchers are often unable to foresee these events; however, through diligent preparations, we should expect this to happen and respond accordingly so the harm is limited and contained.

As a researcher and interviewer, it is suggested to use your background in a considerate way that builds rapport and helps ease the interviewee's apprehension (McGrath et al., 2019). Rapport is a significant factor in qualitative research interviews; as interviewers, we should look to reduce apprehension through a cooperative, participatory approach that reduces the apprehension of interviewees (Bloom & Crabtree, 2006). It is essential for the interviewee to feel comfortable as they share their personal experiences and attitudes as they occurred (Bloom & Crabtree, 2006). It is through these connections and truths that interview research contributes to our knowledge and meaning of the human experience (Bloom & Crabtree, 2006). The interview process is meant to be a personal encounter that is open and direct with questions to elicit detailed narratives and stories (Bloom & Crabtree, 2006). The important key is for the researcher to understand the interviewee's subjective perspective of their phenomenon rather than generalizing the understandings for larger groups (McGrath et al., 2019).

Qualitative research generates large and cumbersome amounts of data; the researcher should think about the analysis of data before the interviews begin, so the depth, richness, and quality remain consistent (McGrath et al., 2019). Interview data, transcribing data, data management, and analysis are essential factors for a qualitative research approach; all of this must be done as the process unfolds (Bloom & Crabtree, 2006). During qualitative research, data analysis must occur during the interview process; this enables the investigator to understand and adapt their research questions in the process (Bloom & Crabtree, 2006). During the transcription process, errors can creep in that result from individuals; research recommends that the transcription be done by the researcher, so all the cues offered by the interviewee are detailed (McGrath et al., 2019). This is truly where the richness of data lies in qualitative research. One significant drawback of qualitative research is the high-risk, high-resource, high-time commitment research activity that is often driven by a short-term demand of scholarly research institutions (Van-Bekkum et al., 2016). Funding becomes an issue with quantitative research as some institutions and organizations do not fully understand the process, policies, or influences of this body of research; this research often gets discounted because of the communication policies of research funders (Van-Bekkum et al., 2016).

## Research Description

The reason this topic was chosen as my research problem was based on a personal passion to understand leadership and how these ideas feed into a professional dynamic of employee behavior, organizational leadership, motivation, and workplace culture, and how there is a real human interest as employees excel, grow, mature, and become better individuals.

Employee motivation and organizational leadership inside a social system are the significant subjects that really pulled me into the idea of this topic of choice. I have recently been fascinated to understand the fluid dynamic of organizations and employees since there is often a disconnect between the two.

A lot of relevant information was developed on my part through this research. This action research provided an in-depth assessment of people, processes, and services centered around hospital security. The research significantly helped me to understand what helps improve employee motivation and employee retention and what assists workforces to move or improve professional behavior through growth plans.

## Research Questions

As a result of my literature review, I have developed the following two Research Questions:

A. Why is this safety and security group an exception in the field of private hospital safety and security?

B. Is it this group's distinctiveness of service, their employee's motivation, and/or the organization's employee retention rate?

Conducting research into the safety and security group at a private hospital can yield valuable insights that could potentially improve the quality of care, enhance employee satisfaction and productivity, and bolster the institution's overall reputation. Investigating the research questions - "Why is this safety and security group an exception in the field of private hospital safety and security?" and "Is it this group's distinctiveness of service, their employee's motivation, and/or the organization's employee retention rate?" - can have the following benefits:

1. Identifying Best Practices: If the safety and security group is indeed an exception in their field, understanding why this is the case could uncover practices or strategies that are contributing to their exceptional performance. These could then be documented and possibly replicated in other contexts within the hospital or in other hospitals, thus elevating the overall standard of safety and security in the healthcare sector (Yin, 2014).

2. Enhancing Employee Satisfaction and Retention: Investigating whether the distinctiveness of service, employee motivation, and retention rate contributes to the group's success may reveal factors related to job satisfaction. Understanding these factors could help the hospital develop strategies to increase motivation and retention, potentially reducing turnover costs and improving overall productivity (Salkind, 2017).

3. Improving Patient Care: Safety and security are crucial to patient care. Identifying what makes this group exceptional could lead to improvements that enhance patient safety, reduce errors, and promote a culture of trust and accountability. This could

improve patient outcomes and satisfaction, as well as the hospital's reputation (Creswell, 2014).

4. Guiding Organizational Policy and Strategy: Understanding the factors that make this group exceptional could inform organizational policies and strategies, assisting the hospital in becoming a leader in safety and security. This could have long-term benefits, including increased public trust, a stronger brand, and even potential cost savings from the implementation of more effective practices (Merriam & Tisdell, 2016).

Overall, research into these questions has the potential to provide insights that could significantly improve both the working conditions for hospital staff and the care provided to patients.

**Setting**

This study was conducted in a workplace that is designated as a hospital setting. The research design in this study was quantitative and qualitatively based. The quantitative methodology was an electronic questionnaire that used the employee's work email as the delivery tool. The qualitative research design was based on employee interviews with those who completed the electronic survey.

With respect to the quantitative data collection and the setting, there were just a few setting aspects that affected the completion of the surveys. The survey tool used in the quantitative design required a computer and an active email account. The organization's IT department maintains a robust firewall. This firewall prevented the initial set of surveys from being delivered to the employees' work emails, so the Qualtrics survey link was sent from a trusted terminal. Even though several precursory emails were sent out about a workplace survey coming out, a few employees would not open the link for fear of workplace discipline.

The qualitative data collection and setting took place in an office where security officers worked. Each person was interviewed in a private office that was not visible to other employees. The interviews were completed in the evening hours when the office had the least amount of traffic. Each interview was accomplished in a one-on-one setting, with the employee and researcher only. The interviewee was only known by a number and by the fact that this person completed the qualitative survey. Great effort was taken to eliminate distractions and limit the exposure of the employee during and after the interview process was completed.

**Participants**

The participants in this study were employees of a regional health organization. There were 44 employees who participated in this study. These employees were currently employed with RMC with a job title of public safety officer, public safety supervisor, or public safety administrator.

**Data Collection**

The survey was completely anonymous and not tracked by any participant's demographics. Twenty-five employees participated in the survey with a return rate of 57%. It is explained by Salkind and Frey (2020) that a minimum return rate of 30% of respondents is needed to have the power of analysis for test validity and reliability.

The qualitative interviews were conducted with five employees from RMC's safety and security department. All the interviewees were security officers or security sergeants. These individuals were from different rotating squads who had participated in the initial quantitative safety and security survey. Each individual was interviewed in an office with only me and the interviewee present. The average time spent with each interviewee was 1 hour. There were four banks of questions with one to three questions in each bank. A total of eight questions were asked of each interviewee.

The interview of each individual can be described in different terms; they all processed the questions differently and answered from different perspectives but said a lot of the same things. Many of their solutions were similar, with only minor differences in personal preference. Each interviewee was honest and candid and did not hesitate to provide a detailed answer as to why they felt certain ways on the qualitative banks of questions. I did come to understand that this interview process is mentally draining as you engage, process, and transition through the interviewee's thoughts and ideas. The interviewees provided 138 responses to the eight questions. The interviews were audio recorded and transcribed within 24 hours of each interview.

**Data Analysis**

Figure 2 details the data obtained from the survey performed on RMC's safety and security department and displays the data in a descending fashion by questions asked in the survey. The analysis covers a range of answers from the respondents. There is a mean answer from the respondents for each question. There is a standard deviation (SD) for each question from a group of respondents. The mode for each question is displayed by strongly disagree (SD), disagree (D), agree (A), strongly agree (SA). The value of statistical significance is shown in this data set as a *p* value.

**Figure 2**

*Data Analysis for RMC's Workplace Survey*

| Q4 | Range | Mean | SD | Mode-SD/D/A/SA | p |
|---|---|---|---|---|---|
| 1 | 2 to 4 | 3.4 | 0.57 | 0/1/13/11 | 0.00008 |
| 2 | 2 to 4 | 3.4 | 0.57 | 0/0/13/11 | 0.00008 |
| 3 | 2 to 4 | 3.4 | 0.57 | 1/0/13/11 | 0.00008 |
| 4 | 2 to 4 | 3.1 | 0.61 | 0/3/15/7 | 0.00015 |
| 5 | 3 to 4 | 3.5 | 0.5 | 0/0/12/13 | 0.00001 |
| 6 | 1 to 4 | 3.4 | 0.7 | 1/0/11/13 | 0.00008 |
| 7 | 2 to 4 | 3.1 | 0.43 | 0/1/20/4 | 0.00001 |
| 8 | 2 to 4 | 3.1 | 0.59 | 0/3/16/6 | 0.00004 |
| 9 | 1 to 4 | 3.1 | 0.71 | 1/2/15/7 | 0.0002 |
| 10 | 1 to 4 | 3.1 | 0.73 | 1/2/14/8 | 0.00058 |
| | | | | | |
| Q5 | Range | Mean | SD | Mode-SD/D/A/SA | p |
| 1 | 1 to 4 | 3.33 | 0.8 | 2/2/9/12 | 0.00248 |
| 2 | 2 to 4 | 3.46 | 0.58 | 1/1/11/12 | 0.00014 |
| 3 | 2 to 4 | 3.33 | 0.62 | 1/2/12/10 | 0.0006 |
| 4 | 1 to 4 | 3.04 | 0.79 | 2/4/12/7 | 0.01173 |
| 5 | 2 to 4 | 3.38 | 0.63 | 1/2/11/11 | 0.00071 |
| | | | | | |
| Q6 | Range | Mean | SD | Mode-SD/D/A/SA | p |
| 1 | 1 to 4 | 3.2 | 0.8 | 1/3/11/10 | 0.00752 |
| 2 | 2 to 4 | 3 | 0.69 | 0/6/13/6 | 0.00357 |
| 3 | 2 to 4 | 3.1 | 0.59 | 0/3/16/6 | 0.00004 |
| 4 | 1 to 4 | 2.92 | 0.8 | 1/6/12/6 | 0.0211 |
| 5 | 1 to 4 | 3.16 | 0.73 | 1/2/14/8 | 0.00058 |
| | | | | | |
| Q7 | Range | Mean | SD | Mode-SD/D/A/SA | p |
| 1 | 2 to 4 | 3.2 | 0.57 | 0/2/16/7 | 0.00002 |
| 2 | 2 to 4 | 3.4 | 0.57 | 0/1/12/12 | 0.00009 |
| 3 | 3 to 4 | 3.4 | 0.5 | 0/0/13/12 | 0.00001 |
| 4 | 1 to 4 | 3.1 | 0.67 | 1/1/16/7 | 0.00002 |
| 5 | 3 to 4 | 3.4 | 0.5 | 0/0/14/11 | 0.00001 |

**Conclusion**

As researchers, we must be aware of and alert to inexperienced researchers; this population during the qualitative research model often has issues separating their own preconceptions from the research topic (Holcomb, 2015). Cultural sensitivity must be considered during the interview process; each interviewee will have expectations, and some may view these interviews as difficult and invasive (McGrath et al., 2019). Qualitative data afford researchers opportunities to explore matters that are unique to the experiences of the interviewees, allowing insight into how different ideas of interest are experienced and perceived (McGrath et al., 2019). A significant strength of qualitative research is that it has the potential to give a voice to minorities and groups in society that may not otherwise be heard (McGrath et al., 2019). It is my goal to provide a richness of data to RMC on their safety and security department that defines why this department is an exception in this professional field and provide all the stakeholders of this medical center with recommendations that will assist with employee retention and continued professionalism through the safety and security department. See Appendix B to review the survey tool used in the study and see Appendix C to review the interview questions used to collect the qualitative data in this study.

# Chapter 4: Results

## Introduction

RMC's safety and security division was surveyed through a 7-question survey tool. The scope of this tool was to look at four distinct constructs in their working group. The four survey headings were working conditions (Q4), supervision (Q5), benefits/compensation (Q6), and training/experience (Q7). An email link was distributed to all 44 employees who were currently employed with RMC with a job title of public safety officer, public safety supervisor, or public safety administrator.

During the collection of qualitative data in this research project, I took the data from the results of the quantitative survey data and developed a bank of interview questions. The purpose of these interview questions was to explore past the initial finding of the agree/disagree quantitative data set of the survey. The interview questions in this qualitative section of the research were formatted in an explanatory design. The explanatory designed questions will support my mixed methodology approach. The goal is to understand why employees working at RMC in a safety and security capacity felt and answered in certain ways during the initial quantitative survey. Answering the question of why employees felt a certain way is the essential objective of the explanatory design in research. I followed up the why question by asking interviewees what they feel would improve their working concerns at RMC's safety and security department; basically, in the interviewee's opinion, what is the fix for their concerns?

## Findings

The survey was completely anonymous and not tracked by any participant's demographics. Twenty-five employees participated in the survey with a return rate of

57%. It is explained by Salkind and Frey (2020) that a minimum return of 30% of respondents is needed to have the power of analysis for test validity and reliability. This employee survey was active for 31 days. In the analysis of the survey data, I looked at the following items: mode, standard deviation, and goodness of fit, chi-square. These values were evaluated for their statistical power and relevance to this study's research question. The banks of questions under Q4, Q6, and Q7 had a total response rate of 25 respondents. For questions under Bank Q5, there was a total response rate of 24. One of the respondents did not answer the questions under Bank Q5 inquiring about RMC's safety and security supervision. Per Hulland et al. (2018), the non-response answers were logged as strongly disagree and figured as such throughout the statistical analysis. Reviewing the mode of each question in all the separate banks of questions, there are nine of the 28 questions that indicated a higher frequency of disagree and strongly disagree. The reason for focusing on the disagree and strongly disagree is that my research question was figured as a yes, positive, statement on agency distinctiveness of service and employee motivation toward stakeholders. Therefore, to accomplish organizational improvement, I must identify employee statements that display dissatisfaction. The survey results show that in Bank Q4, I must look at Question 4, Question 8, and Question 9 as factors of dissatisfaction. These three questions specifically deal with working conditions. In Bank Q5, I must look at Questions 1 and 4; these questions center on supervision and again show employee dissatisfaction. Bank Q6 draws our attention to Questions 2 and 4 for possible factors of employee dissatisfaction. This bank of questions had the largest mode of questions answered in the disagree and strongly disagree categories. Bank Q6 sought answers centered on employee compensation and benefits.

Lastly, with regard to modes of answers, we will look at Bank Q7. The questions that yielded high employee dissatisfaction were Questions 1 and 4. Bank Q7 assessed training and experiences. Looking at the overall statistical modes in this survey, it is clear that this is not a bi-modal survey population; overall, the survey results confirm that RMC's safety and security department is satisfied with the work parameters assessed through this survey. According to Salkind and Frey, standard deviation establishes how different the scores are from average, and he also identified that if there is a low standard deviation, the survey answers are clustered close to the average. Research shows us that standard deviations should be between -1, 0, and +1; another way to understand standard deviation is the closer the standard deviation gets to 1, the more spread out the population of answers are. RMC’s survey results show a range of standard deviations across all banks of questions that range from .43 to .80. Questions in Bank Q4 show a standard deviation range of .43 to .73. Bank Q5 has a standard deviation range of .58 to .80. Bank Q6 has a standard deviation range of .59 to .80, and Bank Q7 has a standard deviation range of .57 to .67. The questions that had the highest employee separation were Question 1 in Bank Q5 and Questions 1 and 4 in Bank Q6. The lowest factor of separation in the survey took place on Question 7 in Bank Q4. Overall, the standard deviations for this survey tool were below 1, therefore showing a clustering of answers around the average number of responses. RMC employees closely responded to the average response for each question. Salkind and Frey detailed statistically significant as the level of confidence that this research did not happen by chance or error. Per Salkind and Frey, the known confidence standard in social science researchers is a 5% chance of error, a value shown as a *p* value: $p<.05$. All 28 questions in RMC’s survey had a *p* value of less than .05. This indicates the research is valid with a chance of error less than 5%.

**Figure 3**

*Survey Responses on Working Conditions for Staff*

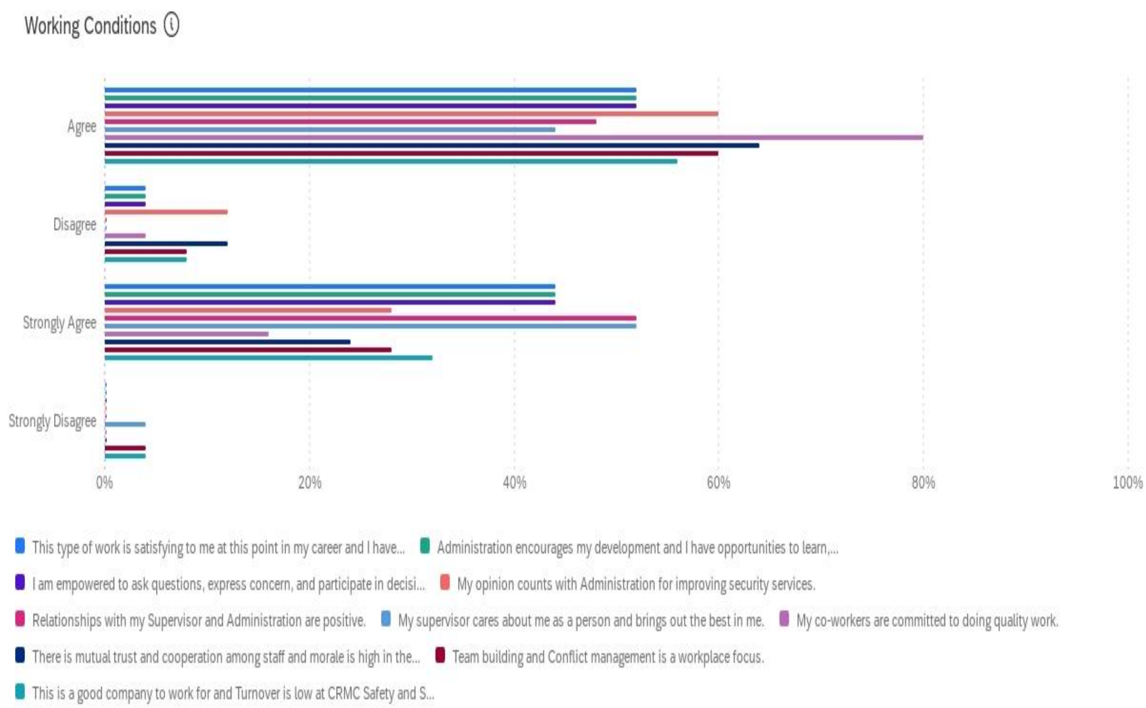


**Figure 4**

*Survey Responses on RMC's Supervision*

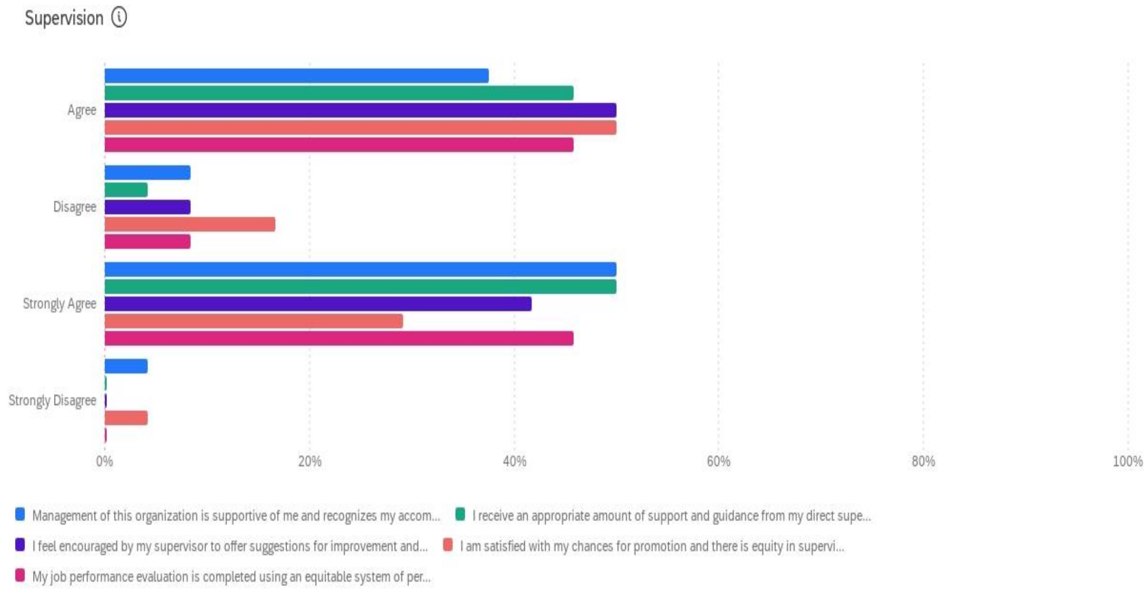



**Figure 5**

*Survey Responses on Work Compensation and Benefits*

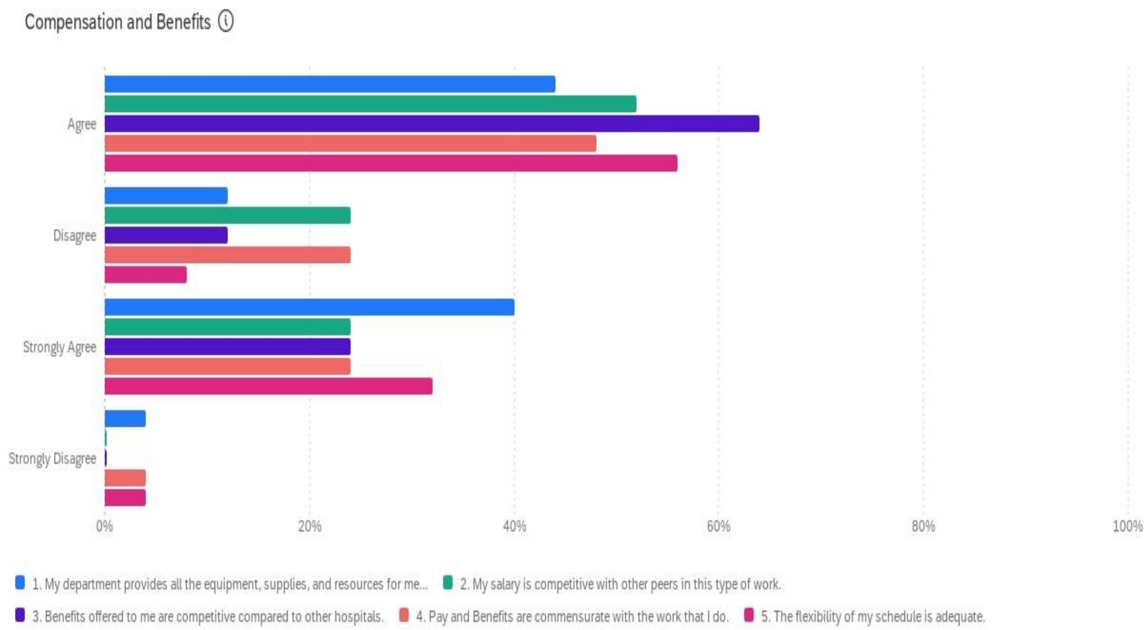
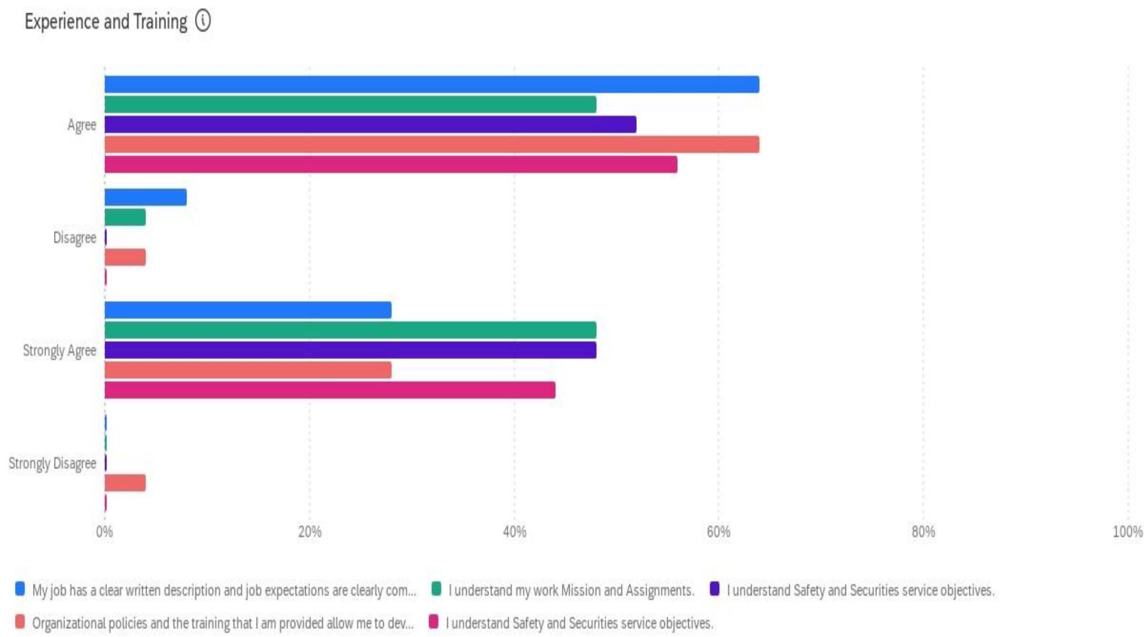


**Figure 6**

*Responses on Survey Questions on Training and Experience Opportunities*




The qualitative interviews were conducted with five employees from RMC's safety and security department. All the interviewees were security officers or security sergeants. These individuals were from different rotating squads who had participated in the initial quantitative safety and security survey. Each individual was interviewed in an office with only me and the interviewee present. The average time spent with each interviewee was 1 hour. There were four banks of questions with one to three questions in each bank. A total of eight questions were asked of each interviewee.

**Figure 7**

*Mean Values for Survey Results*

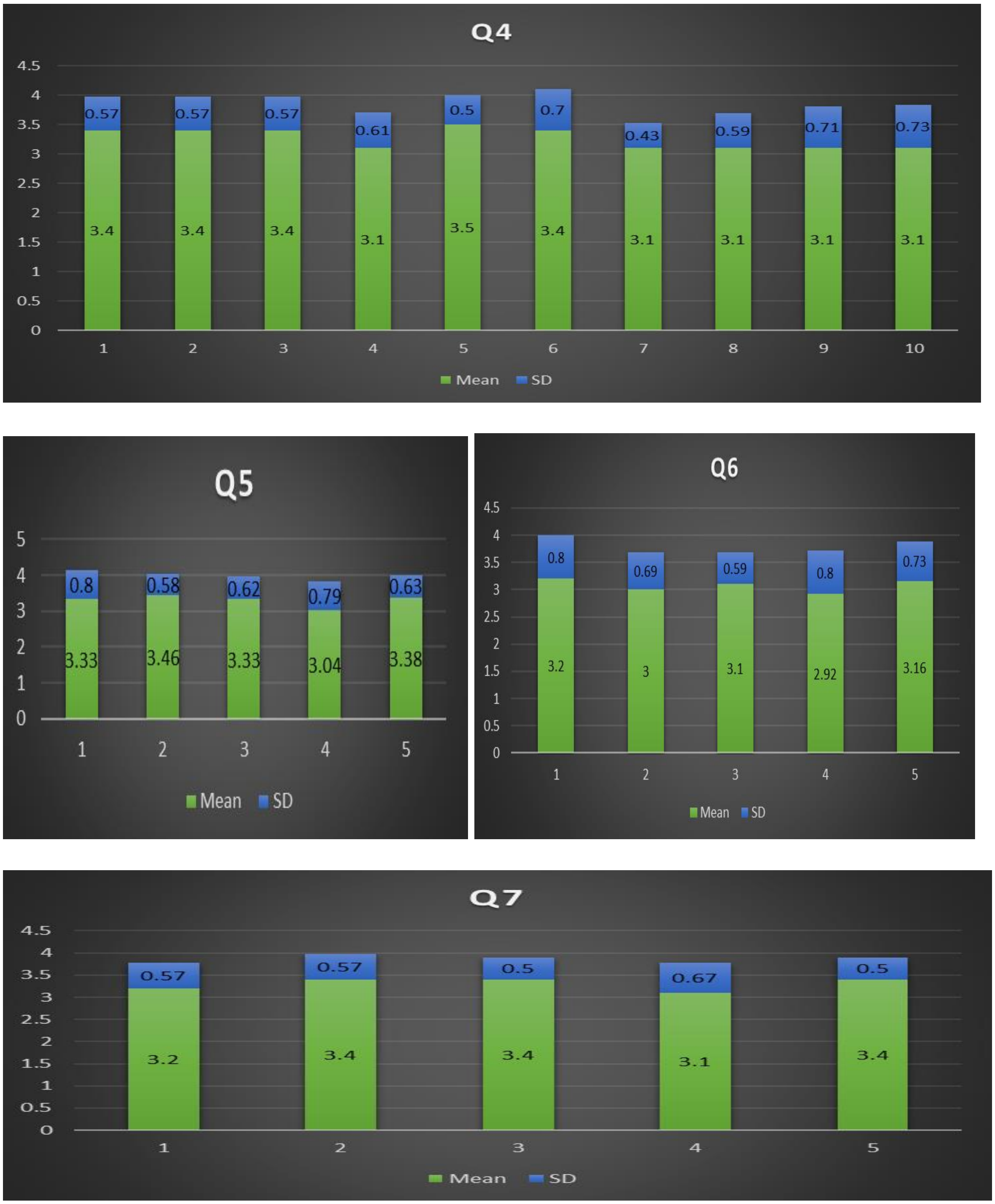
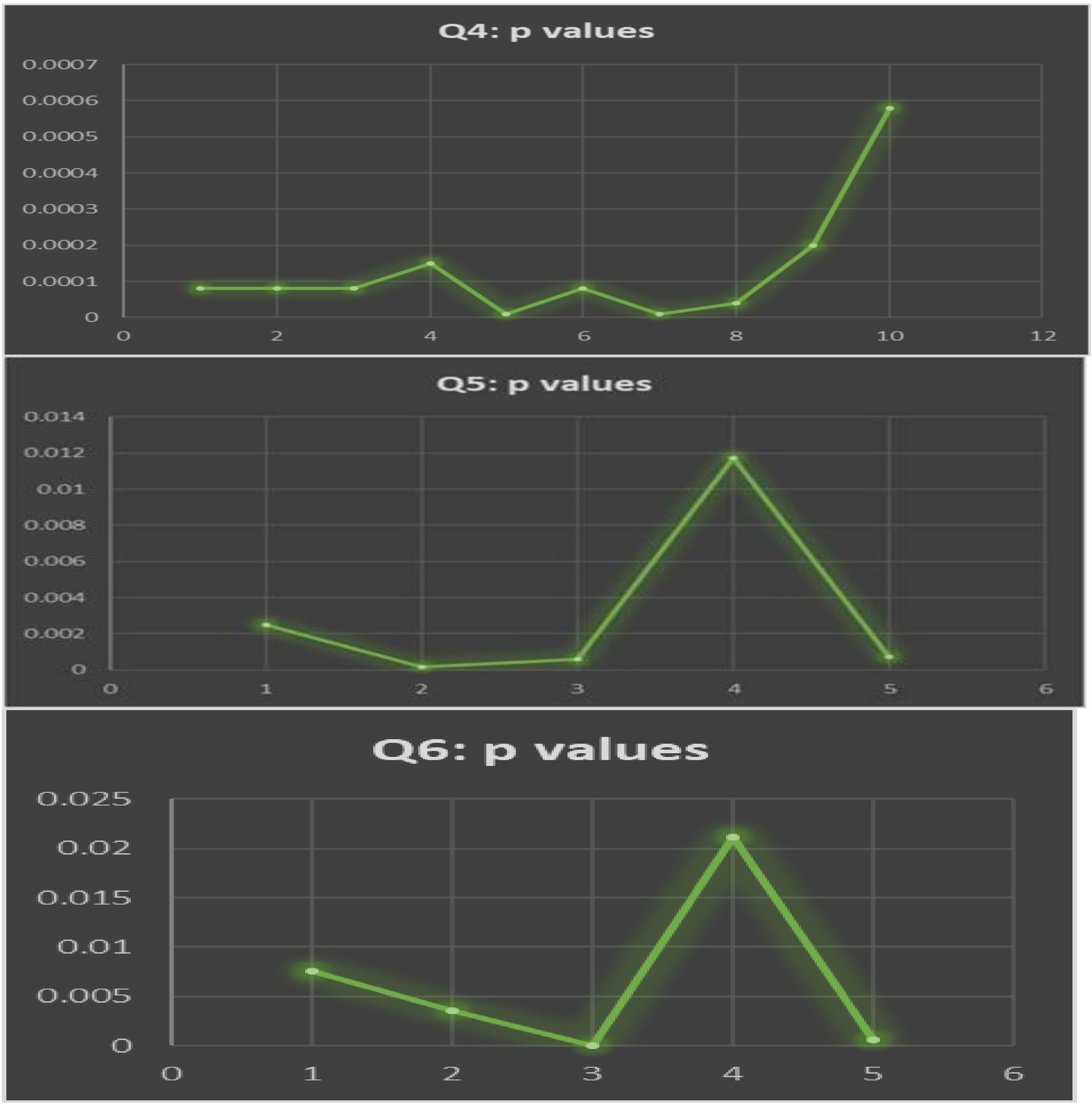
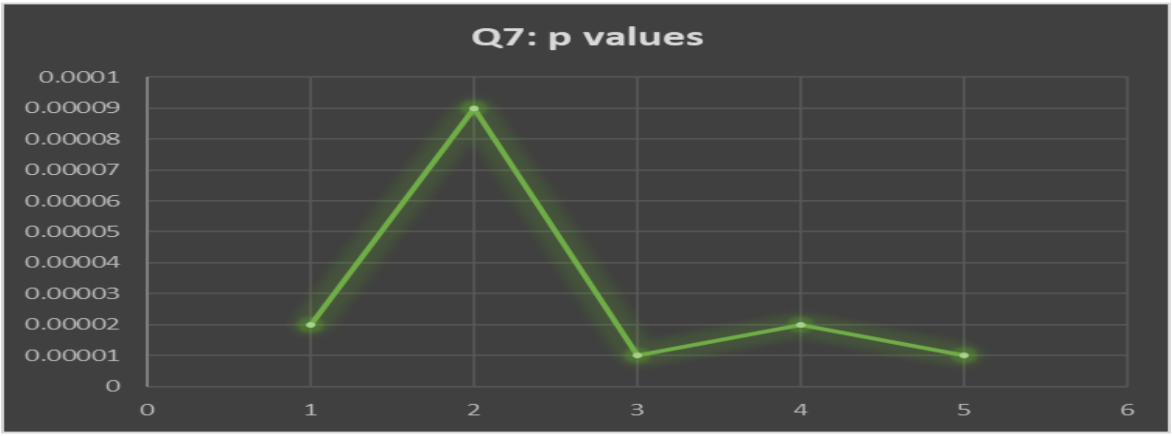


**Figure 8**

*P Values for Survey Results*






The interview of each individual can be described in different terms. They all processed the questions differently and answered with different perspectives but said a lot of the same things. Many of their solutions were similar, with only minor differences in personal preference. Each interviewee was honest and candid and did not hesitate to provide a detailed answer as to why they felt certain ways on the qualitative banks of questions. I did come to understand that this interview process is mentally draining as you engage, process, and transition through the interviewee’s thoughts and ideas. The interviewees provided 138 responses to the eight questions. The interviews were audio recorded and transcribed within 24 hours of each interview.

**Table 3**

*RMC Qualitative Interview Responses - Transcriptions*

Interview 1

1. Unclear message that was sent up
2. Request that is not in line with agency priorities, wants or needs
3. Communication – feedback
4. Cloudy communication – what is this, why do we do it
5. Ideas get blown off
6. Better now since Curtis is here
7. Management by walking around
8. Protocols – follow up with the person doing the suggestion, make it personal
9. Log the suggestions, documentation – set time frames, spreadsheets, share points accessible for all Admin.
10. Richard has not been one to approach people and talk to them directly.
11. Does my suggestion matter or is this just for show?
12. Employee committee – track the idea, we decided this and this is the way that went.
13. Captains do things differently. Employees see things being looked over and employees are getting away with poor job performance, so why should I even try.
14. Comparing shifts, one shift is better than the other shift
15. Sharing information through the organization
16. Procedures are different at each squad level.
17. Family day
18. Team building exercises
19. Mentoring
20. Cross training, work swap
21. Employees are not open to sharing ideas
22. Trust
23. Work ambassador
24. Conflict management – between employees, trust and communication
25. Clashing egos, looking inferior – how do you get people to work closer together.
26. Communication
27. In formal leaders
28. Work satisfaction
29. Promotion process panel – highest score gets the job
30. Minimal score/standard
31. Consistency – different positions are perceived as having people pre-picked
32. Do the process the same each and every time
33. Starting salary to attract good employees, so new employees are compressed up against
34. Awareness on pay and benefits: share competitor’s salary and benefits, we are just as competitive: paid time off, insurance,
35. For what we do, we make good money. I disagree with that question
36. Supervisors do things differently, but we all get to the same point
37. Communication – help people understand

38. Meetings – need small group meetings more, squad level, to help update, straighten out ideas, rumors, get people together so they can ask questions.
39. Quarterly meetings
40. Anonymous web site
41. After basic training, lead employee to assist help with scenarios, follow up with

<u>Interview 2</u>

1. Suggestions are taken seriously and they may not use my suggestion, no problem
2. I have personally been followed up with by Curtis and Richard
3. Spanners – cross trainers – merge silos of work groups

(continued)

4. Pay – hospitals ask a lot of their employees and do not compensate them properly - morale
5. Some people butt heads with strong personalities – we respect each other
6. Team building drills
7. Conflict management – males typically hash it out quickly, discuss issue, let deal with the idea
8. Lunch and Learn
9. Class on de-confliction
10. Promotional process – not heard anything
11. Compensation/benefits – I have heard this a lot!!!!!!
    a. System has done market surveys – some improvements have been made
    b. Compensation is not the best
    c. Relate other agencies pays in a comparative nature
12. Personally, we get paid for what we do
13. Fairly compensated, I understand that we are a team, if my mates are tied up I may have to do more work
14. FTO cover critical policy, test on policies
15. Email updates on Policy changes – training sends out
16. Policy updates, face to face, in a small group meeting
17. More range time
18. Psychiatric patients – injuries from attacks, how does this training play into our policy, can we do this? The training is good, but most employees are not comfortable with one training session.
19. More training on subject control
20. Staffing – ED is good, but 7$^{th}$ floor is the first place to pull. Peak times for staff
    a. Floater employee – more staffing – birthplace, rotunda and 7$^{th}$ floor, make it not optional.
    b. Elevators – stops every floor during emergency sits, staff key in elevators

<u>Interview 3</u>

1. Perspective is key for input, people may
2. Formal request process – form, electronic, with a timeframe that requires an Admin to answer
3. Safety/Security App
4. Team building exercise
5. Uniforms – employees are buying their own polos, pants and boots

6. Unarmed employee riding around in a vehicle at night, after 9p
7. Employee evaluations, psych evaluation before having a gun, employee testing
8. Physical evaluations
9. CPI training, not applicable to Safety and Security
10. In house trainers,
11. Staff picks for promotions – the process is fly by night, different each time.
12. Post the job opening to all employees
13. Career Development
14. Point system for promotions
15. Pay compression with a pay plan
16. You have to pay for good employees
17. Message management, keep hearsay down
18. Discipline appropriately – don't operate under the "warm body" theory. Poor employees get us looked down upon from other divisions.
19. Policy updates – just emails
20. Create a sign-off system for policy updates, accountability.
21. Training – use rooms that are blocked off to train, role play (setting of a hospital)
22. Two mat rooms to work on subject controls.
23. Valuables – intake process, what is a valuable per Hospital standard, no policy on what to lock up. No consistency, things get grey and cause frustrations.
24. People do not always understand what can be done, hospital in general, nurses want us to do things we can't do and some Officers do what the nurse tells them, Officers need to be strong enough to explain what can be done.

25. Understanding use of force, what can be done, not the CPI stuff. Fill the gap between CPI and how to do the
26. Fear to do their job
27. Resources to help answer questions, like the ability to call for answers.

<u>Interview 4</u>

1. If we are reacting to something ideas get picked up quickly. Depends on topic
2. Nurses don't understand what is expected of us. Other staff does not respect us
3. Family day, see other employees as people
4. Conflict management – at first employees have to learn as you go.
5. Tracking employee investigations – excessive use of force
6. Mentoring – what are we allowed to do? What can we do, what can't we do?
7. CPI is a joke, training is just something for Admin to have a checked block
8. Once a month, subject control training
9. Provide training before employees have to ask
10. Pay compression, I have been here for 7ys and a guy was just hired near my pay rate
11. OT – opportunity to make a little extra money
12. Sergeant only getting paid 80 cents more for all the responsibility.
13. Insurance – better insurance
14. Section in the policy – what is allowable, give examples
15. Ability, training, and backing as they do job
16. Codes, who goes where, Officers need better direction……each squad does these

differently

a. Standard – base officer yeah, depends on the supervisor
b. Each Officer, expectations and

17. Spending account – uniforms, passing down
18. Employees want to be appreciated, having uniforms
19. New base
20. Lockers assigned to each person
21. Radios – broken equipment
22. Misapplication of force could happen by a younger Officer due to lack of knowledge and experience

Interview - 5

1. Hospital level, [redacted] level is good, I think the hospital stops the ideas above [redacted]
2. Lower management does not push up information
3. Middle Management does not want to be bothered it
4. Middle Management feels that Richard is going to do what he wants
5. Depends on the topic, even though it's our protocol, certain Supervisors pick and choose what they want to be concerned with. Sgt. and Captains blow off some things: parking tickets, etc.
   a. Mission?
   b. Vision?
   c. Objectives?
   d. Goals?
6. Administration does not come in during night shift!!!! Management needs to drop in on night shift. We don't see them
7. Culture – this generation has a different mindset
8. Employee input – assign projects to help employee develop buy-in. Make them feel important
9. Get people involved in the workplace
10. Track use of force incidents, employee files
11. Some Supervisors who have a conflict with employee going for promotions, should not participate if they cannot set the emotions to the side. Supervisors have been known to hold employees back because they do not like them, not because they feel they can't do the job.
12. No issue with pay and compensation
13. Comparative information that's honest would help people understand where they sit in pay.
14. Supervision pay should be higher rate of compensation, should be a clear separation.

(continued)

15. Safety and Security is changing to fit other needs.
   a. A charge nurse had fault with something we did, so we had to change.
   b. What's a priority – what's the pecking order – is nursing a priority or is security a priority
16. Community Outreach

17. Use of force oversight, review process
18. Citizen's review board -
19. Over-zealous security, address it immediately, individually based, not blanket spanking
20. Middle management has overlooked repeatedly troubled people
21. Warm body making mistakes over
22. We will work a little harder, just get the right person in here
23. Relief is held to a different standard, nothing ever happens to them, they get to pick and choose what they want.
24. Hands on – can't have a class once a year. Staff instructor that is certified to do things on duty. Kung-fu training, it was good, but we can't remember or retain it. Open gym training dates??
25. Firearm training – must be mandatory, some people are
26. Night staff does not get accommodated: daytime meeting (nighttime meetings)
27. Lunch at nighttime on the weekends????
28. The VP visited our meeting and I had no clue who he was, I knew his name but did not know what he looked like.

## Conclusion

My goal was to perform action research in a real-life scenario. I wanted to ensure that this was a disciplined inquiry through a survey tool shown to be reliable and valid. The collection of data was based on fundamentally sound methods that were ethical with an ethos to reduce harm. From these results, as shown, I tackled the question of distinctiveness of service and employee motivation for RMC's safety and security team.

# Chapter 5: Discussion

## Introduction

Why is this work group, the RMC safety and security team, distinctive in the field of private hospital safety and security? Is it their distinctiveness of service, the employee's motivation, and/or the organization's ability to retain employees? As researchers, we must look at statistical findings to help answer the studies question. Statistical findings often assist many of us with a better understanding of large sets of numbers by breaking the information into relatable information on questions we have (Salkind & Frey, 2020). Statistics come in two variations: descriptive and inferential (Salkind & Frey, 2020). These ideas center around the science of organizing and analyzing information (Salkind & Frey, 2020). As researchers, we understand that these tools organize, describe, characterize, and infer information; however, we must dig deeper to determine if these data sets are reliable, trustworthy, and valid (Salkind & Frey, 2020), so we can determine if our question of research is null or valid. If we are not diligent in the process of these data collections, the result will be rubbish (Salkind & Frey, 2020).

## Summary of Findings

RMC's safety and security division was surveyed through a 7-question survey tool and through an interview process with five employees who completed the survey tool. The scope of this survey tool was to look at four distinct constructs in their working group: working conditions, supervision, benefits and compensation, and training/experience. The scope of the qualitative interview questions is to dig deeper into the survey questions to create a richness of data for organizational growth. In the analysis of the survey data, I looked at the following items: mode, standard deviation, and goodness of fit, chi-square. These values were evaluated for their statistical power and relevance to this study's research question. Reviewing the mode of each question, in all the separate banks of questions, there are nine of the 28 questions that indicated a higher frequency of disagree and strongly disagree. The reason for focusing on the disagree and strongly disagree is that my research question was figured as a yes, positive, statement on agency distinctiveness of service and employee motivation toward stakeholders; therefore, to accomplish organizational improvement, we must identify employee statements that display satisfaction and dissatisfaction. Looking at Bank Q4, Questions 4, 8, and 9 are listed as a factor of dissatisfaction; these three questions specifically deal with working conditions. In Bank Q5, look at Questions 1 and 4; these questions center on supervision and again show employee dissatisfaction. Bank Q6 draws our attention to Questions 2 and 4 for possible factors of employee dissatisfaction. This bank of questions had the largest mode of questions answered in the disagree and strongly disagree categories. Bank Q6 sought answers centered on employee compensation and benefits. Lastly, with regard to modes of answers, we will look at Bank Q7; the questions that yielded high employee dissatisfaction were Questions 1 and 4. Bank Q7 assessed training and experiences. Looking at the overall statistical modes in this survey, it is clear that this is not a bi-modal survey population; overall, the survey results confirm that RMC's safety and security department is satisfied with the work parameters assessed through this survey.

According to Salkind and Frey (2020), standard deviation establishes how different the scores are from average, and he also identified that if there is a low standard deviation, the survey answers are clustered close to the average. Research shows us that standard deviations should be between -1, 0, and +1. Another way to understand standard deviation is the closer the standard deviation gets to 1, the more spread out the population of answers are. RMC's survey on the safety and security department shows a range of standard deviations across all banks of questions that range from .43 to .80. Questions in Bank Q4 show a standard deviation range of .43 to .73. Bank Q5 has a standard deviation range of .58 to .80. Bank Q6 has a standard deviation range of .59 to .80, and Bank Q7 has a standard deviation range of .57 to .67. The questions that had the highest employee separation were Question 1 in Bank Q5 and Questions 1 and 4 in Bank Q6. The lowest factor of separation in the survey took place on Question 7 in Bank Q4. Overall, the standard deviations for this survey tool were below 1, therefore showing a clustering of answers around the average number response. The employees in this survey closely responded to the average response for each question.

Salkind and Frey (2020) detailed statistically significant as the level of confidence that this research did not happen by chance or error. Basically, what is the level of chance or level of risk that is involved with the data obtained through the tool used in this research question? Per Salkind and Frey, the known standard in social science research is a 5% chance of error, a value shown as a *p* value: $p<.05$. All the 28 questions in this survey had a *p* value of less than .05. This shows the research is valid with a chance of error less than 5%.

During the collection of qualitative data in this research project, I took the data from the results of the quantitative survey data of this project and developed a bank of interview questions. The purpose of these interview questions was to explore past the initial finding of the agree/disagree quantitative data set of the survey. The interview questions in this qualitative section of the research were formatted in an explanatory design or format. The explanatory design questions will support my mixed methodology approach to understanding why employees working at RMC in a safety and security capacity felt and answered in certain ways in the initial quantitative survey. Along with answering the question of why, I followed up this question by asking interviewees what they felt would improve their working concerns at RMC's safety and security department; basically, in the interviewee's opinion, what is the fix for their concerns?

The qualitative interviews were conducted with five employees from RMC's safety and security department. All the interviewees were security officers of security sergeants. These individuals were from different rotating squads who had participated in the initial quantitative safety and security survey. Each individual was interviewed in an office with only me and the interviewee present. The average time spent with each interviewee was 1 hour. There were four banks of questions with one to three questions in each bank. A total of eight questions were asked of each interviewee.

During the qualitative portion of this research, the interviewed employees provided 138 responses to the eight questions asked. The interviews were audio recorded and transcribed within 24 hours of each interview. From the employee responses, I developed 10 possible action steps that RMC can take to alleviate or assist the employee in the safety and security department with their concerns and ideas.

**Conclusion**

In summary, my goal was to perform action research in a real-life scenario. I wanted to ensure that this was a disciplined inquiry through a survey tool shown to be reliable and valid. This collection of data was based on fundamentally sound methods that were ethical with an ethos to reduce harm. From these results, as shown, I partially tackle the question of distinctiveness of service and employee motivation for RMC's safety and security team. I say partially due to the fact that this is only the quantitative analysis portion of the research question. A second part of the mixed methodology approach will develop under the umbrella of a qualitative research method.

**Recommendations to the Organization**

From the survey data and interview data, 18 possible action steps are suggested that RMC can take to alleviate or assist the employees working for RMC's safety and security department. RMC's safety and security team does a lot of things right from their hiring practices, their local partnerships with local law enforcement, their progressive management team that armed their staff with lethal tools, to their quarterly training in subject control techniques. These are just a few ideas that create a distinctive workforce, but as a learning and progressive organization, changes must occur to improve this distinctiveness and to develop staff for future workplace dynamics. The following recommendation are the actions steps I developed: staff committee of security officers to focus on departmental recommendations that report directly to the director of safety and security; a mentoring program that assists probationary security officers after being released from training to help with use of force decisions; cross training with employees of different shifts and different departments to develop respect and rapport among staff; lunch and learn events that are an hour or less to focus on conflict management in the workplace; develop a log that tracks the use of force on RMC campuses to evaluate for training purposes and oversight; a workplace study on salaries and job duties with an independent contractor; a policy review is needed to review job descriptions/expectations with clear goals and objectives; a new “base station” to support the needs of the staff, employee lockers; evaluate and work to ensure that all employees are disciplined fairly and equally regardless of rank or tenure; clearly define a promotional process; and maintain records to document the promotional process and maintain the results of the promotional process for each rank structure in safety and security. The information developed from the staff committee recommendation, the mentoring program recommendation, the use of force reviews by administration, and the policy review will create an in-service training program that is professionally robust. It is suggested that the training occurs during the lunch and learns and during the quarterly staff training dates.

A budget was developed with the recommendation to assist the management team with their decision of which solution or solutions work best for their safety and security teams. The costs range from $0 to an annual reoccurring cost for in-service training at $10,000. An all-in cost to adopt all the consultancy recommendations is $48,666. Of this total cost, the reoccurring annual cost will be $26,400. An itemized cost list is located in Appendix D.

Figures 9 and 10 detail the recommendations given to RMC’s senior administration and senior management.

**Figure 9**

*RMC Recommendations for Qualitative Analysis*

| RMC Recommendations for Qualitative Analysis | | | | |
|---|---|---|---|---|
| Activity | Timeline | Responsible Party | Resources | Goals |
| Staff Committee | One year | Senior Sec. Officer | Time | Focus on employee needs, wants, recommendations |
| Mentoring | Immediate | Training Staff | Money/Time | Use of Force, what is allowable |
| Cross Training | 6 months | Training Staff | Money/Tme | Experience how other units and shift complete task |
| Lunch and Learn | One year | HR | Time | Conflict Management training |
| Communication Audit | Immediate | HR | Staff/Consultant | Evaluate the promotional process |
| Log Use of Force | 6 months | HR | Consultant | For review of the use force outcomes |
| Workplace/Salary Study | One year | HR | Consultant | Evaluate workloads and salaries of similar Agencies |
| Policy review | 3 months | Administration | Time | Written descriptions, expectations and objectives |
| Faclity Upgrade | One year | Administration | Money/Contractor | Office is not conducive to operations/employee lockers |
| Promotional Process | Immediate | Administration | Time | Employees feel the promotional process changes on whims |

**Figure 10**

*RMC Recommendations for Quantitative Analysis*

| RMC Recommendations for Quantitative Analysis | | | | |
|---|---|---|---|---|
| Activity | Timeline | Responsible Party | Resources | Goals |
| Staff Committee | One year | Senior Sec. Officer | Time | Focus on employee needs, wants, recommendations |
| Team Building | Immediate | Training Staff | Money/Time | Communication |
| Family Day | 6 months | Administration | Money/Vendor | Off-duty engagement to meet family and relax |
| Lunch and Learn | One year | HR | Time | Conflict Management training |
| Survey | Immediate | HR | Staff/Consultant | Evaluate the promotional process |
| Leadership training | 6 months | HR | Consultant | Leadership skills for Supervisors |
| Workplace/Salary Study | One year | HR | Consultant | Evaluate workloads and salaries of similar Agencies |
| Policy review | 3 months | Administration | Time | Written descriptions, expectations and objectives |

**Conclusion**

Most successful companies have realized that they must take a much broader look at the factors involved in attraction, retention, and motivation to include compensation and benefits to keep their strategic advantage (Giancola, 2011). Leadership is the relationship between the people being led and the leader (Dubrin, 2016). The way to establish high-quality relationships with employees is to vary leadership styles to meet the needs of each subordinate, much like a coach does (Dubrin, 2016). A leader’s style is an extension of how well we understand the leadership dynamic of behaviors and attitudes (Dubrin, 2016). The larger portion of leadership is direction setting by teaching or coaching the organization on what to do (Dubrin, 2016). There is no best or most effective leadership style, and leaders who get the best results do not rely on just one approach or one behavior (Dubrin, 2016). The most effective leaders are versatile and flexible, which enables them to adapt to changing and contradictory constraints (Dubrin, 2016). Motivation for employees is a combination of meeting the needs and expectations of their work and factors at a workplace that enable their motivation (Glisovic et al., 2019). Employees who are motivated and working hard to achieve personal and organizational goals can become a crucial competitive advantage for the company (Glisovic et al., 2019). As Glisovic et al. (2019) stated, motivating yourself is difficult, and motivating others is even more difficult. In short, this theory narrows down to a two-pronged perspective: Are employees working in the organization doing what they want, and has the organization trained the employees to perform the job they have chosen? This is the exact point where employees decide if they are satisfied or dissatisfied with the task and/or job they are performing. Many times, the two sides of the equation, organizations and employees, are at odds over these two ideas, which will lead to employees being dissatisfied. Therefore, the ideal situation for both the organization and the employee in this social system would be for the organization to train the employee on how to meet its organizational goals while the employee is performing a task they desire to complete. Motivation for employees is a combination of meeting the needs and expectations of their work and factors at a workplace that enable their motivation (Glisovic et al., 2019).

Choosing a profession is a challenge for many people (Dobrzinskiene et al., 2021). Despite all the doubts and difficulties of choosing a profession, many people choose one or another further career path (Dobrzinskiene et al., 2021). The process of learning and acquiring a certain profession is often determined by the social and psychological needs of the personality (Dobrzinskiene et al., 2021). After all, work is associated with the essential satisfaction of human and social needs (Dobrzinskiene et al., 2021). The choice of occupation most often depends on the socioeconomic situation; this includes three interrelated and overlapping variables: economic situation, education, and social status (Dobrzinskiene et al., 2021).

Leadership often changes what people think of their work. An organization's administration helps clearly define its goals and objectives while encouraging the employees to achieve their predetermined goals through consistent motivation (Champagne, 2020). Effective leadership creates an environment that nurtures ideas and develops innovative problem-solving thoughts (Champagne, 2020). Leadership ultimately influences the organization's competitive advantage in numerous ways to make their teams more responsive, more creative, more personable, and more innovative, so that services provided economically exceed industry standards. Leaders in this environment must provide a blend of four different leadership styles: transformational, transactional, democratic, and authoritative. As leaders, in order to influence the behavior of any individual, it is necessary to find out what motivates them or what kind of need is important to them (Gupta, 2002). I believe that a leader must initially do a few things to correctly create an environment that is positive and motivational for employees: Leaders must assess the workplace on job descriptions and duties. It is vitally important that employees know what to do and do what they want. As a leader, we must also be a manager and collect results on workforce information and data on workplace efficiency and effectiveness.

Culture, specifically work culture, will divide or unite people (Moran et al., 2014). Organizational culture will often determine if an employee continues to work at a place or leave for a better environment. Organizational culture can be changed by training, but the most prevailing personal beliefs of an individual will remain (Anthony, 2018). To establish culture change in person-centered organizations, the following things must be done to affect change: Individual enablers must be put in place, transformational leaders must be present, skilled facilitators must be involved, and role clarity moderators must be placed throughout the organization (Manley et al., 2019). Police culture is an added layer of culture that is strengthened or weakened by an officer’s cultural experiences before becoming an officer (Anthony, 2019). In a police organization, changing the negative aspects requires administration, managers, supervisors, trainers, and line officers (Anthony, 2019). Crime rates are not what create problems between citizens and police officers, but interactions between the two cause issues, especially the loss of trust (Rosenbaum et al., 2015). An individual’s organizational identity is directly related to organizational culture; this relationship also shows how much a police culture impacts how an officer behaves and reacts (Anthony, 2019).

Employees involved in a complex emergency incident want to be empowered to make important decisions rapidly and with no consultation (Huntsman et al., 2021). For employees, the individual benefits of empowerment include increased employee commitment, improved performance, adaptive capacity, higher goal implementation, boosted morale, greater job satisfaction, and increased employee retention (Huntsman et al., 2021). Research clearly shows that empowered employees are motivated, have initiative, and are mentally flexible, involved, and committed to their organization and its goals (Huntsman et al., 2021). Employee empowerment starts with management providing opportunities, information, support, and resources that allow employees to maximize their abilities and achieve work goals in an effective and meaningful way (Huntsman et al., 2021). Organizational leadership can also contribute to the psychological empowerment of individuals by providing them with meaningful work tasks that are valuable and worthwhile (Huntsman et al., 2021). This is a management style that relates to workplace autonomy for employees to make decisions in an adaptive approach, so employees develop abilities and reduce the burdens on the command structure. Leaders and organizations that empower employees must have a work culture that does not create a fear of repercussions for errors, for improvising, or for breaking standard operating procedures (Huntsman et al., 2021).

Professional development opportunities refer to the degree to which organizations provide their employees opportunities for internal movement, continual growth, increased skills and abilities, and personal and professional development (Huntsman et al., 2021).

Police education and in-service training are primary considerations in the professionalization of police organizations. Researchers have identified the need for realistic scenario-based training in modern policing to improve the critical decision-making skills of police officers (Dobrzinskiene et al., 2021). A significant body of research has been developed over the last 4 decades in the U.S. that examines the relationship between higher education and policing (Paterson, 2011). As part of this review, higher education institutions are advocating a shift from police training to education that will create formal links between initial training, career progression, and academic qualifications to further the police professionalization agenda (Paterson, 2011). Higher education lies in a range of undergraduate courses that develop police officers' critical thinking skills (Paterson, 2011). Policing in democratic societies takes place within a political landscape that acknowledges the importance of social justice, social cohesion, fairness, equity, and human rights (Paterson, 2011). Education is necessary for the development of these values so there is the effective use of discretion that maintains police performance, professionalism, organizational reform, training, and job satisfaction (Paterson, 2011). In the current environment of paramilitary organizations, especially policing organizations, leaders and their staff must be keenly aware of the community, its cultural diversity, the organization's culture, and how we treat all the stakeholders involved (Knaak et al., 2019).

I provided a richness of data to RMC regarding their safety and security department. This information defines why this department is an exception in the field of hospital safety and security. I provided all the stakeholders of RMC with recommendations from this research to assist with employee motivation, and employee retention. All of this information combined refines the level of professionalism for RMC in their safety and security department.

**References**


Aamodt, M. (2012). *Industrial/organization: An applied approach.* Wadsworth.

Alispahić, S. (2013). Motivational function of plans and goals. In *Psychological Thought, 6*(2), 196–203.

Alpert, G. J., Rojek, J., & Porter, L. E. (2012). *Measuring the impact of organizational culture and climate on police officers' decisions and behavior*. Canberra, Centre of Excellence in Policing and Security.

Anthony, L. (2018). *Police culture and decision making* (Publication No. 10930883) [Doctoral dissertation, Walden University]. ProQuest Dissertation & Theses Global.

Blando, J., Cramer, R. J., & Szklo-Coxe, M. (2019). Hospital security programs and policies related to guns and other weapons. *Journal of Healthcare Management, 64(3),* 157–166.

Bloom, D. B., & Crabtree, B. (2006). The qualitative research interview. *Medical Education, 40*(4), 314-321.

Bradberry, T., Greaves, J., & Lencioni, P. (2009). *Emotional intelligence 2.0.* Talent Smart.

Brough, P., Chataway, S., & Biggs, A. (2016). "You don't want people knowing you're a copper!" A contemporary assessment of police organization culture. *International Journal of Police Science & Management*, *18*(1), 28-36.

Cain, N. (2020). *The present of future law enforcement workforce: A general comparison of motivators for entering and remaining in the profession* (Publication No. 27956556) [Doctoral dissertation, Southeastern University]. ProQuest Dissertation and Theses Global.

Champagne, G. M. (2020). *In-service professional development training for police officers: A study of training needs* (Publication No. 27837336) [Doctoral dissertation, North Central University]. ProQuest Dissertation and Theses Global.

Cockcroft, T. (2012). *Police culture: Themes and concepts.* Routledge.

Dobrzinskiene, R., Paurienė, G., Kushnir, I., Grytsyshen, D., & Malyshev, K. (2021). Peculiarities of the police officer's profession image in their attitude. *Independent Journal of Management & Production, 12(6), 478-494.*

Dubrin, A. (2016). *Leadership: Research findings, practice, and skills* ($8^{th}$ ed.). Cenage Learning.

Fischer, C. (2014). *Legitimacy and procedural justice: A new element of police leadership.* Police Executive Research Forum.

Fisk, S. T., & Taylor, S.E. (2013). *Social cognition: From brains to culture.* Sage.

Fowler, S. (2014). What Maslow's hierarchy won't tell you about motivation. *Harvard Business Review*, *92*(11).

Furnham, A., & Eracleous, A. (2009). Personality, motivation and job satisfaction: Hertzberg meets the big five. *Journal of Managerial Psychology*, *24*(8), 786-779.

Getzels, J. W., & Guba, E. G. (1957). Social behavior and the administrative process. *The School Review, 65*(4), 1-20.

Giancola, F. L. (2011). Examining the job itself as a source of employee motivation. *Compensation and Benefits Review*, *43*(1), 23-29.

Glisovic, M. A., Jerotijevic, G., & Jerotijevic, Z. (2019). Modern approaches to employee motivation. *Scientific Review Article*, *65*(2), 121-133.

Gupta, N. J. (2002). Analyzing the motivational needs among policemen: Maslow's theory revitalized *The Police Journal*, *75*(3), 193-203.

Hansson, F., Keeney, S., & McKenna, H. (2000). Research guidelines for the Delphi survey technique: Methodological issues in nursing research. *Journal of Advanced Nursing, 32*(4), 1008-1014.

Hitt, M., Miller, C., & Colella, A. (2015). *Organizational behavior* (4th ed.). John Wiley & Sons, Inc.

Holcomb, P. K. (2015). Interviews in qualitative research. *Nurse Researcher, 22*(4), 6-7.

Hulland, J., Baumgartner, H., & Smith, K. (2018). Marketing survey research best practices: Evidence and recommendations from a review of JAMS articles. *Journal of the Academic Marketing Science, 46*(1), 92-108.

Huntsman, D., Greer, A., Murphy, H., & Haynes, S. (2021). Enhancing adaptive performance in emergency response: Empowerment practices and the moderating role of tempo balance. *Safety Science, 134(2), 1-10.*

Kelly-Quon, L. L. (2018). Surveys: Merging qualitative and quantitative research methods. *Seminars in Pediatric Surgery, 27*(6), 361-366.

Knaak, S., Luong, D., McLean, R., Szeto, A. & Dodson, K. S. (2019). Implementation, uptake, and culture change: Results of a key informant study of a workplace mental health training program in police organizations in Canada. *The Canadian Journal of Psychiatry*, *64*(1), 305-385.

Leaver, D. (2000). Survey research techniques. *Radiation Therapist, 71*(4), 364-378.

Linton, R. (1938). Culture, society, and the individual. *The Journal of Abnormal and Social Psychology*, *33*(4), 425-436.

Maccoby, M. (2010). The 4 R's of motivation. *Industrial Research Technology Management*, *53*(4), 60-61.

Manley, K., Jackson, C., & McKenzie, C. (2019). Microsystem culture change: A refined theory for developing person-centered, safe and effective workplaces based on strategy that embed a safety culture. *International Practice Development Journal*, *9*(2)[4], 1-19.

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of Qualitative interviews in IS research. *The Journal of Computer Information Systems*,*54*(1), 11-22.

Maslow, A. (Ed.) (1954). *Motivation & personality.* Harper & Row.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership* ($10^{th}$ ed.). Thomas Nelson.

McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher, 41*(9), 1002-1006.

Moran, R. T., Abramson, A. M., & Moran, S. V. (2014). *Managing cultural differences*. Routledge.

Paterson, C. (2011). Adding value? A review of the international literature on the role of higher education in police training and education. *Police Practice and Research, 12(4),* 286-297.

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us.* Penguin-Riverhead.

Piquero, A. R. (2015). *The handbook of criminological theory*. John Wiley & Son.

Rosenbaum, D. P., Lawrence, D. S., Hartnett, S. M., McDevitt, J., & Posick, C. (2015). Measuring procedural justice and legitimacy at the local level: the police community interaction survey. *Journal of Experimental Criminology*, *11*(3), 335-366.

Sagi, D. (2015). The concept of power in decision making process: A cross cultural perspective. *International Journal of Management and Social Science Research Review*, *1*(9).

Salkind, N. J., & Frey, B. B. (2020). *Statistics for people who (think they) hate statistics*. Sage.

Sengupta, S. S. (2011). Growth in human motivation: beyond Maslow. *The Indian Journal of Industrial Relations*, *47*(1), 102-116.

Squires, P. (2015). Beyond contrasting traditions in policing research? *Introduction to Policing Research* (pp. 55-44). Routledge.

Steel, P., & MacDonnell, R. (2012). When rewards go wrong: A tale of five motivational misdirects. *Performance Improvement*, *51*(8), 19-25.

Totten, V. Y., Panacek, E. A., & Price, D. (1999). Basics of research (Part 14) survey research methodology: Designing the survey instrument. *Air Medical Journal*. *18*(1), 26-34.

Trueland, J. (2019). Blame culture: How to make a change in your work place. *Nursing Standard*, *34*(9), 14-17.

Van-Bekkum, J. E., Fergie, G. M., & Hilton, S. (2016). Health and medical research funding agencies promotion of public engagement within research: A qualitative interview study exploring the United Kingdom context. *Health Research Policy and Systems*, *14*(23) 2-12.

Warrick, D. D. (2017). What leaders need to know about organization culture. *Business Horizons*, *60*(3), 395-404.

Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional development in United States: Trends and challenges.* National Staff Development Council. https://eric.ed.gov/?id=ED536360

Woody, R. H. (2005). The police culture: Research implications for psychological services. *Professional Psychology: Research and Practice*, *35*(5), 525.

# Appendix A

## Consultancy Project Scope, Deliverables, and SMART Goals

| | | | |
|---|---|---|---|
| Student Name | **J. Reid Rollins, Jr.** | Project Name | **RMC Safety and Security** |

| **Key Deliverables (including benefits) of this Project*** |
|---|
| Project Charter/Plan/Problem statement |
| Employee Survey and Employee Interview Results |
| Consultancy - Employee recommendations/request |
| SMART goals for RMC Safety and Security |
| Cost/Benefit analysis |
| Budget for requested consultancy items |
| |
| Final Report |
| |

| **Functionality/Feature Explicitly in Scope*** | M | S | C | W |
|---|---|---|---|---|
| Workplace Salary study | * | | | |
| Leadership training | * | | | |
| Team building | * | | | |
| Lunch and Learn | | * | | |
| Family Day | | * | | |
| Staff Committee | | * | | |
| Annual In-Service | * | | | |
| **Functionality/Features Explicitly out of Scope*** | | | | |
| Mentoring Program | * | | | |
| Facility upgrade – new officer and/or staff lockers | | | * | |
| Use of Force log | | * | | |
| Use of Force review board | | | | * |
| Background checks on Sworn employees | * | | | |
| Communication Audit | | | * | |
| Cross-training between Nursing staff and Security | | * | | |
| Policy review | | | * | |

- Must Have – the functionality that is essential to meeting the key organizational needs and realizing the proposed value; without this functionality the entire project would be pointless
- Should Have – the functionality that is important to meeting the key organizational needs and realizing the highest value, but which may be deferred to the next version/release
- Could Have – the functionality that would add organizational value and would be useful to have, but which may be deferred to a later version/release
- Won't Have – the functionality that adds limited organizational value and may be deferred indefinitely

| **SMART Goals (Specific, Measurable, Attainable, Realistic, Timely)** | |
|---|---|
| Goal | Deadline |
| Contract a vendor for a compensation study to compare like size organization | Immediately |
| Middle Management, Sergeants, leadership, and management training | Immediately |
| Mentoring program for new Officers and new Supervisors | Immediately |
| Establish a Promotional Process that is accompanied by a Policy | Immediately |
| Cross-training program between Nursing staff and Safety and Security | 6 months |
| Establish use of force log: use lessons learned in annual in-service | 6 months |
| In-service: legal topics, non-lethal use of force, ground fighting | 6 months |
| Use local Community College as a resource | |
| Lunch and Learn | 1 year |
| Safety and Security Employee Committee | 1 year |
| Family Day | 1 year |
| Team Building | 1 year |
| Background checks for Armed Security | Upon hiring |
| Develop administrative policies that outline the above annual items | 1 year |
| | |
| | |
| | |
| **Note**: Security Officers and Nurses work every day with each with mission-critical jobs. These two job titles rely on each other heavily, but neither truly knows what is expected or encompassed in their job requirements. Both need cross-training for empathy and understanding purposes | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Appendix B

## RMC Employee Job Satisfaction Survey

Q1 **Welcome to a Regional Medical Center Employee Job Satisfaction Survey and Research Study.**

We are interested in determining the distinctiveness of services provided by the Safety and Security Department at this Regional Medical Center. This body of research looks to evaluate the service levels and employee motivations to understand why this Regional Medical Center is an exception in the field of private hospital safety and security. Please be assured that your responses will be kept completely confidential.

Title of Study: A Medical Center's Value of Distinction

Researcher: J. Reid Rollins, EdD Candidate
College of Education, Gardner-Webb University

Purpose of the Study: To make a disciplined inquiry into the Safety and Security Department at a Regional Medical Center. The deep dive into this organization will collect data and use research in a convergent approach to assess the distinctiveness of services provided by this Regional Medical's safety and security. The data collected will work through a mix methodology approach and be viewed through the lenses of social systems theory and motivational theory.

Procedure: Participants are expected to answer all of the following survey questions. However, if there is a question that causes discomfort, please skip it and proceed to the next survey question.

Time Required: It is anticipated that this survey will require approximately 10 minutes of your time.

Voluntary Participation: Participation in this survey is voluntary and you have the right to withdraw at any time without penalty. You also have the right to refuse to answer any of the individual questions for any reason without penalty.

Confidentiality: The survey responses provided will be confidential and no names will be collected with the survey.

Risks: There are no anticipated risks in this study.

Benefits: There are no direct benefits associated with participation in this study. You will receive no payment for participating in this study. This study may help to explain the distinctive services provided by this Regional Medical Center Safety and Security Department.

Right to Withdraw from the Study: You have the right to withdraw from this survey and the study at any time without penalty. To withdraw, simply exit this survey with submitting. If you have questions about this survey or the study, please contact: J. Reid Rollins, EdD Candidate rrollins@gcps.org, 704-747-1596 Or Dr. Dale S. Lamb, Faculty Advisor Professor, College of Education, Gardner-Webb University dlamb@gardner-webb.edu 704 575-4399 Again, your participation in this study is completely voluntary. Please complete and submit this survey by March 31, 2022.

Please check the box below if you have read and agree with this Informed Consent information.

________________________________________________________________

Q2 What is your current role and what are your job responsibilities?

________________________________________________________________

Q3 How long have you been in your current role and what is your age?

________________________________________________________________

| Q4 Working Conditions | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
|---|---|---|---|---|
| This type of work is satisfying to me at this point in my career and I have the opportunity to do what I enjoy. (1) | ○ | ○ | ○ | ○ |
| Administration encourages my development and I have opportunities to learn, grow, and use my skills in my current job assignment. (2) | ○ | ○ | ○ | ○ |
| I am empowered to ask questions, express concern, and participate in decisions that affect my work. (3) | ○ | ○ | ○ | ○ |
| My opinion counts with Administration for improving security services. (4) | ○ | ○ | ○ | ○ |
| Relationships with my Supervisor and Administration are positive. (5) | ○ | ○ | ○ | ○ |
| My supervisor cares about me as a person and brings out the best in me. (6) | ○ | ○ | ○ | ○ |
| My co-workers are committed to doing quality work. (7) | ○ | ○ | ○ | ○ |
| There is mutual trust and cooperation among staff and morale is high in the department. (8) | ○ | ○ | ○ | ○ |
| Team building and Conflict management is a workplace focus. (9) | ○ | ○ | ○ | ○ |
| This is a good company to work for and Turnover is low at RMC Safety and Security. (10) | ○ | ○ | ○ | ○ |

| Q5 Supervision | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| --- | --- | --- | --- | --- |
| Management of this organization is supportive of me and recognizes my accomplishments. (1) | ○ | ○ | ○ | ○ |
| I receive an appropriate amount of support and guidance from my direct supervisor who is available to answer questions and assist me where needed. (2) | ○ | ○ | ○ | ○ |
| I feel encouraged by my supervisor to offer suggestions for improvement and changes are made based on my suggestions and feedback. (3) | ○ | ○ | ○ | ○ |
| I am satisfied with my chances for promotion and there is equity in supervision and job opportunities. (4) | ○ | ○ | ○ | ○ |
| My job performance evaluation is completed using an equitable system of performance standards and is communicated to me. (5) | ○ | ○ | ○ | ○ |

Q6 Compensation and Benefits

| | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
|---|---|---|---|---|
| 1. My department provides all the equipment, supplies, and resources for me to complete my job. (1) | ○ | ○ | ○ | ○ |
| 2. My salary is competitive with other peers in this type of work. (2) | ○ | ○ | ○ | ○ |
| 3. Benefits offered to me are competitive compared to other hospitals. (3) | ○ | ○ | ○ | ○ |
| 4. Pay and Benefits are commensurate with the work that I do. (4) | ○ | ○ | ○ | ○ |
| 5. The flexibility of my schedule is adequate. (5) | ○ | ○ | ○ | ○ |

Q7 Experience and Training

| | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
|---|---|---|---|---|
| My job has a clear written description and job expectations are clearly communicated to me. (1) | ○ | ○ | ○ | ○ |
| I understand my work Mission and Assignments. (2) | ○ | ○ | ○ | ○ |
| I understand Safety and Securities service objectives. (3) | ○ | ○ | ○ | ○ |
| Organizational policies and the training that I am provided allow me to develop myself professionally and to perform my job well. (4) | ○ | ○ | ○ | ○ |
| I understand Safety and Securities service objectives. (5) | ○ | ○ | ○ | ○ |

## Appendix C

## RMC Structured Interview Research Questions

A. Permission/Consent waiver

B. Introduction:

- Study overview
- The reason for the research and usage
- Biography

C. Q4 – Working Conditions –

- Survey data demonstrates that employee opinions may not always be important during the decision-making process at the Medical Center. Why is this and what could be done to improve this?
- Information from the survey indicates that there is low morale in the workplace and a lack of mutual trust among staff. Can you help me understand why and what could be done to improve this issue?
- Data from the survey points out that additional team building and conflict management skills are needed in the workplace. Why is this and what ideas can you provide that would help?

D. Q5 – Supervision

- The survey results suggest that employees are not satisfied with the opportunities for promotion and that there is a lack of equity in supervision and supervision opportunities. What makes employees feel this way and how can this be improved?

E. Q6 – Compensation and Benefits

- Survey data reveals that staff salaries were not competitive with peers doing the same type of work. Why do you think staff feel this way? How do you feel this can be improved?
- The survey results demonstrate employee pay does not match employee performance. Can you elaborate on this? What do you think can be done to help?

F. Q7 - Experience and Training

- The data from the survey reveals that job descriptions and job expectations are not clearly communicated. Will you shed some light on why this may be the case? How can this be improved?
- Information from the recent surveys indicates that organizational policies and training may need improvement to provide appropriate professional development to ensure high job performance. What may be the reason for this and what solutions can you provide?

G. Are there any additional questions, concerns, or ideas?

## Appendix D

## GWU DEOL Consultancy Project Budget

| **Student Name**: J. Reid Rollins | **Project Name:** RMC Safety and Security |
|---|---|
| | |
| **Deliverables** | **Cost** |
| Project Charter/Plan/Problem Statement | $0.00 |
| Employee Survey (50 employees - 1 hour work lost) - 20.00 per hour average | $1,000.00 |
| Employee Interviews (5 employees - 1 hour work lost) - 20.00 hour | $100.00 |
| Workplace Salary Study (less 500 employees) | $2,000.00 |
| Leadership training - Middle Management (200.00 per hour) - 40 hours | $8,000.00 |
| Team Building | $0.00 |
| Lunch Learn (staff instructor - 40.00 per hour) - quarterly - 1 hour sessions | $160.00 |
| Family Day | $10,000.00 |
| Staff Committee (1 hour meeting - 5 employees - 20.00 per hour lost wages) - quarterly meetings | $400.00 |
| Annual In-Service | $10,000.00 |
| Mentor Program | $0.00 |
| Use of Force Log | $0.00 |
| Background checks on new Sworn Employees (cost per new employee) | $1,000.00 |
| Communication Audit | $1,000.00 |
| Cross training - Nurses and Security Staff (1,500 per staff member) - 5 employees from each Department - 10 total | $15,000.00 |
| Policy additions and review | $0.00 |
| **Total** | **$48,660.00** |

| | |
|---|---|
| **Annual re-occurring cost in RED** | **$26,400.00** |