ACHIEVEMENT MOTIVATIONS OF POLICE OFFICERS

IN A FLORIDA URBAN SETTING

DISSERTATION

Presented in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in

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the Adrian Dominican School of Education of

Barry University

by

Raimundo J. Socorro

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Area of Specialization: Leadership

ACHIEVEMENT MOTIVATIONS OF POLICE OFFICERS
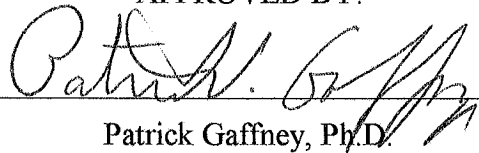
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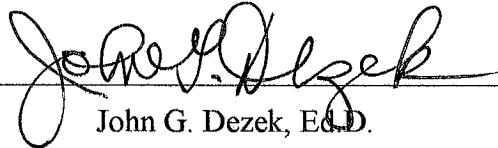
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2012

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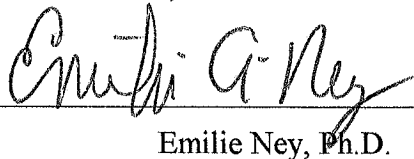
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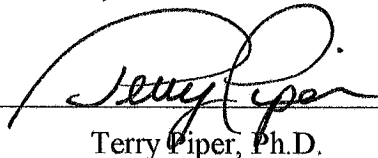Gerene K. Starratt, Ph.D.

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Abstract

Achievement Motivation of Police Officers in a Florida Urban Setting

Leadership plays a key role in the accomplishment of an organization's outcomes. In

police work, leadership appears to be especially important because police officers operate

without strict supervision and have broad discretion in daily decisions (Johnson, 2009;

Mirable; 2008). There is, however, little research on leadership behavior in policing

(Delattre, 2006; Mirable, 2008; Schafer, 2009, 2010; Shane, 2009). The purpose of this

ex post facto study was to investigate the achievement motivation (N-Ach) of patrol

officers and police detectives. This study utilized a quantitative, ex post facto method of

inquiry. The research questions were the following: (1) What is the difference between

detectives and patrol officers regarding their achievement motivation, as measured by the

total score of the Achievement Motivation Inventory (AMI) and the subscale factor

scores?; and (2) What is the relationship between experience and Achievement

Motivation in patrol officers and detectives, as measured by the total score of the AMI

and the subscale factor scores? No statistically significant correlations between

experience (i.e., Years at Function) and the total score of the AMI, self-assurance,

ambition, and self-control were identified. Therefore, no additional hypothesis testing

was conducted on this variable. Similarly, the multivariate analysis of variance

(MANOVA) results indicated no statistically significant differences in the N-Ach

between patrol officers and detectives for either the total or subscale factor scores. In the

absence of a significant MANOVA, a post hoc discriminant analysis was conducted in

order to further explore whether the individuals in the two functions (i.e., patrol officers

and detectives) might be correctly classified into categories based on their scores on the

four predictor variables. Although a post hoc discriminant analysis was not statistically significant, kappa analysis suggests that achievement motivation, as measured by the AMI, may be a better predictor of job function for detectives than patrol officers. The data suggest that future research on N-Ach of police officers may be more fruitful in the study of detectives than patrol officers.

Acknowledgements

I would like to thank my Dissertation Chair Dr. Patrick Gaffney for his guidance through the process; my Methodologist, Dr. Gerene Starratt who provided support through the analysis of the data; along with board members, Dr. Emelie Ney and Dr. John Dezek. I would also like to thank my parents, Jorge and Julie. The love and lessons they provided taught me there is nothing standing in the way of my goals.

Dedication

This study is dedicated to my children; Brandon, Joseph, Alexandra, and Javier. I pray that it will serve as an example of the rewards you will achieve through education and hard work. I will love you always.

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CHAPTER I

OVERVIEW OF THE STUDY

Introduction

Leadership occurs whenever one person attempts to influence the behavior of an individual or group (Hersey, Blanchard, & Johnson, 2001). Similarly, Antelo, Prilipko, and Sheridan-Pereira (2010) define leadership as a process whereby an individual influences a group of individuals to achieve a common goal. In both definitions the function of leadership is to influence followers to achieve a goal. Leadership can be displayed in different forms, or styles, depending on the leader, follower, and the task to be performed (Bakotié, 2008).

An authoritative leadership style is one whereby a leader tells a follower what needs to be achieved and how to achieve it (Bakotié, 2008; Hunt, 2010). Another form of influencing followers can be achieved by the use of a participative style whereby a leader may tell a follower what needs to be achieved, and cooperatively the leader and the follower develop ideas and strategies to achieve a stated purpose (Hoff, 2008; Hunt, 2010). A third style is the laissez-faire approach whereby a leader may tell a follower what needs to be achieved then allows the followers to decide what action is to be taken to achieve a stated purpose (Hunt, 2010).

Additional leadership theories, such as the trait leadership theory developed by Stogdill; the skills leadership theory developed by Katz; the style of leadership theory that emerged from the Ohio State University, Michigan State University, and Blake and Mouton research; and the transformational leadership theory that emerged from the works of Burns (1978), fall within the three core approaches: authoritative, participative,

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and laissez-fair. The fundamental difference among these forms of leadership theories is the relationship that the leader has with the follower. Do to situational variables like experience and training, some forms are follower-centered, while others are task-centered. The literature indicates that follower-centered leaders are more effective than task-centered leaders (Kesby, 2008; Schyns & Wolfram, 2008).

One important component of leadership is the leaders' understanding of motivational factors and how they can be applied to effectively inspire individuals to accomplish a goal (Burns, 1978; Bass, 1985; Kathuria, Partovi, & Greenhaus, 2010). An effective leader continually encourages responses from followers in an effort to modify their behavior (Burns, 1978). Without the understanding of the followers' motivational factors, a leader's effectiveness is reduced. Followers place importance on specific goals and values (Kathuria, Partovi, & Greenhaus, 2010; Mirable, 2008). A leader who is able to identify the values and goals important to the followers is better equipped to recognize candidates for the divergent positions within an organization and is better equipped to direct them in a course that would satisfy both the organizational goals and the followers' goals. This study was conducted to investigate the differences of the motivational factor of the achievement motivation between detectives and patrol officers.

According to Atkinson and Raynor (1978), achievement motivation may be regarded as the most important source of differences in performance. Achievement motivation is especially important in occupations that are characterized by a low degree of structure and a high degree of autonomy (Atkinson & Raynor). There have been a number of studies conducted on the need for achievement. The literature indicates that

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achievement motivation is composed of distinct and relatively independent components (Atkinson & Raynor).

It goes without saying that leadership plays a key role in the accomplishment of an organization's outcome. In police work, leadership appears to be especially important because police officers operate without strict supervision and have broad discretion in daily decisions (Johnson, 2009; Mirable; 2008). For example, police officers' discretion extends to the decision to search, investigate and, in extreme circumstances, the utilization of deadly force. There is, however, little research on leadership behavior in policing (Delattre, 2006; Mirable, 2008; Schafer, 2009, 2010; Shane, 2009).

Statement of the Problem

Leadership is essential in all types and sizes of organizations, but it can be argued that strong, effective leadership is especially important in policing (Delattre, 2006; Mirable, 2008). Ineffective leadership in policing may lead to a breakdown in the social welfare of a community (Delattre, 2006; Mirable, 2008; Schafer, 2009, 2010; Worrall & Schmalleger, 2013). Officers are also provided with broad powers of discretion that have significant effects on a community (Delattre, 2006; Mirable, 2008; Worrall & Schmalleger, 2013). The lack of strong leadership, appropriate influence, and ethical work patterns have been demonstrated to lead to abuses of power and abuses of force (Delattre, 2006; Mirable, 2008). Effective leadership, on the other hand, provides the guidance followers need to successfully comply with specific policing policy that would enable citizens to live, work, and visit in their community without fear of becoming a victim of crime and with confidence in their local police. Leaders cannot lead without followers, e.g., officers and detectives of lower rank.

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Leadership is a process that individuals engage in to fulfill organizational goals (Antelo, Prilipko, & Sheridan-Pereira, 2010). Both leaders and followers are important to the goals. Individual's personal goals shape their motives for the performance of certain tasks. Within the motivation literature, a number of theories have been proposed although, at this time, the literature on motivational factors within policing is minimal (Delattre, 2006; Schafer, 2009, 2010; Shane, 2009; Worrall & Schmalleger, 2013).

Motivational theories attempt to explain the processes that describe why and how human behavior is directed (Maxwell, 2008). Motivation is defined as the internal drive that activates behavior and provides it direction (Thomas, Love, Roan-Belle, Tyler, Brown, & Garriott, 2009). A leader utilizes his or her knowledge of the dynamics of motivation to direct the followers' behavior to achieve an organizational goal and curb negative behavior.

Police officers begin a career in law enforcement as a patrol officer. The primary function of a patrol officer is that of preventive policing (Lyman, 2011). They are assigned to a specific area within their jurisdiction and directed to patrol that area. Patrol officers proactively perform their function by engaging citizens in an open and welcoming manner in an effort to collaboratively reduce crime and the fear of crime. While on patrol, the officers are called and directed to specified locations to handle specific situations. Generally, patrol officers respond to domestic disputes, customer disputes, prowler calls, etc. and, for the most part, a patrol officer acts in response to calls for service. The patrol officers are considered to be the lowest entry rank within law enforcement (Klukkert, Olemacher, & Feltes, 2009; Stojkovic, Kalinich, & Klofas, 2008). The function of a patrol officer is governed through increased accountability and

bureaucratization of the work life (Stojkovic, Kalinich, & Koflas, 2008). The patrol officer's job function is controlled by a strict structure of policies, directives, and handbooks that instruct them on how to perform their function (Stojkovic et al., 2008). Their daily routine is closely monitored by the supervisors to whom they are assigned.

Detectives are assigned to an investigative division within a police organization. The detective's primary function is to conduct detailed long-term investigation of criminal incidents. The individuals performing the function of detectives are hand selected by the command staff of the investigation's section (Lyman, 2011). A detective operates in an environment with a low degree of structure and high degree of autonomy and activity. A detective may be required to travel significant distances and interact with many individuals while conducting an investigation (Lyman). Detectives are required to keep up to date with the large case load assigned to them. Although assigned to a supervisor, detectives are not as closely managed as a patrol officer.

Purpose of the Study

The purpose of this ex post facto study was to investigate and compare the achievement motivation of patrol officers and police detectives. As law enforcement leaders, police supervisors are responsible for their followers. Leaders must make certain that their followers are performing their assigned tasks in a professional fashion and not abusing their power. In addition, supervisors' responsibilities are to motivate their followers in an effort to ensure a consistent and exceptional work product. To effectively manage their personnel, supervisors ought to be familiar with the drives of the followers whom they supervise. The result of this study assists both educational and law enforcement leaders with basic knowledge of motivational factor competencies,

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specifically the need for achievement of detectives and patrol officers. This study contributes to the limited literature on this policing behavior (Schafer, 2009, 2010; Shane, 2009) and to the limited literature on followership in general (Antelo, Prilipko, & Sheridan- Pereira, 2010).

Theoretical Framework

The major theory that guided this study is that of McClelland's Achievement Theory, also known as the Three Needs Theory (1961, 1985). In the development of this theory, McClelland assessed individuals as they tossed rings onto pegs. He observed that while some individuals tossed the rings from random distances, others carefully measured out their distance. McClelland judged that the individuals who tossed the rings from a measured distance were high achievers. He then assessed individual responses to pictures of various groups of persons. Participants were presented with an ambiguous picture and asked to describe what the person in the picture was thinking. This later became the Thematic Apperception Test. On the basis of the individual's response, McClelland determined the strength of his/her need for achievement.

McClelland identified three dominant types of motivational needs: power, affiliation, and achievement. He proposed that most people have a combination of these motivational needs with some being stronger than others. According to McClelland, one's personal motivational characteristics affect their behavior and management style. McClelland has defined these types in the following manner.

Need for Power (N-Pow)

N-Pow is defined as an individual's need to influence others and make an impact (McClelland, 1961, 1985). This need is expressed as personal power (i.e., the simple

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need to control people) or socialized power (i.e., a drive to control people to produce positive outcomes). People with a high need for personal power can be a negative influence within an institution and often believe themselves to be successful despite ineffectiveness in meeting organizational objectives. Socialized power, on the other hand, represents the need to influence behavior in support of organizational goals.

Need for Affiliation (N-Aff)

Need for Affiliation (N-Aff) is defined as an individual's need to interact, be liked and approved of by others (McClelland 1961, 1985). High affiliation people want to please others and engage in more dialog compared to people who are low in the need for affiliation. People with high N-Aff have a strong desire for interpersonal relationships. They prefer friends over experts when working in groups, and they prefer feedback on how well the group is getting along over how well the task is being performed.

Need for Achievement (N-Ach)

A significant part of McClelland's (1961, 1985) research focused on achievement. Need for Achievement (N-Ach) is defined as the need to excel or succeed. McClelland's research indicates that while most persons do not possess a strong need for achievement motivation, those who do also display moderate risk-taking behavior. McClelland posits that people displaying a high need for achievement motivation seek challenges for which a successful outcome requires ability, as opposed to challenges than are based on chance. People displaying a high need for achievement take responsibility for their performance. High achievers work harder when the task is challenging and requires creativity. McClelland noted that high achiever's rewards are the completion of the task and the

feedback that they receive. A negative characteristic of high achievers is that they may be demanding and expecting all other employees to be the same as they. People with high need for achievement prefer to work with experts rather than with friends (McClelland, 1961, 1985).

Achievement motivation is especially important in occupations that have minimum structure yet require high professional performance (Atkinson & Raynor, 1978). Leaders who supervise followers in a position that provides a certain amount of freedom to decide what to do and how to do it, rely on the followers' need for achievement to provide a quality work product (Atkinson & Raynor). Achievement motivation has also been linked to increased productivity (Suar, 2010). A study on software engineers suggests that individuals who are high in achievement motivation were found to be more resourceful, more time conscious, and more oriented toward productivity (Suar).

The literature provides evidence that achievement motivation is composed of distinct and relatively independent components. For this study, the Achievement Motivation Inventory (AMI) was utilized to measure the achievement motivation. The AMI was developed based on measures from several instruments (Schuler, Thornton, Frintrup, & Mueller-Hanson, 2004). The AMI measures 17 facets identified as important in three major clusters (Appendix A). The three major clusters represent three themes: self-assurance, ambition, and self-control. Further discussion on the AMI is provided in chapter III.

Significance of the Study

This study was designed to contribute to the limited amount of literature on the construct of motivation and police. Specifically, utilizing McClelland's (1961, 1985) Three Needs Theory as the theoretical framework, this study investigated whether there is a significant difference in the need for achievement (N-Ach) between police detectives and patrol officers. The study was a quantitative study utilizing the AMI to identify the facets of the achievement motivation. The instruments were scored, and an interpretative narrative provided an explanation of the results. The information obtained from the study makes an important contribution to the limited literature on motivational factors and policing. It assists law enforcement leaders with the management of personnel in an effort to increase productivity and reduce abuses of power.

Research Design

This study utilized a quantitative, ex post facto method of inquiry. Quantitative research emanates from a post-positivistic tradition (Kerlinger & Lee, 2000). An ex post facto method of inquiry is a quantitative approach to exploring relationships (Gall, Borg, & Gall, 1996). It involves analyzing data to detect interactions between variables that are pre-existing or cannot be manipulated (Gall, Borg, & Gall).

Patrol officers and detectives who volunteered to participate were asked to complete the AMI and to enter their years of service. The AMI was developed to measure a wide variety of facets of achievement motivation that are interrelated (Schuler et al., 2004). Each instrument completed was scored. AMI scores and demographic data (i.e., length of service and job function) was analyzed using the *Statistical Package for Social*

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Sciences, Version 17 (2009). An analysis of the data was performed using a multivariate

analysis of variance (MANOVA) to test each of the null hypotheses at the .05 alpha level.

Definition of Terms

Patrol officer. The primary function of a patrol officer is that of preventive

policing (Lyman, 2011). They are assigned to a specific area within their jurisdiction and

directed to patrol that area. The patrol officers are considered to be the lowest rank within

law enforcement (Klukkert, Ohlemacher, & Feltes, 2009; Stojkovic, Kalinich, & Klofas,

2008). The patrol officer's job function is controlled by a strict structure of policies,

directives, and handbooks that instruct them on how to perform their function (Stojkovic

et al., 2008). Their daily routine is closely monitored by the supervisors to whom they are

assigned.

Detective. Detectives are considered specialists in the field of policing and

investigation (Huey, 2010; Stojkovic, Kalinich, & Klofas, 2008). A detective gathers

crime information and utilizes the information to develop a theory. Once probable cause

is established, the detective affects an arrest (Huey, 2010; Lyman, 2011). In the quest to

select candidates for detectives, police managers make every effort to select individuals

who have qualities such as motivation, stability, intuition, intelligence, dedication,

integrity, etc. (Lyman). In contrast to a patrol officer's role which is very structured and

has little autonomy, detectives function with a great deal of autonomy and a low degree

of structure (Huey, 2010; Lyman, 2011).

Achievement. According to Oxford's dictionary, achievement means to succeed in

doing, reaching, or gaining.

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Motivation. Motivation is defined as the internal drive that activates behavior and provides it with direction (Thomas, Love, Roan-Belle, Tyler, Brown, & Garriott, 2009).

Experience. For this study more experienced police officers and detectives are those who have been working in their roles for three years or more. Less experienced police officers and detectives are those who have been working in their role for less than three years.

Limitations, Delimitations, and Assumptions

Limitations

The limitations of this study included the following.

1. The participants in this study represent a convenience sample and were not randomly selected or assigned.

2. Because people often do not commonly participate in survey research due to the demands on their time and energy (Kerlinger & Lee, 2000), the sample size was smaller than desirable

3. The study was also conducted in a municipality going through an organizational change within the executive management leading to personnel changes.

4. The target municipality is being negatively affected by the economy and, as a result, has had a significant reduction in their operating budget. This includes a reduction in the salaries of the patrol officers and detectives which may have affected the results of the study.

5. Because a convenience sampling procedure was utilized involving the researcher's work setting, there was a possibility that participant's responses to the AMI may have been influenced.

Delimitations

This study was conducted within the following parameters:

1. The study was limited to investigating patrol officers' and detectives' achievement motivation in one municipality.

2. The study was conducted utilizing an anonymous survey method.

Assumptions

The study was based on the following assumption:

1. All participants answered the questions with integrity, truth and honesty.

2. The participants did not adjust their behavior as a result of the study.

Organization of the Dissertation

The dissertation is presented in the format of five chapters. The initial chapter introduces the subject of the research study and provides a general overview stating the problem, the purpose and significance of the study, an overview of the research design, and the limitations and delimitations of the study. The second chapter represents the literature review which further discusses issues related to the study. The third chapter describes in detail the methodology utilized to guide the data collection, data analysis, and results of the study. The fourth chapter presents the results of the data analysis. Chapter five includes a discussion of the findings, conclusions, and recommendations for further research and practice.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Performance management within the police profession has primarily consisted of

a traditional management approach (Shane, 2009). Traditional police management places

an emphasis on compliance through command and control (Mirable, 2008). However,

this is slowly giving way to a more systematic effort of establishing desired outcomes and

setting standards (Delattre, 2006; Shane, 2009; Worrall & Schmalleger, 2013).

Unfortunately, this change effort has been slow to reach policing. As a result, there is

limited research on the subject of performance management and policing (Delattre, 2006;

Shane, 2009). When examining performance management strategies within policing, one

must understand diverse motivational theories.

Motivation comes from the Latin word "movere" which means to move

(Primeaux & Le Veness, 2009). Motivation itself is defined as the internal drive that

activates behavior and provides it with direction (Thomas, Love, Roan-Belle, Tyler,

Brown, & Garriott, 2009). Motivational theories seek to explain the processes that

describe why and how human behavior is directed. Early motivational theories believed

in a punishment and reward system (Maxwell, 2008). Early theorists speculated that the

individual's actions were based on a system that rewarded good behavior and punished

unwanted behavior (Maxwell). Later theories of motivation viewed it in the context of the

whole person (Blasková, 2009), e.g., individuals have divergent needs which drive them

toward their actions (Fichter & Cipolla, 2010; Martin & Dowsan, 2009). Through the

knowledge and utilization of motivational theory approaches, leaders can effectively

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implement change and inspire increases of production among followers. Generally

motivational theories are separated in two approaches, i.e., content and process theories

(Bowen & Cattell, 2008).

Motivational Theories

Content Theories

Content theories explain the specific internal factors that motivate people; they

explain what drives human behavior (Udechukwu, 2009). Content theories are also

known as "need theories" and are based on the needs of an individual (Hardré, 2009).

Content theories seek to explain why human needs seem to change over time. Through

content theories, we try to explain that the internal needs of individuals are to be taken

into consideration and satisfied in order to motivate them (Hardré, 2009). There are a

number of content theories; however, the largest part of research references Maslow's

hierarchy of needs, Alderfer's, Existence, Relatedness, and Growth (ERG) theory,

Herzberg's motivator-hygiene theory (Herzberg's two-factor theory), and McClelland's

Achievement Need or Three-Needs theory (Udechukwu, 2009).

Maslow developed the hierarchy of needs model in which he described a number

of level needs in a hierarchical order (Blasková, 2009; Udechukwu, 2009). The lower

level needs, such as physiological and safety needs, must be satisfied before higher level

needs, such as self-fulfillment, are pursued (Blasková, 2009; Udechukwu, 2009). In his

hierarchy of needs model, Maslow explained that when a need is mostly satisfied, it no

longer works to motivate an individual and the next higher need is then activated

(Blasková, 2009; Udechukwu, 2009). Maslow's hierarchy of needs includes five levels:

(1) physiological needs which are those that are required to sustain life; (2) safety needs

which include security of environment, employment, resources, health, etc; (3) belongingness needs which include love, friendship, intimacy, and family; (4) esteem needs which include achievement, respect, self-esteem and morality; and (5) self actualization needs which include the desire for self-fulfillment, creativity, and job satisfaction (Blasková, 2009; Udechukwu, 2009).

Alderfer's ERG theory is a model that differentiates among three categories of a person's needs: existence, relatedness, and growth (Hardré, 2009). These three categories influence a worker's behavior. Alderfer's ERG theory was proposed in response to Maslow's hierarchy of needs and has much in common. Alderfer's needs theory is identified by three levels: (1) existence which encompasses the physiological and safety needs; (2) relatedness which depicts social and external esteem needs; (3) and growth which depicts internal esteem and self-actualization needs. Unlike Maslow, a need does not have to be fulfilled before a person moves to the next need (Hardré). Additionally, unlike Maslow, if a need has not been fulfilled, then a person may regress to a lower need that seems to be easier to accomplish.

Herzberg's motivator-hygiene theory, or two-factor theory, hypothesizes that people are influenced by two factors (Baldonado & Spangenburg, 2009; Blasková, 2009). Motivational factors are needed in order to inspire people to perform at a higher level, while hygiene factors were needed so that people do not become dissatisfied (Baldonado & Spangenburg, 2009; Blasková, 2009). Hygiene factors do not motivate; however, they maintain a level of satisfaction (Baldonado & Spangenburg, 2009; Blasková, 2009). Typical hygiene factors consist of working conditions, salary, security, policies, and interpersonal relations (Baldonado & Spangenburg, 2009). Typical motivational factors

consist of recognition of achievement, interest in the job, job responsibility, and growth (Baldonado & Spangenburg, 2009).

Process Theories

Process theories of motivation define the cognitive process of motivation (Udechukwu, 2009). It explains the thought process that influences behavior. A couple of the major process theories of motivation include Adams' equity theory and Vroom's expectancy theory.

Adams (1965) equity theory posits that an employee's motivation is dependent on their perception of the equality of the ratio between their input/output as compared to others' input/output (Anderson, & Patterson, 2008; Obasi, Allen, & White, 2009). In other words, an employee's motivation is determined on the perception that the employee is being compensated or disciplined equitability according to his/her individual input.

Vroom's (1964) expectancy theory posits that there is a positive link between efforts and performance achieved along with the rewards received (Fournier, 2009). Vroom based this on the belief of valance, expectancy, and instrumentality. Valence depicts what an employee values, expectancy depicts what an employee perceives that they are capable of achieving, and instrumentality depicts whether an employee perceives that he/she will receive the promised reward.

Motivational Systems Theory

Ford (1992) developed a theory he called Motivational Systems Theory. This theory does not fall within the content or process approaches. Motivational Systems Theory does not replace any existing theory. Instead it organizes the various motivational premises from the divergent theories into one model. The primary premises

are self-efficacy beliefs, expectancy, and goal orientation. Primarily, an individual's

goals, emotions, and personal agency beliefs are taken into account (Ford). Motivational

Systems Theory focuses on the individual as a unit. It makes clear that we must

understand that the individual is more complex, and we must consider that the biological,

social, and environmental contexts are crucial to development. Ford (1992, p. 70)

depicted the theory in a simple mathematical formula:

$$\text{Achievement}= \frac{(\underline{\text{Motivation} * \text{Skill}})}{\text{Biological Structure}} * \text{Responsive Environment}$$

The formula depicts that achievement and competence are the result of a

motivated, skillful, and biologically capable person working together with a responsive

environment. In all performance instances, the person must have the motivational

characteristics needed to continue performing until the goal is achieved. The person must

also have the skills and the biological structure necessary to produce the needed results

(Ford). Significant in the Motivational Systems Theory is a responsive environment. An

individual must also have a responsive environment that will facilitate the advancement

toward the identified goal. This portion of the formula is generally absent from other

motivational theories.

Motivation, Leadership, and Policing

Leadership studies are not new occurrences. However, considering the large

amount of literature on leadership, its definition is hard to pin down. Mirable (2008)

suggests that there are as many definitions of leaders as there are people to define it.

Most definitions reflect the approach that leadership involves the process of ensuring

action within an organization's workforce. Leadership in many cases is defined in terms

of leader behavior, role relationship, influences over followers, and influences over

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organizational culture. Leadership definitions are diverse and will continue to develop throughout our lives (Mirable). Primarily, a leader is responsible for the movement of an organization. It is as a result of this responsibility that a leader must understand the follower and his/her motives.

History has depicted a large number of leaders with divergent methods of assessing, identifying, and resolving concerns (Mirable, 2008). There are a number of examples of leaders that directed change within an organization and guided actions toward a desired outcome. Equally documented are examples of leaders with methods that have left an organization in ruins (Mirable). Such examples, along with the divergent definitions of leadership, signify that a leader's action is important to the motivation in the performance of police officers. Without the understanding of follower's motivation, the task of guiding them is significantly more difficult (Antelo, Prilipko, & Sheridan-Pereira, 2010).

To be a first-rate leader, one must be able to motivate the workforce to achieve desired results. To motivate the workforce one must be a leader, although not necessarily one within a position of power (Lambright, 2010). Within law enforcement, strong leadership is necessary for effective policing (Mirable, 2008). Police officers are provided with broad powers of discretion that have major effects on the community (Mirable). The police officers must be held accountable for the exercise of that power (Hays, Regoli, & Hewitt, 2007). Traditionally, strong leadership and accountability have not been a part of policing. Historically, police officers were provided vague guidance on how to perform their duties and then left to perform their function with little to no

supervision or accountability. This form of policing began to change as police departments became more professionalized (Mirable).

August Vollmer, known as the father of modern police management, provided an image of what a professional policing community is supposed to look like (Delattre, 2006). Vollmer was the chief of police in Berkeley, California from 1905 through 1932. He transformed policing from a profession where leadership, structure, and accountability were virtually non-existent, to one where leadership, structure, and accountability are paramount (Delattre). His vision of leadership included one where leaders worked closely with the workforce and inspired them to achieve the organizational goals. Vollmer's contributions to policing resulted in a reduction of abuse by officers, greater accountability, and a reduction in crime. This movement toward structure and accountability has led the police community to seek studies on leadership and motivation within police organizations (Delattre). However, because of the relative newness of this paradigm, little research exists on policing, motivation, and leadership (Stojkovic, Kalinich, & Klofas, 2008).

One such study was completed by Stoller (1977) who examined the relationship between feedback and productivity as measured by issued citations. He noted that increased performance was achieved by 48 of the 54 officers who received feedback. This study is relevant for the reason that, according to McClelland (1961, 1985), receiving identifiable and recurring feedback about an individual's performance, where the level of achievement is in question, is an aspect necessary for individuals with a high achievement motivation. Additional research has indicated that many officers react

positively when their level of responsibility and participation in decision making is increased (Stojkovic, Kalinich, & Klofas, 2008).

In another study by DeJong, Mastrofski, and Parks (2001), Expectancy Theory was applied to policing. This study depicted that community-oriented police officers were motivated by recognition that their work was valued by the organization. By granting an assignment of a community specialist, the officer was provided the recognition and, in turn, the officer exercised enhanced resourcefulness. The important aspect of the study was the degree of autonomy in the decision-making process.

This review of the literature identified a number of motivational theories and a small number of research studies on policing and motivation; however, there is no one model that is able to explain the various processes of individual motivation. One thing is apparent. Leaders must recognize that followers have different needs and opinions that are important to the effectiveness of an organization.

Patrol Officers and Detectives

Police officers begin a career in law enforcement as a patrol officer. The primary function of a patrol officer is that of preventive policing (Lyman, 2011; Worrall & Schmalleger, 2013). They are assigned to a specific area within their jurisdiction and directed to patrol that area. Patrol officers proactively perform their function by engaging citizens in an open and welcoming manner in an effort to collaboratively reduce crime and the fear of crime. While on patrol, the officers are called and directed to specified locations to handle specific situations. The situations patrol officers generally handle are domestic disputes, customer disputes, prowler calls, etc. For the most part a patrol officer acts in response to calls for service. The patrol officers are considered to be the lowest

rank within law enforcement (Klukkert, Ohlemacher, & Feltes, 2009; Stojkovic, Kalinich, & Klofas, 2008; Worrall & Schmalleger, 2013). The function of a patrol officer is governed by accountability and bureaucratization of the work life (Stojkovic et al., 2008). The patrol officer's job function is controlled by a strict structure of policies, directives, and handbooks that instruct officers how to perform their function (Stojkovic et al.). Additionally, their daily routine is closely monitored by the supervisors to whom they are assigned.

Detectives, on the other hand, are considered specialists (Lyman, 2011; Stojkovic, Kalinich, & Klofas, 2008; Worrall & Schmalleger, 2013). A detective gathers crime information and utilizes the information to develop a theory. Once the theory is developed and probable cause established, the detective affects an arrest (Lyman; Worrall & Schmalleger). The detective then prepares the case for criminal prosecution. In the quest to choose candidates for detectives, police managers make every effort to select individuals that have certain qualities such as the following: motivation, stability, intuition, intelligence, dedication, integrity, etc. Unlike a patrol officer's function which is very structured and has little autonomy, detectives function with a great deal of autonomy and a low degree of structure (Lyman; Worrall & Schmalleger). This degree of autonomy is necessary because a detective may be required to travel significant distances and interact with many individuals while conducting an investigation.

Productivity and Experience

This research also consisted of an ex post facto study of achievement motivations and experience. The ultimate goal of a leader is to make certain that a follower is achieving the goals set out by the organization. Within the current financial climate the

selection of highly productive followers is increasingly important. More and more law enforcement agencies are working under a reduced budget as a result of the downturned economy. As a result, law enforcement agencies have had to find innovative methods to perform their functions, and in many instances a reduction of personnel was required. With this in mind, law enforcement leaders were left with minimal options to ensure that a reduced level of service does not occur. One approach to make certain that this does not happen is to select and advance the right kind of personnel. To this end, studies indicate that personnel with greater experience yield greater productivity.

In a study that examined the relationship between qualifications of top management and capital structure, Rakhmayil and Yuce (2009) indicated that managers with greater experience and qualifications increased the values of their companies. The study investigated capital structure data for 490 companies between 1985 and 2005. They compared the data to the CEO's work experience. The work experience was measured by tenure at the company and by documenting whether the CEO had prior experience as part of senior management in another company. The results of the study suggest that tenure has an inverse relationship with company expenditures. The study also suggests that experience improves a manager's productivity.

Another study suggests that software performers with more years of experience and high achievement motivation provide superior output. Suar (2010) collected data from 441 software engineers and senior software engineers with the aim to assess performance. Through report measures from individuals and financial performance measures from companies, he/she developed a factor analysis of 16 items with six performance dimensions. As a factor, the study suggests that there is a significant

relationship between years of experience and productivity, i. e., the more years of experience, the greater productivity.

Theoretical Framework

McClelland (1961, 1985) experimented with individuals' interpretations of pictures of various groups of persons gathered together. On the basis of participant responses, McClelland identified three primary types of motivational needs, i.e., power, affiliation, and achievement. McClelland's Three-Need theory suggests that people possess all three of the needs in divergent intensities and that their performance is dependent on the dominant need (Park & Kabst, 2008). McClelland (1961, 1985) believed that most people have a combination of these motivational needs with some being stronger than others. For each person, this relationship between various types of needs affects the behavior and management style of the person.

A significant part of McClelland's (1961, 1985) research focused on achievement. His research noted that while most persons do not possess a strong need for achievement motivation, those who do also display moderate risk-taking behavior. He posits that people displaying a high need for achievement want challenges that, when attained, depict that the outcome was the result of ability not chance. High achievers work harder when the task is challenging and requires creativity. McClelland noted that a high achiever's reward is the completion of the task and the feedback received. A negative characteristic of high achievers is that they may be demanding, thus expecting all other employees to be the same as they are. People with high need for achievement prefer to work with experts rather than with friends.

According to Atkinson and Raynor (1978), the achievement motivation may be regarded as the most important source of differences in performance. The achievement motivation is especially important in occupations that are characterized by a low degree of structure and a high degree of autonomy (Atkinson & Raynor, 1978). As a result of the number of studies conducted on the achievement motivation, the literature indicates that it is composed of distinct and relatively independent components. Further discussion on the achievement motivation will be provided in Chapter III.

McClelland (1961, 1985) also identified the need for power. He relates the high need for power as the need to lead others and make an impact. This need is expressed as personal power or social power. This need can be seen as undesirable if the person simply wants power over others. The person with a high need for personal power does not have to be effective in the organizational objectives. That person simply has the need to control behavior. The need for social power occurs within the institution. The person exhibiting the need for this type of power wants to direct others' efforts to further the organizational objectives.

The third need identified by McClelland's (1961, 1985) is the need for affiliation. People with the high need for affiliation seek to be with and interact with others. High affiliation people want to please others and engage in more dialog with others. Individuals are very important to people with high need for affiliation. They prefer friends over experts when working in groups, and they prefer feedback on how well the group is getting along over how well the task is being performed.

CHAPTER III

METHODOLOGY

Introduction

Leadership plays a key role in the achievement of an organization's goals. Leadership is never more important than in police work. Police officers operate without strict supervision and have broad discretion in the daily decisions (Johnson, 2009; Mirable; 2008). Police officers' discretion includes the decision to search, investigate and, in extreme circumstances, utilize deadly force. Regardless of this immense responsibility, there is little research on leadership behavior in policing (Delattre, 2006; Mirable, 2008; Schafer, 2009, 2010; Shane, 2009). Important to leadership is the understanding of motivational factors and how they can be applied to effectively inspire individuals to accomplish a goal. An effective leader continually induces motivational responses from followers to modify their behavior (Burns, 1978), and without the understanding of the followers' motivational factors, a leader's effectiveness is reduced.

This study was designed to investigate the differences in the achievement motivation between patrol officers and police detectives based on McClelland's (1961, 1985) Three Needs Theory. Individuals place importance on specific goals and values (Kathuria, Partovi, & Greenhaus, 2010; Mirable, 2008). Essential to leadership is the ability to identify the main goals and values viewed as important to followers (Burns, 1978; Bass, 1985; Kathuria et al., 2010). With the ability to identify the values and goals important to the followers, a leader is better equipped to direct them in a direction that would satisfy both the organizational goals and the followers' goals.

Philosophical Framework

The philosophical framework of the study was that of a post-positivism approach. Post-positivism refers to the perspectives which hold that the scientific method is the best approach to exposing the processes by which both physical and human events occur (Creswell, 2009). The post-positivist concern is with what we can observe and measure in a quantitative manner.

Research Design

This study utilized a quantitative, ex post facto method of inquiry. Quantitative research emanates from a post-positivistic tradition (Kerlinger & Lee, 2000). An ex post facto method of inquiry is a quantitative approach to exploring relationships (Gall, Borg, & Gall, 1996). It involves analyzing data to detect interactions between variables that are pre-existing or cannot be manipulated (Gall, Borg, & Gall). Exploratory studies are utilized when the proposed topic of a research study has limited or no prior research (Patton, 2002) with the goal to provide a foundation for further studies (Kerlinger & Lee, 2000).

Research Questions

The following research questions and corresponding null and research hypotheses guided this study. An alpha level of .05 was used for all statistical tests.

Research Question #1: What is the difference between detectives and patrol officers regarding their achievement motivation as measured by the total score of the Achievement Motivation Inventory (AMI) and the subscale factor scores?

Null hypothesis #1: There will be no differences between detectives and patrol officers regarding their achievement motivation as measured by the total and subscale scores of the AMI.

Alternative Hypotheses Associated with Research Question #1

   a. $H_a1.1$: Detectives will score higher in their achievement motivation than patrol officers.

   b. $H_a1.2$: Detectives will score higher in their self-assurance than patrol officers.

   c. $H_a1.3$: Detectives will score higher in their ambition than patrol officers.

   d. $H_a1.4$: Detectives will score higher in their self-control than patrol officers.

Research Question #2: What is the relationship between experience and Achievement Motivation in patrol officers and detectives as measured by the total score of the AMI and the subscale factor scores?

Null hypothesis #2: There will be no differences between more experienced detectives and less experienced detectives or more experienced patrol officers and less experienced patrol officers regarding their achievement motivation as measured by the total and subscale scores of the AMI.

e. Ha2.1: Experience is significantly related to total achievement

motivation, controlling for police function.

f. $H_a2.2$: Experience is significantly related to self-assurance, controlling

for police function.

g. $H_a2.3$: Experience is significantly related to ambition, controlling for

police function.

h. $H_a2.4$: Experience is significantly related to self-control, controlling

for police function.

Methods

Participants

Participants of this study consisted of law enforcement officers performing a job

function of patrol officer or detective. The participants came from a large metropolitan

law enforcement agency in a South Florida urban setting. All the participants were

volunteers and received no additional monetary compensation.

The total population available was 586, composed of 87 detectives and 499 patrol

officers. The office of the chief of police communicated the nature of this study and

requested that eligible participants complete the Achievement Motivation Inventory

Questionnaire (AMI). The sample was a self-selected convenience sample with 80 (14%)

eligible participants choosing to participate. The low response rate was a limitation of the

study. Thus, caution must be exercised in generalizing the findings to the whole

population. Among those who did choose to participate, attrition was 7.5% (6 out of 80)

due to incomplete questionnaires. Sample attrition was low and is unlikely to be a source

of bias. Of the 74 participants, 39 were working in the detective function, and 35 were

working in the patrol officer function. Table 1 provides a breakdown of the sample.

Table 1
Response Rates

Category	Number	Participation Rate
Eligible participants	586	100%
Detectives	87	100%
Patrol Officers	499	100%
Chose to participate	80	14%
Did not complete survey	6	0.8%
Available for analysis	74	14%
Detectives	39	45%
Patrol Officers	35	7%

Instrumentation

The (AMI) was used in this study. The AMI consists of 170 statements employing

a 7-point Likert rating scale. The AMI is based on the trait-oriented concept with

theoretical foundations from McClelland, Murray, and Atkinson (see Schuler, Thornton,

Frintrup, & Mueller-Hanson, 2004 for a review). The AMI consists of 17 facets that

include Compensatory Effort, Competitiveness, Confidence in Success, Dominance,

Eagerness to Learn, Engagement, Fearlessness, Flexibility, Flow, Goal Setting,

Independence, Internality, Persistence, Preference for Difficult Tasks, Pride in

Productivity, Self-Control and Status Orientation (Appendix A). The 17 facets measured

by the AMI fall within the three major factors of self-assurance, ambition, and self-

control (Appendix B).

The internal consistency reliability estimates for the total score of the instrument

stand at alpha=.96, and the test-retest reliability for the total score of the instrument stand

at .94 and range from .75 to .89 for individual facets. The initial phases of the instrument

development yielded over 700 items in 38 dimensions. The items were reduced to 445 by

independent evaluators who ensured they were comprehendible and applicable to a wide variety of groups. The set of items was then administered to a group of students and working people. Items that were hard to understand, ambiguous or too transparent were identified and removed. The following step consisted of administering the test to a group of 256 students. Item and scale analyses were then conducted that reduced the test to 17 dimensions/facets. Each facet consists of ten items, thus ensuring reliability and wide coverage. The result is 170 items that measure 17 facets (Schuler et al., 2004).

Content validity was demonstrated during the test development using a broad-based strategy of researching the facets of the achievement motivation. The relationship of the scales within the test is another type of validity test. A systematic factor analysis was conducted in a series of studies investigating the correlations among the 17 facets of the AMI. A small correlation was expected among the 17 facets, but a high correlation would have indicated that the test was not accurate or the construct not appropriate. An exploratory factor analysis was conducted across samples of students and working adults from different countries. Based on the exploratory work, a general factor structure for the AMI was tested utilizing confirmatory factor analysis (Schuler et al., 2004).

Construct validity is also depicted by correlations with related personality scales ranging up to $r=.72$. Because many of the AMI facets are closely related to the "Big Five" personality characteristics, an empirical study was conducted with 201 college students. They were subject to the AMI test and the "Big Five' personality traits (Schuler et al., 2004).

The AMI was developed based on measures, such as the Work Environment Preference Schedule (WEPS), Motivation Analysis Test (MAT), Work Preference

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Inventory (WPI), and Thematic Apperception Test (TAT) (Schuler, Thornton, Frintrup,

& Mueller-Hanson, 2004), which outlined a variety of different facets of achievement

motivation. Schuler et al. (2004) developed the Onion Model of Achievement

Motivations (Figure 1) to demonstrate how the different facets of motivation, as

measured by the different tests, are related.
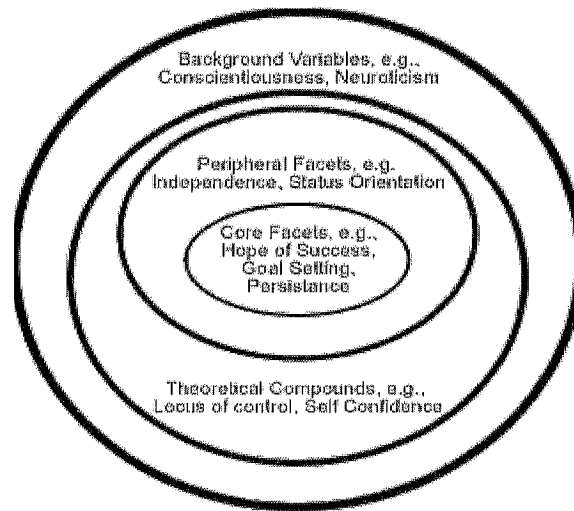
Figure 1: Onion Model of Achievement Motivation

The goal of the development of this measure of achievement motivation was to

have a representation of the concept of achievement motivation (Schuler, Thornton,

Frintrup, & Mueller-Hanson, 2004). The Onion Model of Achievement Motivation is

made up of four concentric circles with the most important facets of achievement

motivation in the middle circle and less central facets in the outer levels. The most central

circle consists of the core facets which are the dimensions most commonly found in

measures of achievement motivation. The additional circles are composed of peripheral

facets, theoretical compounds and background variables. The facets of the Onion Model

are not directly related to the components of the achievement in the present study.

Data Collection

This study utilized a cross-sectional survey design. An electronic self-report survey instrument was made available to detectives and patrol officers at a law enforcement agency located in South Florida. Survey research is the most common technique for data collection in applied social science research (Kerlinger & Lee, 2000). Surveys are utilized as a research method to gather data from human subjects in a population or a sample.

Data for the study included AMI responses, job category (i.e., detective or patrol officer), and experience (i.e., the length of time in the currently-assigned job category). To reduce the potential for researcher bias, the AMI was administered on-line (www.hts-online.net). Once a test was completed, the researcher received an email from The Hogrefe Company (developers of the AMI) that the data were ready for downloading. Completed data for each test was downloaded, and the results scored using the software provided by The Hogrefe Company. There were no identifiable entries made by the participants on the test. Therefore, the test was anonymous and the researcher does not have the ability to connect any test result to any particular participant.

To improve response rates and ensure disengagement, the researcher met with the chief of police and provided him with a cover letter and recruitment flyer (Appendices D & E). The cover letter and recruitment flyer were then delivered to the patrol officers and detectives by departmental personnel. The cover letter and recruitment flyer provided the instructions for accessing the questionnaire. The forms also provided verification that the participants' involvement within the study was voluntary and that they had agreed to the terms and conditions as depicted. The cover letter indicated that by completing the survey

the participants had shown their agreement to participate in the study. Individual patrol officers and detectives receiving the flyer and desiring to participate logged on to http://www.hts-online.net and completed the questionnaire.

Analysis of the Data

Survey data was subjected to a multivariate analysis of variance (MANOVA) to test each of the null hypotheses at the .05 alpha level. A MANOVA, which protects against inflated alpha, is utilized when there are several correlated dependant variables, and the researcher desires a single, overall statistical test on the set of variables instead of performing multiple individual tests (Kerlinger & Lee, 2000). Post hoc analysis to the multivariate analysis of variance (MANOVA) consisted of conducting a discriminate analysis to determine whether four predictors, total score of the AMI, self assurance, ambition, and self control could predict job function. Discriminant analysis, closely related to multiple regression, is utilized to assess the degree to which the predictors accurately assign individuals to groups on the basis of their test scores (Kerlinger & Lee). A kappa coefficient was also computed. A kappa coefficient provides the quantified index of content validity through agreement of indices and provides an index that corrects for chance agreements (Kerlinger & Lee, 2000; Green & Salkind, 2011).

Ethical Considerations

The study was designed to protect the anonymity of the participants. There were no identifiers collected, and the results are reported in summary form only. To further protect participants' privacy, the years of service data were rounded and collected as total years and not months. Therefore, an individual working as a detective for three years and two months was asked to depict their years of service as three years. The proposal was

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submitted to the researcher's dissertation committee and the Barry University

Institutional Review Board (IRB). The data collection commenced only after receipt of

documentation of approval from the researcher's dissertation committee and the IRB.

CHAPTER IV

RESULTS

An a priori multivariate analysis of variance (MANOVA) was conducted, which

yielded no significant results. In order to further explore the nature of any possible

relationships that might exist between the achievement motivation variables (i.e., self-

assurance, ambition, self-control, and AMI total score) and police function (i.e., patrol

officers and detectives), a post hoc discriminant analysis was conducted.

Data Analysis

A multivariate analysis of variance (MANOVA) requires that the dependent

variables be correlated. Table 2 depicts the Pearson correlation coefficients for the

motivation factors and experience (years at function). Virtually all pairs of motivation

factors are significantly and positively correlated with the exception of the relationship

between self-control and ambition. None of the motivation variables were correlated

with experience.

Table 2
Intercorrelations for Achievement Motivation Factors and Years at Function

Measure	1	2	3	4	6
1. Total Achievement Motivation	--				
2. Self-Assurance	.79**	--			
3. Ambition	.79**	.29*	--		
4. Self-Control	.55**	.61**	.06	--	
5. Years at Function	.04	-.10	.19	-.15	--

$* p < .05, ** p < .001$

Experience (Years at Function)

No significant correlation between experience (i.e., years at function) and the total

score of the AMI, self-assurance, ambition, and self-control were identified. Therefore,

no additional hypothesis testing was conducted on this variable. Consequently, the

researcher was not able to reject the null hypothesis related to experience and achievement motivations.

Achievement Motivation

Table 3 includes the means and the standard deviations of the dependent variables for the two groups. A one-way MANOVA was conducted to determine whether the four dependent variables of self-assurance, ambition, self-control, and the AMI total score differed across police function groups (i.e., patrol officers and detectives). As would be expected given the small differences between group means, no significant differences were found between detectives and patrol officers on any of the dependent measures, Wilks' $\Lambda = .957$, $F (3, 70) = 1.06$, $p = .373$.

Table 3
Means and Standard Deviations for Achievement Motivation Factors by Police Function

Variable	Detective (N=39)		Patrol Officer (N=35)	
	M	*SD*	*M*	*SD*
Self-Assurance	312.15	28.78	308.77	38.69
Ambition	381.10	40.79	394.63	52.12
Self-Control	162.85	16.95	164.09	17.14
AMI Total	856.10	65.57	867.49	80.49

In the absence of a significant MANOVA, a post hoc discriminant analysis was conducted in order to further explore whether any other relationship might exist between these variables. Specifically, the discriminant analysis was conducted to determine whether the four predictors of total score of the achievement motivation inventory, self assurance, ambition, and self control could predict job function.

Table 4 shows the within-groups correlations between predictors and the discriminant function, as well as the Standardized Canonical Coefficients for the Discriminant Function (i.e., standardized weights). In this study, two groups exist (i.e.,

patrol officers and detectives) and four variables measured on a continuous scale (i.e., AMI total scores, self assurance, self-control, and ambition). Because there were two groups in the analysis, only one dependant function was possible (*Ng-1*, Green & Salkind, 2011). Based on the Discriminant Structure Coefficients (i.e., Correlated Coefficients with the Discriminant Functions), the self-assurance test scores demonstrate a weak positive relationship with the discriminant function, while ambition, total achievement, and self-control demonstrate a negative relationship. The standardized coefficients (ignoring the signs) show that total achievement has the largest influence (3.024) on job function (Spicer, 2005).

Table 4
Standardized Coefficients and Correlations of Predictor Variables with the Discriminant Function

Predictors	Discriminant Structure Coefficients (Correlated Coefficients with Discriminant Functions) Function 1	Standardized Canonical Coefficients for Discriminant Functions Function 1
Ambition	-.692	.984
Total Achievement	-.371	-3.024
Self-Assurance	.238	2.354
Self-control	-.173	

The Wilks's lambda result for the discriminant analysis is the same as for the MANOVA ($\Lambda = .957$, $\chi^2 (3, N=74) = 3.13$, $p = .373$), confirming that the predictors did not differentiate significantly among the two job functions. Consistent with the non-significant Wilks's lambda, the discriminant function has an eigenvalue of .045 and a canonical correlation of .21. The eigenvalue represents the ratio of between-groups sums of squares divided by within-groups sums of squares in an analysis of variance with group (2 levels) as the independent variable and the discriminant function as the

dependent variable. By squaring the canonical correlation for the discriminant function

$(.21^2 = .04)$, we obtain the eta square that would result from conducting a one-way

ANOVA. That is, only 4% of the variability of the scores for the discriminant function is

accounted for by differences among the job groups. The discriminant function analysis,

however, permitted the next level of analysis, classification of individuals into groups

(Green & Salkind, 2011).

Table 5 presents a cross tabulation of predicted and actual groups for analysis.

An attempt to predict job function membership correctly classified 65% of the individuals

in the sample. In order to take into account chance agreement, a kappa coefficient was

conducted, yielding a value of .29, which represents a fair relationship (Landis & Koch,

1977). Finally, to assess how well the classification procedure would predict in a new

sample, the estimated percent of employees classified by using the leave-one-out

technique and correctly classified 58% of the cases. Although the relationship is not

statistically significant, the breakdown depicts greater accuracy of prediction within the

detective function (74.4%) compared to patrol officers (54.3%).

Table 5
Actual Group Function by Predicted Group

| | | | Predicted Group | | |
			Patrol Officer	Detective	Total
Function	Patrol Officer	Count	19	16	35
		Expected Count	13.7	21.3	35.0
		% Correct	**54.3%**	45.7%	100.0%
	Detective	Count	10	29	39
		Expected Count	15.3	23.7	39.0
		% Correct	25.6%	**74.4%**	100.0%

CHAPTER V

DISCUSSION

Introduction

The purpose of this ex post facto study was to compare the achievement

motivation of patrol officers and police detectives. As law enforcement leaders, police

supervisors are responsible for their followers. In addition, supervisors' responsibilities

are to motivate their followers in an effort to ensure a consistent and exceptional work

product. To effectively manage their personnel, supervisors ought to be familiar with the

drives of the followers whom they supervise. This study contributes to the limited amount

of literature on policing behavior (Schafer, 2009, 2010; Shane, 2009) and to the limited

amount of literature on followership in general (Antelo, Prilipko, & Sheridan- Pereira,

2010).

Specifically, utilizing McClelland's (1961, 1985) Achievement Theory as the

theoretical framework, this study investigated whether there was a significant difference

in the need for achievement (N-Ach) between patrol officers and police detectives.

This study utilized a cross-sectional survey design. The sample was a self-selected

convenience sample with approximately 14% of eligible participants choosing to

participate. Of the 74 participants, 39 were working in the detective function, and 35

were working in the patrol officer function. The Achievement Motivation Inventory

(AMI) was used in this study to operationalize the construct of achievement motivation.

The AMI is based on the trait-oriented concept with theoretical foundations from

McClelland, Murray, and Atkinson (see Schuler, Thornton, Frintrup, & Mueller-Hanson,

2004, for a review). To reduce the potential for researcher bias, the AMI was

administered anonymously on-line (www.hts-online.net), and the responses were scored

using the software provided by The Hogrefe Company which owns the rights to the AMI.

Experience and Achievement Motivation

This study also examined the relationship between experience and the

achievement motivations of detectives and patrol officers. No significant correlation

between experience (i.e., Years at Function) and the total score of the AMI, self-

assurance, ambition, and self-control were identified. Therefore, no additional hypothesis

testing was conducted on this variable. The researcher failed to reject the null hypothesis

related to this research question.

Job Function and Achievement Motivation

The literature indicates that detectives function within a work environment with

greater autonomy and a lower degree of structure than patrol officers who function in an

environment with greater structure and less autonomy (Lyman, 2011; Stojkovic,

Kalinich, & Klofas, 2008). According to Atkinson and Raynor (1978), achievement

motivation is especially important in occupations that are characterized by a low degree

of structure and a high degree of autonomy. Therefore, the theory would predict higher

achievement motivation in detectives compared to patrol officers. However, this study

found no statistically significant differences for either the total or the subscale factor

scores; therefore, the researcher failed to reject the null hypothesis.

In the absence of a significant MANOVA, a post hoc discriminant analysis was

conducted in order to further explore whether the individuals in the two job functions

(i.e., patrol officers and detectives) might be correctly classified into categories based on

their scores on the four predictor variables. The overall Wilks's lambda, which is the

same test as the MANOVA, was not significant, again indicating that the predictors did not differentiate significantly across the two job functions. However, conducting the discriminant analysis permitted the follow up kappa analysis, which corrected for chance classification.

Kappa analysis can be used both for testing inter-rater reliability and for testing predictions against observed values (Green & Salkind, 2011). In this case, kappa analysis was used to test the ability of the AMI to predict job function of patrol officers and detectives above and beyond chance levels. Although there is disagreement in the literature about the practical value of statistical significance when a kappa value is low (in this case kappa = .29, judged to be a "fair" level), these results suggest that the AMI improved prediction into job function category 29% above the level of chance (Landis & Koch, 1977). Furthermore, the results suggest that the accuracy of prediction was greater for detectives (74.4%) compared to patrol officers (54.3%). These findings suggest that there may be some value in further investigating the role of achievement motivation in law enforcement officers.

Three factors may have accounted for the unexpected lack of difference between detectives and patrol officers. First, the detectives and patrol officers in this study were self selected, which could have biased the results. For example, a possibility exists that participants across both groups with high achievement motivation were more likely to take part in the study. Consequently, the average achievement motivation would be inflated for both groups.

Second, the study only captures the achievement motivations of detectives or patrol officers still working with the law enforcement agency that served as the site for

this study. There's a possibility that a survival bias exists within the data. Survival bias occurs when a study fails to take into account data from potential research participants because they are no longer available (Addison & Teixeira, 2006). This study failed to capture the achievement motivations of detectives and patrol officers who were no longer working within the law enforcement agency used for this research. It is impossible to know how the achievement motivation of patrol officers and detectives who left law enforcement through either change of careers or retirement would have impacted the average achievement motivation scores in this study.

Finally, the detective group includes only patrol officers who have been assigned to the detective function. However, the patrol officer group includes patrol officers who will never be detectives, patrol officers who will someday be detectives, and patrol officers who may have been detectives at some previous time in their careers. High achieving patrol officers who will someday be detectives may be affecting the patrol officer achievement motivation data. Equally, patrol officers that may have participated in the study who were detectives at a point in their career may be affecting the patrol officer achievement motivation data.

Conclusions

The potential applications of identifying the achievement motivation levels of law enforcement officers within a specific urban municipal law enforcement agency may assist in the selection of persons for diverse functions (Mirable, 2008). With the use of valid instruments and a successful screening process we may improve the current selection method. Additionally, we may also assist in reducing the potential adverse impact resulting from the current selection of law enforcement personnel where the leaders are guided only by an interview. By better understanding the relationship between the traits possessed by

successful individuals and the skills required for a particular function in a law enforcement agency, an agency is better equipped to assign personnel to the appropriate job functions (Mirable). By fitting personnel to appropriate job functions, the individuals are more likely to demonstrate higher levels of organizational success. This change in the selection process has the potential to transform a law enforcement agency into a more productive one. It can improve the relationship with the community that it serves, provide for the needs of personnel, and generate a long-lasting effect upon police productivity.

This study's non-significant findings do not contradict McClelland's Achievement Theory (also called Three Needs Theory, 1961, 1985) because McClelland's focus was on the task to be performed. McClelland hypothesized that individuals with high achievement motivations should be given projects that are challenging but have reachable goals. This study did not analyze the work projects of individual detectives or patrol officers. Consequently, the findings from this study do not contradict the theoretical framework.

Recommendations for Future Research

Based on the review of the current literature, this study is unique in some respects, appearing to be the only study to investigate the achievement motivations of detectives and patrol officers in a law enforcement organization. Although there were no statistically significant findings from this study, it suggests directions for future research in exploring the achievement motivation of patrol officers and detectives. First, it is recommended that this study be replicated in law enforcement agencies throughout the southeast region of the United States. Second, obtaining an accurate representation of the two groups through random sampling would be beneficial in investigating the

achievement motivational levels and experience of patrol officers and detectives. Random sampling is a process of selecting participants in such a way that all the individuals in the population have an equal chance of being selected (Kerlinger & Lee, 2000). With a representative, diverse sample from a large enough number of law enforcement agencies, there exists the possibility of establishing a taxonomy of the achievement motivation levels for law enforcement patrol officers and detectives and would increase the generalizability of any significant findings. Third, a longitudinal study of a significant time frame (5 years) may capture and compare the achievement motivations of patrol officers and detectives that remained in their current job with those that transferred to the other function. Finally, future studies should also validate the Achievement Motivational Inventory against performance criteria. With an established taxonomy and a validated AMI, one may have the ability to classify police personnel according to their achievement motivation levels. This would likely greatly improve the selection process within a law enforcement agency.

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APPENDIX A: AMI DIMENSIONS

Dimensions of Work-Related Achievement Motivation (Schuler et al., 2004)

AMI Facet	Description
Compensatory Effort	A willingness to expand extra effort in order to avoid failing at a work task, even if this effort results in over-preparation. A constructive reaction to the possibility of failure. Individuals who score high on this scale will compensate for a fear of failing at a difficult task by better preparing for the task. In the work place, these individuals can be expected to be better prepared (or even over-prepared) than others. Especially relevant in case of low rear-lessness.
Competiveness	Motivation derived from competing with others. A desire to win and be better and faster than others. People who score high on this dimension love to compete with others and compare their accomplishment with others. Wining motivates these individuals to expend more effort.
Confidence in Success	Confidence in achieving success even where there are obstacles to overcome. People who score high on this dimension anticipate their effort leads to success. These individuals are confidant in achieving their goals even when facing new difficult tasks. Their confidence stems from faith in their knowledge, skills, and abilities as opposed to a belief in luck or fate.
Dominance	The tendency to exercise power and influence over others. People who score high on this dimension are likely to take initiative and to seek control over activities. They would likely play dominant role in influencing the results of a team and in taking leadership role.
Eagerness to Learn	The desire and willingness to spend a lot of time enlarging ones knowledge for knowledge sake. People who score high on this dimension have a high thirst for knowledge and will strive to learn new things, even in the absence of any external rewards.
Engagement	The desire to be regularly engaged in an activity, usually work related. People who are highly engaged place high priority on work and are uncomfortable when they have nothing to do. They are able to maintain a high activity level for a long period, with little rest. In the extreme, people high on this dimension may be "workaholics," neglecting aspects of their personal life.

Fearlessness	A lack of fear of failing at difficult tasks. People who score high on this dimension are not nervous about performing in public or time pressure. They do not fear being judged by others and do not feel anxious when faced with important tasks. These individuals can be characterized as emotionally stable-minor setbacks will not have lasting effects.
Flexibility	A willingness to accept changes and the enjoyment of challenging new tasks. People who score high on this task tend to be open minded and interested in many things. They can easily adapt to new work situations and exhibit a readiness for change. New situations and things are appealing, especially if these experiences are likely to increase their knowledge.
Flow	The ability to concentrate on something for a long time without being distracted by situational influences. People who score high on this dimension tend to get lost to the outside world when they are absorbed in their task. They are extremely persevering and in the extreme are can over-preoccupied.
Goal-Setting	The tendency to set goals and make long term plans for achieving these goals. People who score high on this dimension are future oriented and have high standards for what they want to achieve.
Independence	The tendency to take responsibility for one's own action. People who score high on this dimension would rather make their own decisions and work at their own pace than take direction from others.
Internality	The belief that one's success is due to internal causes rather than to situational variables. People who score high on this dimension are likely to attribute the consequences of their behavior to internal causes. They believe the outcomes are the direct result of one's own actions and effort.
Persistence	The willingness to exert large amounts of effort over long periods in order to real a goal. Individuals who score high on this task are able to concentrate fully on the task at hand without being distracted. These individuals could be described as being tenacious or energetic in striving to complete a task.

Preference for Difficult Tasks	The tendency for seeking out challenging rather than easy tasks, and the desire to seek out greater challenges once one has already completed a difficult task. People who score high on this dimension prefer to take difficult tasks with high risk of failures to easy task with low risk of failure.
Pride in Productivity	A sense of enjoyment and accomplishment derived from doing one's best at work. People who score high on this dimension are most satisfied when they feel they have improved their performance. Their self-esteem is dependent upon achievement and they gain positive emotions arising from good performance.
Self-Control	The ability to delay gratification and to organize oneself and one's work. People who score on this dimension are able to make long term plans. They do not procrastinate and concentrate on their work with a great deal of self-discipline.
Status Orientation	The desire to attain high status in one's personal life and to progress professionally. People who score high in this dimension endeavor to achieve an important position in life and to be admired for the achievements. They are especially motivated to pursue an important career and to progress in their jobs.

Factor Structure of the AMI (Schuler et al., 2004)
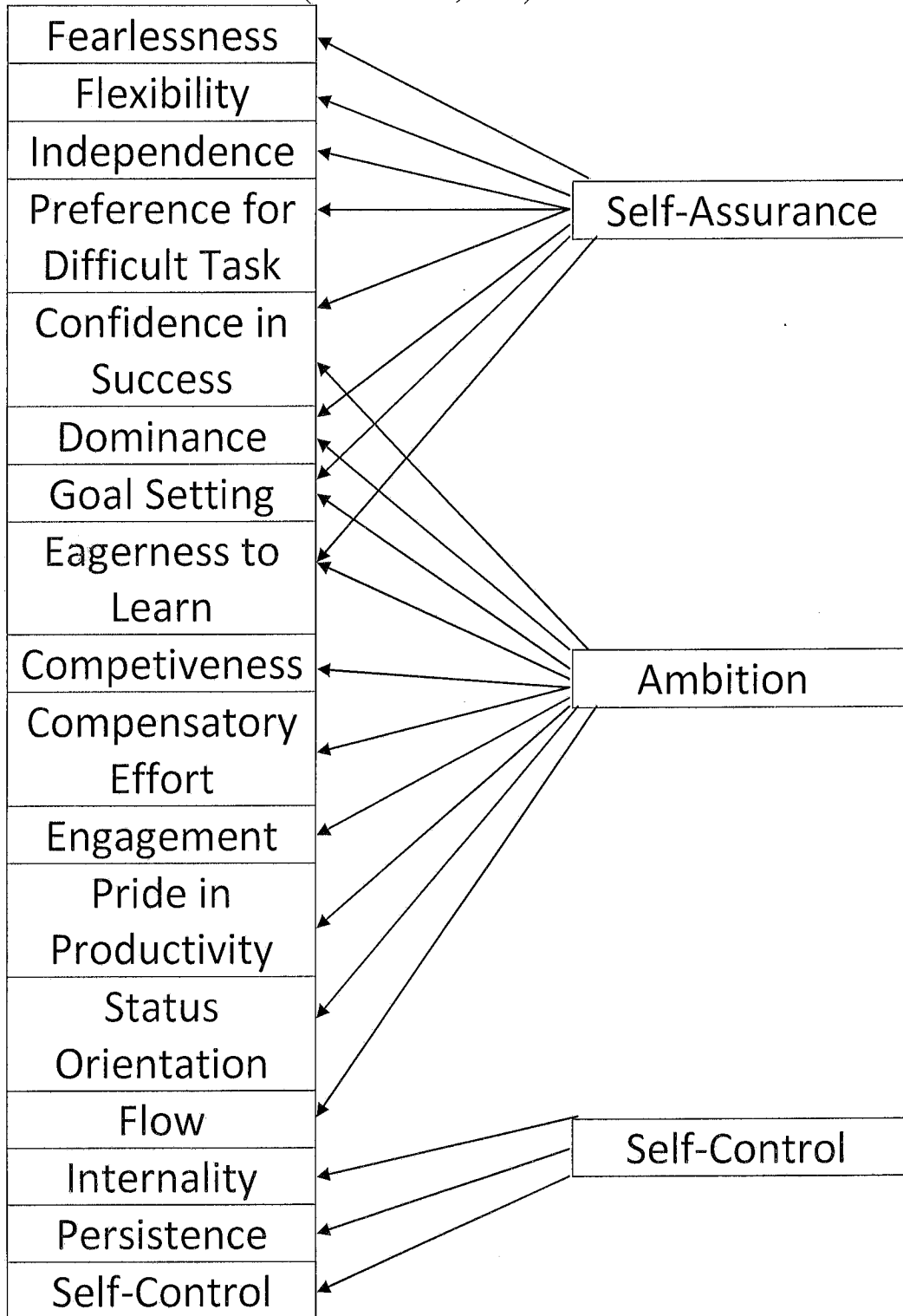
Appendix C: Cover Letter to Gatekeeper

The following manuscript reflects the letter that will be sent to the gatekeeper of the target population, i.e., the chief of police.

Dear Chief of Police,

I am currently a doctoral student at Barry University, and I am in the process of completing my dissertation. I am seeking information that will be useful in the field of law enforcement. The title of my proposed study is *An Expo-Post Facto Study of the Achievement Motivations of Patrol Officers and Detectives in a South Florida Urban Setting*.

The aim of this study is to understand the differences in the achievement motivation between patrol officers and detectives. I was hoping that you would assist me in distributing the attached cover letter and flyer. I ask that the cover letter and flyer be emailed to patrol officers and detectives under your jurisdiction as an embedded attachment. The survey can be completed via **http://www.hts-online.net,** and it is completely anonymous. The administration of the survey has been approved by Barry University for a dissertation research project. I appreciate your time and consideration of my request. I can be reached via email at rjs@raimundosocorro.net. I look forward to hearing from you.

Thank you,
Raimundo J Socorro
Doctoral Student
Barry University

Appendix D: Cover Letter
Barry University
Cover Letter

Dear Research Participant:

Your participation in a research project is requested. The title of the study is *An Ex Post Facto Study of the Achievement Motivations of Patrol Officers and Detectives in a South Florida Urban Setting*. The research is being conducted by Raimundo J. Socorro, a student in the Adrian Dominican School of Education of Barry University, and is seeking information that will be useful in the field of law enforcement. The aims of the research are to investigate, and compare the achievement motivation of patrol officers and detectives. In accordance with these aims, the following procedures will be used: you will be asked to complete a survey containing 170 questions. We anticipate that the number of participants to be at least 35 detectives and 35 patrol officers.

If you decide to participate in this research, you will be asked to do the following: log on to the developer of the survey's site (The Hogrefe Company) http://www.hts-online.net and enter 13218081C1DF in the serial number section. If you are a patrol officer, enter 36N5B in the "passport" (password) section and then complete the survey. If you are a detective, enter HJGTB in the "passport" (password) section then complete the survey. The survey will take approximately 45 minutes to complete.

Your consent to be a research participant is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there will be no adverse effects.

There are no known risks to you. Although there are no direct benefits to you, your participation in this study may help our understanding of what is involved in successful leadership of patrol officers and detectives.

As a research participant, the information that you provide is anonymous, that is, no names or other identifiers will be collected. The Hogrefe Company does not collect or deliver IP addresses during the downloading of data. If you have concerns about this, you should contact customer service at customerservice@hogrefe-publishing.com for a review of the privacy policy of The Hogrefe Company before you begin.

By completing and submitting this electronic survey, you are acknowledging that you are at least 18-years-old and that you voluntarily agree to participate in the study.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Raimundo J. Socorro, by phone at (305) 981-6412 or by email at rjs@raimundosocorro.net; or my supervisor, Dr. Patrick Gaffney, by phone at (305) 899-4022 or by email at pgaffney@mail.barry.edu. You may also contact the Institutional Review Board point of contact, Barbara Cook, by phone at (305) 899-3020 or by email at bcook@mail.barry.edu.

Thank you for your participation.

Sincerely,

Raimundo J. Socorro,
Doctoral Student
Barry University
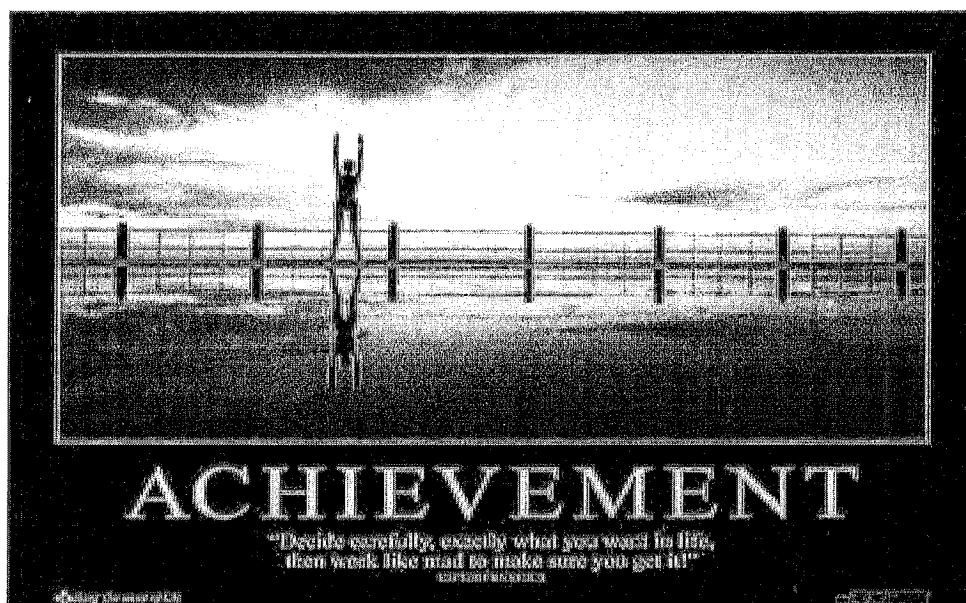
Inviting patrol officers and detectives to participate in a study

The aim of this study is to understand the differences in the achievement motivation between patrol officers and detectives. The title of the study is *An Ex-Post Facto Study of the Achievement Motive Between Patrol Officers and Detectives.* Although there is no direct benefit to you, your participation in this study will help improve understanding of what is involved in successful leadership of patrol officers and detectives.

If you decide to participate in this study, you will be asked to do the following:

1. Answer the questions honestly and to the best of your ability.

2. Dedicate 45 minutes of your time completing the questionnaire.

3. Enter your years of service without entering months of service.

Please access the following link which will lead you to the study:

http://www.hts-online.net

1. Please enter 13218081C1DF in the "serial number" section.

2. Detectives please enter HJGTB in the "passport" (password) section.

3. Patrol Officers please enter 36N5B in the "passport" (password) section.

4. You will then be provided a new "passport" that is needed should you be unable to complete the test at that time.

5. Please enter the amount of years (rounded) in your current function (i.e., patrol officer or detective) in the "code" field. There are no other fields available for entries.

6. Please complete the survey.

Thank you,
Raimundo J. Socorro
Doctoral Student
Barry University