

Challenges Involving Generation Z Law Enforcement Officers

Angela Scroble

Abstract

Law enforcement agencies today are facing the challenge of dealing with a new generation whose upbringing and expectations of the world, and their place in it, are unlike they have ever been before. In this world of fast-moving, technological advancements, the law enforcement officers of Generation Z are a force to be reckoned with. At the same time, seasoned officers at agencies around the world are struggling to impart all the knowledge and experience they have to their new officers, but must find the right way to connect with them. Generation Z is the first generation born with technology in their hands; they don't know the world any other way. It sometimes seems that there is too big of a divide between the way things have always been and the way they are becoming. However, with knowledge, compromise and cooperation that comes from understanding the challenges at hand, Generation Z can become great law enforcement officers and successfully lead their agencies, and the profession, in to the future.

Introduction

Training the Newest Generation of Law Enforcement Officers

Are Law Enforcement Agencies preparing for successfully training and developing the newest, youngest and most philosophically different generation? A challenging question that is important for agencies to start addressing and the answer may not be a positive one. Law Enforcement operates as a para-military profession; we mirror the rankings and procedures of the military. This sort of environment requires that personnel follow orders, most often without question. It requires respect for rank regardless of how you feel about that person and/or the manner in which they treat their personnel. This has long since been the standard for success in Law Enforcement, but the newest generations – the Millennials and Generation Z – are challenging the continuance of these methods. They do not view work the same as the employees who have been working in Law Enforcement for decades prior to them; sick leave and vacation are for use as they see fit, regardless of the repercussions on their co-workers and/or agency as a whole. They want the best uniforms and equipment; they will not hesitate to question why they do not have the newest and nicest items. They will not hesitate to leave employment if agencies do not meet their expectations; they continually seek environments that cater to their personal needs. These thought processes and feelings about the work environment clash with the current standards of most sworn law enforcement officers, who feel it is the duty of officers to consider the ramifications upon their co-workers when making decisions on the job, to include calling in sick, taking vacation, being lazy, etc. The standards of respect

for seniority on the job, showing up when required and giving your all at work are being lost, in the views of many senior law enforcement officers.

Many of the views of senior officers may have some validity, but the view of the new generation is important in this discussion, as well. Success for the future depends on opening our minds and being flexible to the changes that are already occurring in the workplace. The very generation complaining about the Millennials and Generation Z are the ones who created them; due to what their parents provided they lived better, easier and more privileged lives, as well as had access to technology from the time of birth. Law Enforcement is a profession of contradictions; preferences are for things to stay the same, but change is also wanted. This is what often causes law enforcement to remain in place and often fall behind in addressing new issues. It is imperative to examine the thought processes, expectations and needs of these younger generations, and to make change where necessary to set them and the agency up for success. Agencies must be open to changes in the methods of teaching on the job, giving explanations of why in reference to directives given, and generally understanding that happiness, both professionally and personally, ranks highest with these generations.

In order to be prepared to train the future of law enforcement and ensure that future success, understanding of Millennials and the Z-Generation is imperative. The atmosphere of a law enforcement agency filters from the top down; therefore, it is at the top that the understanding of the changes possibly required must start, as well as the actual application of change. Those in leadership positions – Chiefs, Deputy Chiefs, Sheriff's and Under Sheriffs – must lead by example in understanding these technologically savvy generations and how to develop them for succession. Important for going forward are identifying who Millennials and Generation Z individuals are and how they are both similar and different, learning what is most important to them and identifying how they learn. The details of how Millennials and Generation Z learn, work and live are important to know and agencies must not neglect seeking this knowledge if they want to continue to successfully protect and serve their communities as a whole.

Literature Review

The generation known as Millennials or Generation Y (Gen Y) and the newest one, identified as Generation Z (Gen Z), tend to overlap in several characteristics. Millennials are those born between 1980 and 1994; Gen Z are those born 1995 to early 2000's (approximately 2010). Technology is important to both; Gen Y was around as the internet and initial technologies came into being and Gen Z has had technology in their hands since infancy – they were the first born into a globally connected world due to the internet. (Cilliers, 2017) Both expect a tolerance of on-going connectivity with family, friends and other outside goings-on during the work day and flexibility in workplace schedules; both expect to have growth opportunities, but where Gen Y seeks mentors, Gen Z seeks leaders to help them help themselves. They both enjoy a work environment that is fun, but then they start to split in that Gen Y wants challenges and a variety of projects and Gen Z wants to multi-task and move quickly from one task to another as they love and admire speed. Where Gen Y favors – even demands - balance in work and personal,

Gen Z favors work with a higher purpose. Similarities are there, but the differences are only just beginning to reveal themselves due to the newness of Gen Z in the workplace.

In examining the traits and characteristics of the newest generation of those entering the Law Enforcement profession, there is much to consider. In general, they have an aversion to debt and may or may not seek home ownership; they do not find owning a home to be important in their self-definition nor as a financial gain. Their median age of marriage has risen to age 27 for women and age 29 for men, as they enjoy mobility and have different views on commitment. Gen Z is the greatest generational shift in the workplace that history has ever seen. (Iorgulescu, 2016) In the workplace, they seek to push the envelope and view the office as a social outlet and place to connect. Additionally, they seek meaning and purpose in the day-to-day of their lives and want work for an organization that has honest and genuine ties to their community and demonstrates social responsibility. (Singh, 2016) Flexibility, equality and transparency are the organizational traits that will attract the top talent. (Bean, 2019) This newest generation is self-aware, self-reliant, innovative, goal-oriented and pragmatic; they are optimistic, yet realistic, and they seek to make a difference in the world. (Parker 2017) Gen Z expects to have 11 to 20 jobs in their lifetime and to change careers 6 to 12 times; they are open to, and need, continual change. (Stewart, 2019) If law enforcement is going to recruit eligible, qualified members of Gen Z and keep them, agencies must move forward and seek methods that continually engage them.

Gen Z is a generation that does not flourish in the traditional mechanistic organization (bureaucracy) where the principals of hierarchy reign; that with fixed duties, numerous rules, formalized communication channels, centralized decision authority and tall structures – the traditional makeup of a law enforcement organization - can be off-putting to them. They will thrive in an environment of organic management characterized by collaboration, adaptable duties, few rules, informal means of communication, decentralized decisional authority, and that are structurally flat. They want to be highly involved in decision-making with a low amount of formality. They value management that is highly flexible and loose in its parameters. (Arar, 2015)

Manager attitudes towards this generation, which values speed and innovation over cost efficiency, need to be extremely flexible. They look for a leader as opposed to a mentor to motivate and empower them, and expect that everyone is able to have a say in decisions; they want to voice their opinions and know those opinions are heard. Gen Z employees want a leader that gives basic structure, but still allows for freedom and independence. They are practical, intelligent and brave; they are the first global generation and they communicate and think in different ways than any generation before them. (Bencsik, 2016) All of these listed differences are a challenge in the world of law enforcement, as traditionally the para-military model this profession is based on has always required strict rules and regulations that have little to no flexibility. Leaders will have to find innovative ways to hold the line on policies and procedures, yet create that environment of flexibility. Providing them with trainings and constant ways to continue to learn will keep their interest; implementing interactive/ virtual trainings that have been developed and are currently being used and improved upon continually will help enhance their interest and keep them engaged in the job. Law enforcement is already able to give them some the feelings on the job that they desire, such as independence and mobility, due to current technology being used in the field, such as computers, cell phones and

various equipment that connects wirelessly and through apps. This will need to continue to be improved upon and agencies will need to strive to improve

Many Gen Z's are entering law enforcement because they have that previously stated need to do something with a higher purpose, which is what agencies want in a law enforcement officer, but if the environment they want is not present the Gen Z employee will go elsewhere to find it. Luckily, the duties of a patrol officer can give them some of the mobility and flexibility they seek. Officers work primarily out of patrol cars, which gives them both mobility and privacy. Police officers are now using laptops and/or tablets for completing a great deal of their work and most agencies are also issuing smartphones to all of their officers, giving not only a means of communication, but also a means to research information they need quickly. Technology is currently coming out that allows for the use of the smart phone as a radio; this generation will favor advancements in technology such as this. As long as the accesses and independence these technologies provide are regulated and not abused, they will lead to happiness of the officers and success of the agency.

Another area that can be problematic for law enforcement in keeping Gen Z in the profession is that of time scheduling. This generation seeks flexibility and is not very interested in a standard 40-hour week. Law enforcement schedules have set shifts that are primarily 8, 10 or 12 hours, as they are a 24 hour/ 365 day per year profession. A recommendation is that most work places try to use a flexible time schedule that allows employees to choose their own hours within certain limits; this will improve motivation and morale, reduce absenteeism and provide personal happiness to employees. (Arar, 2015) Some agencies assign shifts and others may allow a bid process based on parameters set within their union contract. Others may rotate shifts on a set schedule, which has all officers working every shift at some point. The shift choices tend to be a day shift, night shift and a swing shift, but some variances in these traditional shifts may be something for agencies to consider. Varying these for individual, flexible schedules may not be as feasible in this profession, but would be worth looking into in some form for the health and well-being of officers, as well as for maintaining personnel in the profession.

One of the most difficult areas is that of training this newest generation of law enforcement officers. Gen Z is an on-demand generation that are expert researchers themselves and who have approximately an 8-second attention span. (Critical, 2016) Their brains are structurally different due to the external environment from the time of birth; their brains are more highly developed in the area of visual ability and extremely responsive to visual learning. They will take recordings instead of notes and dislike lectures/ auditory learning. The need is for instant information, visual and interactive forms of learning and an incorporation of technology and social media into teaching. They love hands-on learning and interactive technology; some of the best techniques to use when teaching/ training these new officers are virtual reality training and interactive problem solving. The educator/ trainer "must grasp the imagination, interest and understanding of Gen Z." (Cilliers, 2017)

Although adapting to the technological and interactive ways that Gen Z learns, there must be a way sought to cross the bridge between the old and the new so that important skills, such as interpersonal relations, are not lost. This generation is strongly lacking in oral and written communications; this will negatively affect their relationships with supervisors and employers. Gen Z primarily communicates through electronic

means using their own modified shorthand speak, which impacts their ability to communicate face-to-face and to write well. “Their heavy reliance on using such devices can cause numerous potential problems with how well they communicate in the workplace.” (Kick, 2015) It is imperative that agencies emphasize communication between younger and older generations in the workplace so that there can be a transfer of knowledge from one to the other. Gen Z believes that the workplace should be less about age and more about the ideas and contributions a person brings to the table. Agencies that emphasize the information provided, rather than the tenure of a person, will be more successful in blending previous generations with Gen Z in the workplace. (Singh, 2016) Older generations have knowledge about the benefits of traditional communications, such as face-to-face interactions, and can help this technology-raised generation develop these necessary skills; Gen Z wants face-to-face interactions and to be taken seriously by co-workers, but are less adept at directly speaking to others. They have grown up with electronic devices and digital communications; these are a major part of their daily lives. (Kick, 2015) In order to be successful in law enforcement, they must learn to communicate in traditional ways, as well. With appropriate trainings, policies and procedures, and an emphasis on the importance of written and oral communications along with interactive technologies, there will be success in a blend of the old and new.

Change is inevitable; it is how law enforcement agencies react and adapt to that change that will determine the future of the profession. Millennials are moving up and into leadership and management positions and Gen Z is moving into the workforce. The workplace is evolving and current leaders must embrace the changes in technology, efficiency and organization. This also means embracing the new generation; we must teach them and adapt to them in equal parts. (Tyler, 2016) Gen Z has tremendously different needs and motivations and its predecessors. Organizations must learn about these factors and prepare for them in advance, or they will find themselves at a significant disadvantage in recruiting the top candidates for employment. Tomorrow is already here today and today’s leaders must prepare for succession. Do not fear the differences in the new generation of law enforcement officers coming in, but embrace those differences and incorporate them into a plan for future success. (Tyler, 2016)

Methods

An 8-question survey was sent out to managers/supervisors at multiple Florida law enforcement agencies. The questions in the survey were designed to first collect information on the number of law enforcement officers they have employed whose birthdates are in the year 1996 and later and, second, the kinds of challenges they have and are continuing to face in regards to these officers. Additionally, information was requested in a manner that ranked the issues found in regards to these employees.

The agencies were requested to provide information on the methods they are using to deal with the issues. It was important to not only seek out the biggest issues with employing members of Generation Z, but to also gain knowledge of the methods being used in reaction to the issues. Whether or not many are using the same methods and/or if there are some with innovative new methods being put into place is important to look at.

A second 10 question survey was sent out to those law enforcement officers within my individual department who have birthdates in 1996 or later complete. This was to get the perspective of the members of Generation Z on the challenges they feel they are facing during their field training. It also asked about their needs and expectations during field training and following its completion. This was done for the purpose of comparison between the viewpoints.

All research gathered was from the perspective of management and those most effected by the methods currently used in training new law enforcement officers. The view of management was important in obtaining information on how Generation Z is impacting the work environment, agency policies and their field training curriculums. The addition of the perspective of those Generation Z officers in reference to the training they received is important to the decisions of administrators about the types of training offered to new officers. There is a need to know how the traditional law enforcement workplace is in need of change in reaction to this newest generation and the different ways they learn. The data gathered was then incorporated with information gained from various articles and other research papers.

Results

Of the 36 surveys sent out to agency administrators/ training officers within the region, only 9 responses were returned, giving me a 25% response rate. Within those responses, some questions were skipped causing a level of inaccuracy for certain data attempted to be gathered. Of the 27 surveys sent out to internal officers who are Generation Z members 13 responded, giving me a 48% response rate. All who responded to this survey completed all questions.

In the survey to the agencies, the first 2 questions asked for individual information. First, they were asked their age;

2 were ages 35-44 (22%),
4 were ages 45-54 (44%) and
3 were ages 55-64 (3%).

The second question asked for their number of years of service in law enforcement;

3 had 11-15 years (33%),
1 had 16-20 years (11%),
1 had 21-25 years (11%) and
4 had 26 or more years of service. (45%)

TABLE 1: Agency Representative Responses – Age

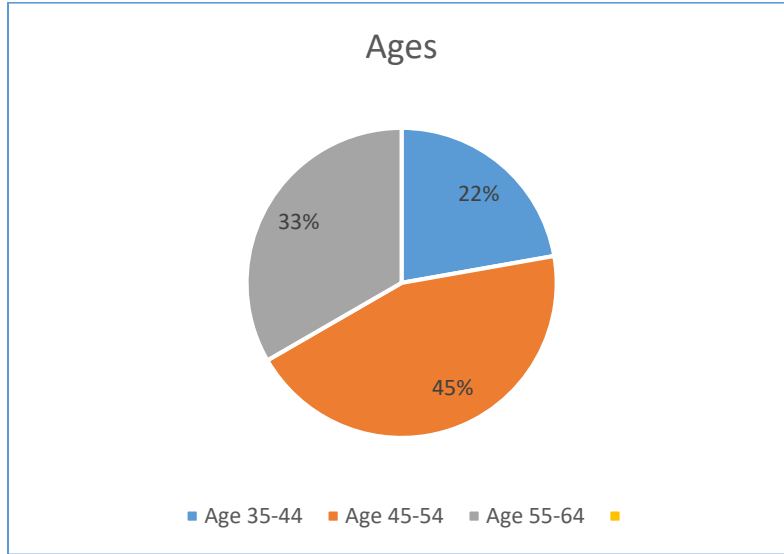
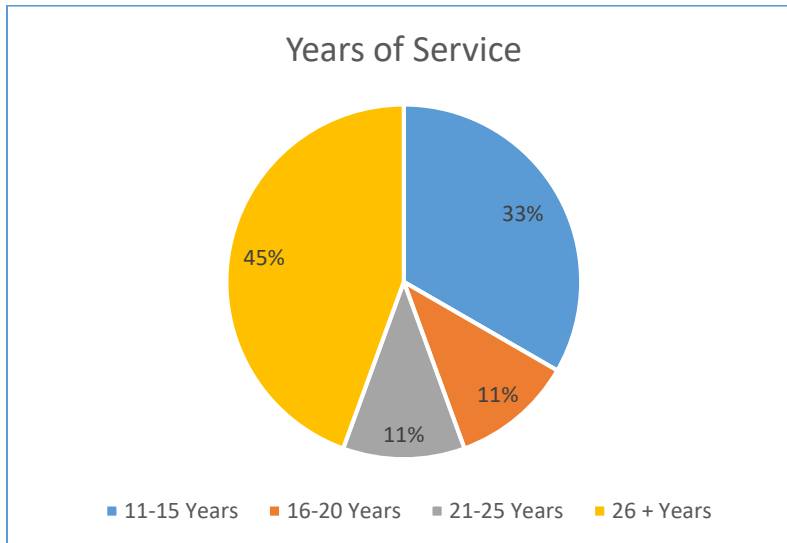


TABLE 2: Agency Representative Responses – Years of Service



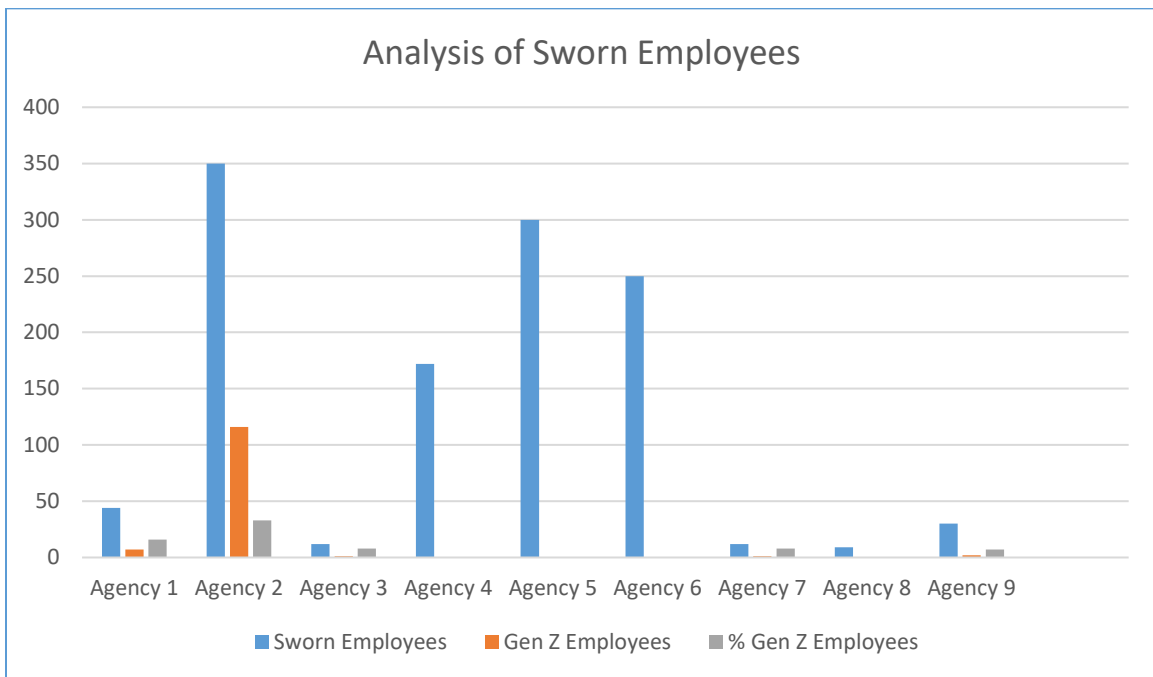
The third question asked in this survey inquired as to how many sworn employees their agency has and question number 4 asked how many of those sworn employees were born in 1996 or after. For the answers to question number 4, 3 of the 9 did give an answer. For question number 3, there were

5 agencies with 1 – 50 sworn employees,
1 agency with 151 – 200 sworn employees,

1 agency with 201 – 250 sworn employees,
 1 agency with 251-300 sworn employees and
 1 agency with 301-350 sworn employees.

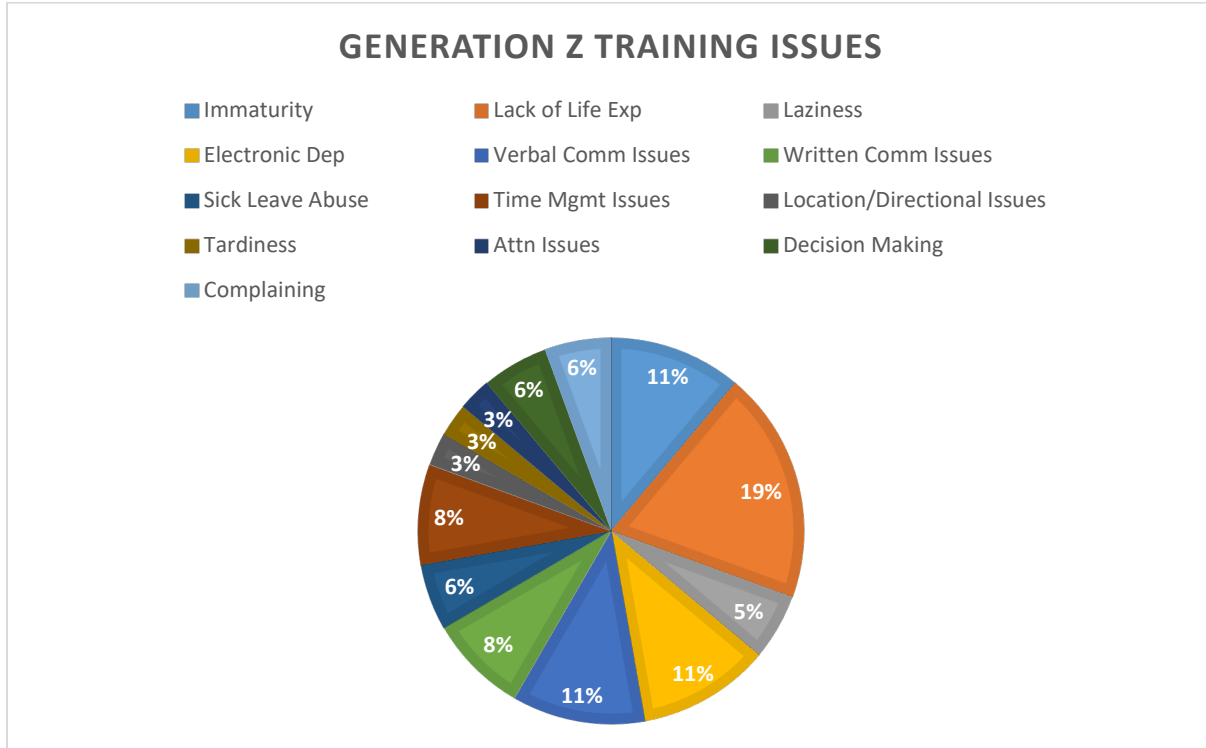
For question number 4, there were 3 agencies who skipped the question,
 1 agency with 0 sworn employees born in 1996 or later,
 2 agencies with 1 sworn employee born 1996 or later,
 1 with 7 sworn employees born 1996 or later and
 1 with 116 sworn employees born 1996 or later.

TABLE 3: Agency Representative Responses – Sworn Employees Analysis



Question number 5 of this survey requested that the agency representatives identify training issues they have observed and/or encountered in dealing with sworn Generation Z employees. Some example answers were provided, along with space to add in any issues not listed. The results from the agencies were as follows: 4 advised Immaturity, 7 advised Lack of Life Experience, 2 advised Laziness, 4 advised Electronic Dependency, 4 advised Verbal Communication Problems, 3 advised Written Communication Problems, 3 advised Time Management Issues, 1 advised Location/ Direction Issues, 1 advised Tardiness, 1 advised Attention Issues, 2 advised Decision Making Issues, and 2 advised Complains Continually. There were no other issues listed in any of the responses.

TABLE 4: Agency Representative Responses – Training Issues



Question 6 was a yes or no question in reference to whether or not law enforcement agencies should change their training methods to accommodate Generation Z and the ways they learn best. In the responses, 4 agency representatives answered that training methods should be changed and 5 agency representatives answered that training methods do not need to change. Suggestions for improvements on training Generation Z were also asked for. Three suggestions were made; the suggestions for improvement were 1) The need to implement more of a technological learning experience and increase online training techniques, 2) Provide more hands-on training and an emphasis on both verbal and written communication skills, and 3) Cater the training more to the needs of the individual.

Question 7 asked that the agencies participating list the top 3 issues they have encountered in training Generation Z sworn officers. Three of the agency representatives skipped this question. The six who answered advised the following issues:

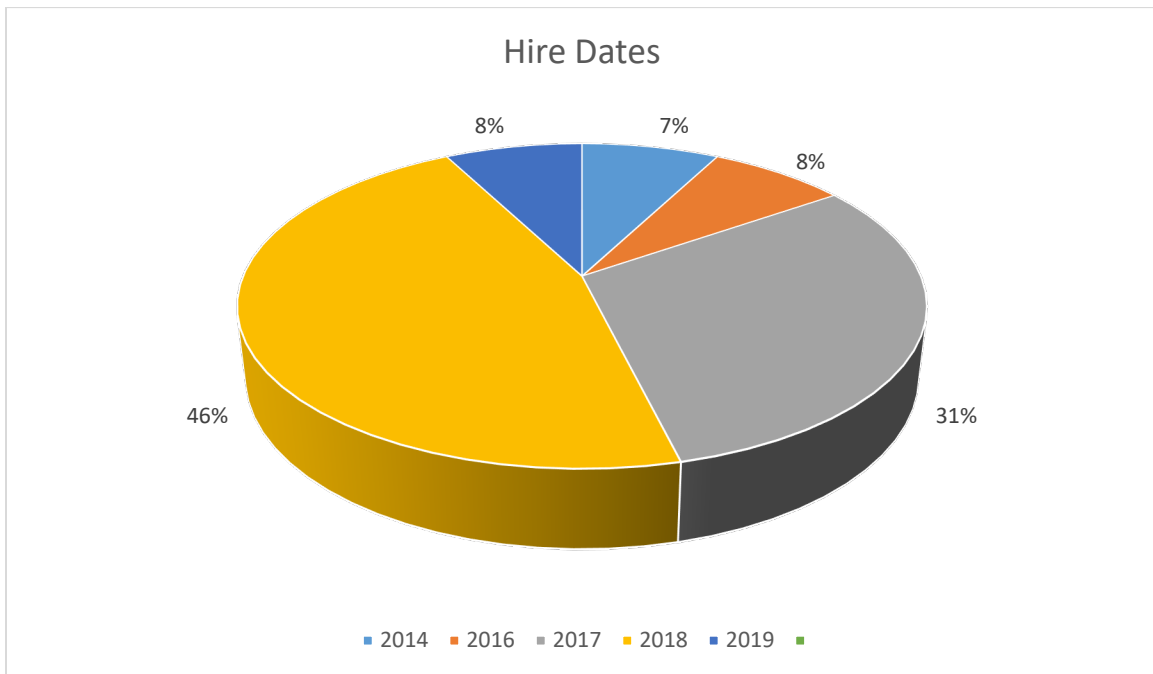
- Number 1 – Technology, Lack of Interest, Entitlement Mentality, Lack of Life Experience, Communication Problems and Attention Span Problems
- Number 2 – Continual Question of “Why?”, Lack of Life Experience, Lack of Motivation, Lack of Commitment, Interpersonal Skills Issues, Development of Leadership Skills and Responsibility

Number 3 – Need for Immediate Validation and Close Supervision, Knows Everything, Nomadic Behavior/ Lack of Loyalty to the Agency, And Technological Dependency

In opposition to question 7, question 8 asked that the agency representatives list the top 3 skills/ attributes that Generation Z brings to Law Enforcement. As with question 7, the same three agencies skipped question 8 and provided no answers. The number 1 skills/ attributes that those who answered listed were that Generation Z are 1) Technologically Savvy, 2) Think Outside the Box, and 3) Blame Deflection; the skills/ attributes listed as number 2 were 1) Highly Trainable, 2) Understand Social Media, 3) Good Multi-taskers, 4) Technological Awareness and 5) Ability to Communicate well within their peers; the skills/ attributes listed at number 3 were 1) Question Everything, 2) Good networking amongst their peers, 3) Good multi-taskers and 4) Diversity.

The second survey, which was sent out to members of Generation Z, comprised 10 questions. The first 4 questions were biographical questions. Question 1 asked their year of birth in order to establish that they fall into the appropriate category as a member of Generation Z; all ages ranged from age 19 to age 23. Question 2 asked for their date of hire at the agency; the summary of their answers are the 1 was hired in 2014, 1 hired in 2016, 4 hired in 2017, 6 hired in 2018, and 1 hired in 2019.

TABLE 5: Generation Z Survey – Dates of Hire

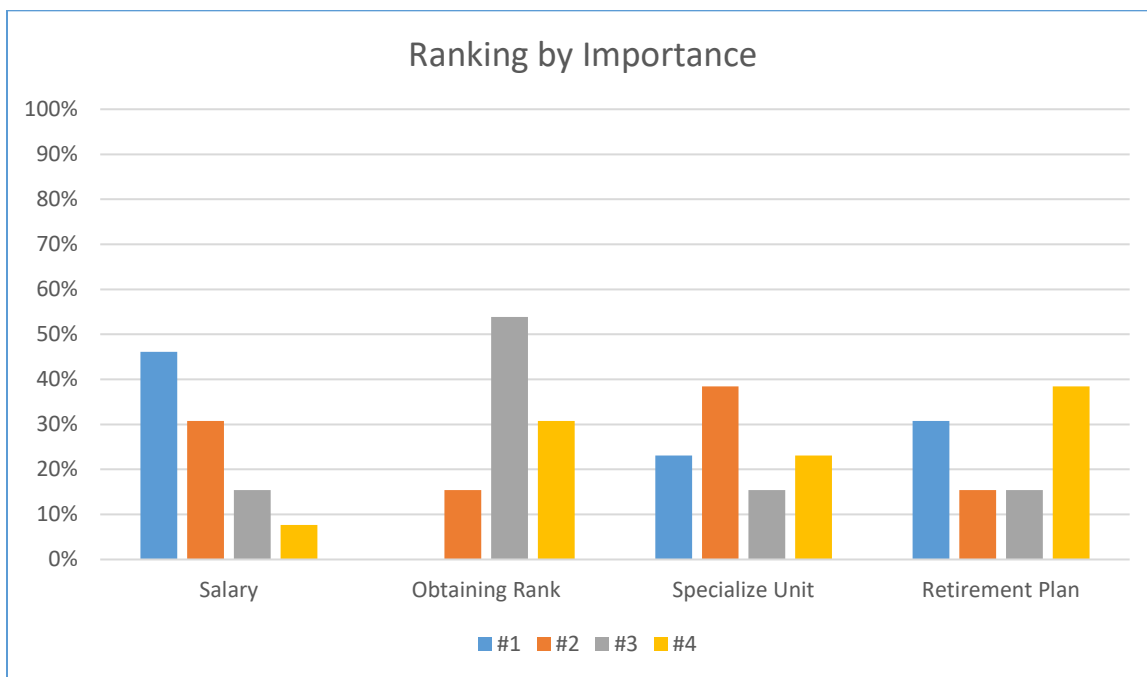


Questions 3 and 4 ask whether they are currently in their first job as a law enforcement officer and is they are currently in their first full-time job. 11 of the 13 (85%) advised they are currently in their first job as a sworn law enforcement officer and 5 of the 13 (38%) advised they are currently in their first full-time job, as well.

Question 5 asked those surveyed to rank some items by level of importance. They were to list the most important as number 1 and the least important as number 4. The items were: Salary, Retirement Plan, Obtaining Rank and Joining a Specialized Unit. Their answers resulted in the following:

- Salary - Ranked #1 by 6, #2 by 4, #3 by 2 and #4 by 1
- Obtaining Rank – Ranked #1 by 0, #2 by 2, #3 by 7 and #4 by 4
- Joining Specialized Unit – Ranked #1 by 3, #2 by 5, #3 by 2 and #4 by 3
- Retirement Plan – Ranked #1 by 4, #2 by 2, #3 by 2 and #4 by 5

TABLE 6: Generation Z Survey – Career Items of Importance

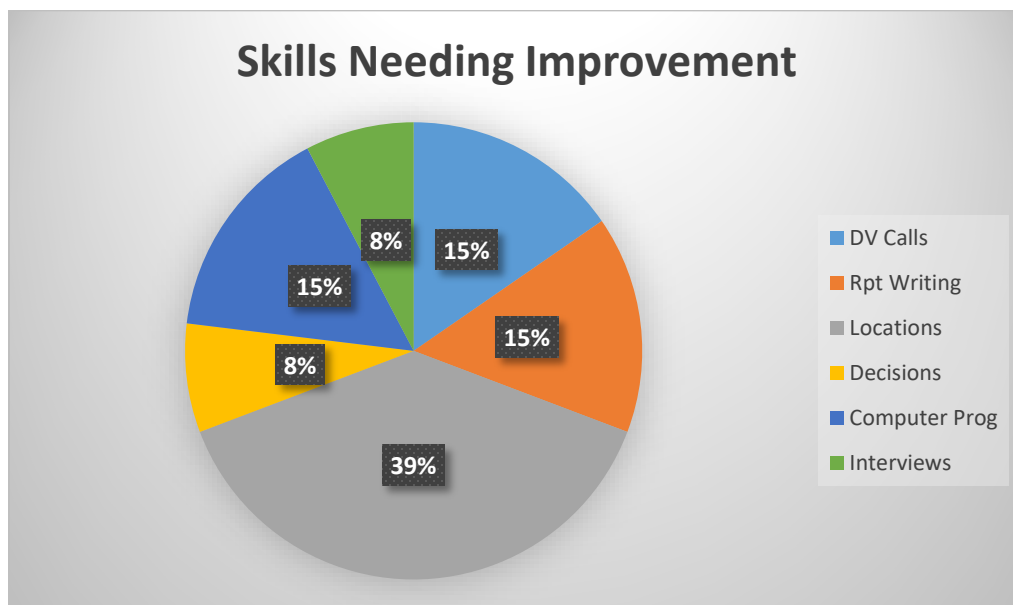


Question 6 asked if they felt their Field Training Program prepared them for their job as a law enforcement officer; all replied that it did (100%). Question 7 asked them to list what they felt were the most effective and least effective training methods during their time in Field Training. The most effective methods given were: Hands-on learning, Verbal scenario testing, the accuracy of expectations within each phase and the helpfulness of other officers and supervisors. The least effective methods given were: Too many Field Training Officers during the program – many substitutes due to scheduling issues, too varied of expectations and none aligned with each other and many not interested in

actually teaching; Lack of variety in calls responded to, areas of town worked and shifts worked; Written scenario testing; Lack of emphasis on training on the use of the computer programs utilized by the Department.

Question 8 asked what skills they struggled with following their Field Training Program. Of the 13, there were 2 who advised they struggled on Domestic Violence calls, 2 who struggled with report writing, 5 who struggled with locations, 1 who struggled with decision making at scenes, 2 who struggled with computer skills (programs) and 1 who struggled with interviewing.

TABLE 7: Generation Z Survey – Skills Struggled With Following FTP



Question 9 asked if the officers felt that their agency’s Field Training Program was in need of improvements and/or if it was outdated. There were 3 who responded yes and 10 who responded no.

Question 10 was a follow up to question 9, as it asked for suggestions for improvement for the Field Training Program for sworn officers. These responses addressed that they felt there were not enough Field Training Officers who were committed to teach; they felt many were there to earn the incentive money for the designation. These officers also felt there were issues with non-uniformity of teaching methods and expectations amongst the training officers. They indicated wanting to have more time spent on teaching the computer programs used by the agency that they would be expected to utilize once on their own and on learning more about various units within the department and how the units intersect with one another. The last suggestion for improvement was that time be spent teaching officers about various court proceedings in their circuit, so they are prepared for what they will face.

Discussion

The results of the surveys are interesting and indicative of the generational differences that are becoming quite obvious in the field of law enforcement today. The survey of the Generation Z officers clearly shows that almost half (46%) ranked salary as number 1 in importance to them at their job and none of them (0%) rated the obtaining of rank as number 1. This is indicative of the mindset of Generation Z; they are much more interested in the immediate monetary benefit and not the status involved in promotions nor the long-term benefit of a good retirement plan, as 38% ranked that as number 4 (last) in ranking.

All of the Generation Z officers responded that they felt their Field Training Program prepared them for the job as a law enforcement officer, however, their responses to what methods were least effective and which were most effective were telling. They indicated that the methods of hands-on learning and verbally talking out scenarios were helpful to them, as was the knowing of what specific expectations the program had of them at each phase of the training. What was least effective for them were situations that caused inconsistency and a lack of specified unity; situations such as too many training officers with varied methods of carrying out their duties, which caused them anxiety and confusion. These officers did not like working on written scenarios and they wanted more training time spent on computer programs utilized by the Department. Their struggles encountered following the Field Training Program were somewhat varied, but 38% indicated that they had trouble with locations. Generation Z is very adept at using mapping apps on their phones to get places, but the skills needed for remembering locations and visualizing maps in their heads are things they have not developed over the years and which they struggle with. Their other answers in this area indicated a lack of experience and skill in both verbal and written communications, which appears to be common for Generation Z, as most of their communications are not face-to-face and their typing is a jumble of make-shift shorthand and “emojis” used in texting, Snapchatting, etc. Their everyday communications are commonly designed to be short and quick.

In the final questions of their survey, 10 of the 13 indicated that they did not feel that their Department’s Field Training Program was outdated or in need of improvements. However, their comments when asked for suggestions for improvement told a different story. It was apparent that they felt many of the senior officers training them were not committed to teaching; they had only signed up to be Field Training Officers so they could be paid the added incentive monies. There was also a strong opinion that there is no uniformity in the program and that those who trained them were not on the same page in their methods nor their expectations.

In the survey of the agency representatives, all who participated had over 11 years of experience in law enforcement and all were over the age of 35. This represented a very definitive gap in age from the members of Generation Z. Although each agency had a very small percentage of their total sworn officers that are members of Generation Z, all indicated very specific issues in their dealings with them.

The survey indicated that the agencies felt that the biggest issue in training Generation Z officers is their lack of life experience. Coming in second to this is that these young officers are observed to be immature, dependent on electronics and struggle with verbal communications. The top 3 issues that the agencies listed in dealing with

Generation Z officers included many documented characteristics of this generation, to include, once again, the lack of life experience, an “Entitlement” mentality, always asking “Why?”, brief attentions spans, nomadic behavior that shows itself as a lack of loyalty to their agency, the need for continual validation, a lack of motivation and commitment and their dependence on technology.

When asked to list the top 3 skills/ attributes of the Generation Z officers, some of the issues/ challenges were also their strengths. Things such as being technology savvy, understanding social media, questioning of everything, and good networking skills with peers are their strengths and their weaknesses. Also listed were their ability to multi-task, their diversity and acceptance of diversity in others, and their ability to think outside the box.

The answers indicated many issues to be dealt with on both sides – that of the Generation Z employee, as well as his/her employer.

Recommendations

The results from both surveys indicate known generational differences between those senior officers organizing Field Training programs and those Generation Z officers who are subject to the training. Knowing these differences is only half the battle; to be successful, all must be willing to work to conquer these differences. The Generation Z officers want to be successful and happy and the older generation wants competent officers to take their places in the future. All of this is possible with some compromise and some change on both sides.

We like to say that law enforcement officers want change and hate change at the same time, and it is true. In law enforcement we tend to want the best and most updated technology, equipment and training, but at the same time we hate when the way we are accustomed to doing things changes. However, change is a fact and there is no stopping it. Those in the profession who have the experience, tenure and expertise will need to bend and change some of how they do their jobs to acclimate to the way the world has changed. That doesn't mean everything; as we know, some things are innate to the job and will never change. But the facts are that the world has changed as a whole technologically and law enforcement as a profession must embrace it or get left behind. In doing this, those in the profession must acclimate to a new age of officers who have been raised with technology in their hands from the time they were born.

Generation Z officers have not lived in a world without cellular phones, tablets and the Internet. They have been raised in a world of immediate gratification, constant communication and abbreviated methods. Their attention spans are short because they have been raised in a world of 10 second sound bites, 7 second videos and the use of emojis instead of words. A 50-minute lecture will never hold their attention without bringing something to the table that entertains. They seek the new and efficient in all they do; they want hands- on, interactive learning. For Generation Z, their challenge will be to also embrace what is unfamiliar to them; they will need to learn face-to-face interpersonal skills, the art of truly listening throughout a conversation, and thinking ahead instead of just in the moment. The job of a law enforcement officer demands that he/she connect with the citizens they serve; they must be able to show emotions and understanding of

what another is going through. The need to be empathetic to others will be difficult for those who have very little life experience. Many have not had to struggle in any way; they live in their parents' homes where they don't pay bills, their past jobs have been part-time and transient, and they don't have any children as yet. Generation Z will have to reach for knowledge and understanding in these areas in order to successfully serve.

Agencies will need to implement some new methods of training to accommodate the world of the Generation Z officer and beyond. Interactive and Virtual trainings are what they desire and respond well to. Don't have them just read every procedure and/or method, but rather demonstrate it, walk them through it and then ask them to perform it. Make use of technology that allows for learning in a virtual space or in actual interactive scenario-based settings. Give immediate feedback and direction, as this is what they seek; Generation Z wants to be successful where they are at, but if not given what they need to achieve this, they will move on without the blink of an eye. Being innovative in the way we teach these officers will make all the difference to their success, as well as that of individual agencies and the law enforcement profession as a whole.

Captain Angela "Angy" Scoble has been in law enforcement for 25 years with the Ocala Police Department. Prior to that, she attended the Florida State University and graduated with a Bachelor's Degree in Criminology in 1993. In 1994, she attended the Lively Law Enforcement Academy, currently known as the Florida Public Safety Institute in Tallahassee. During the course of her career at the Ocala Police Department, Angy has served as a Patrol Officer, a Field Training Officer, a School Resource Officer at both a middle and high school, a D.A.R.E. Instructor, a Mounted Police Officer, the Department's Public Information Officer and a Detective in Property Crimes, Financial Crimes and Major Crimes. She was promoted to Sergeant in 2007 and has been a supervisor in Patrol, Youth Development and served as the Public Information Sergeant. She was promoted to the rank of Lieutenant in August of 2016 and worked as a Patrol Watch Commander and the Unified Juvenile Unit that encompasses all the School Resource Officers, at both the Ocala Police Department and the Marion County Sheriff's Office, that are assigned to Marion County Public Schools. In September of 2019, Angie was promoted to Captain.

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Appendix A

Survey Questions to Administrators/Trainers

* 1. What is your age?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

* 2. How many years of service do you have?

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 25
- 26 or more

* 3. How many sworn employees does your agency have?

* 4. How many sworn employees born after 1995 does your agency have?

* 5. Mark all of the training issues listed below that you have encountered in training Generation Z sworn employees. Mark as many as apply.

- Immaturity
- Lack of Life Experience
- Laziness
- Electronics Dependent
- Verbal Communication Problems
- Written Communication Problems
- Sick Leave Abuse
- Time Management Issues
- Location/ Directional Issues

- Tardiness Issues
- Attention Issues
- Information Retention Issues
- Decision-making Issues
- Complains Continually
- Other (please specify)

* 6. Do you think law enforcement agencies need to change their training methods for this new generation?

- Yes
- No

If yes, please specify specific training changes needed.

* 7. What do you feel are the top 3 issues in training Generation Z for careers in Law Enforcement? List beginning with the biggest issue.

1.
2.
3.

* 8. Name the top 3 skills/ attributes Generation Z officers bring to Law Enforcement.

1.
2.
3.

Appendix B

Survey Questions/ Newest Generation

1. What year were you born?

- 1991
- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000

* 2. What is your Date of Hire (DOH)?

* 3. Are you currently employed at your first job as a Law Enforcement Officer?

- Yes
- No

* 4. Is this your first full-time job?

- Yes
- No

* 5. Rank the following by level of importance - 1 for most important; 4 for least important.

Salary

Obtaining Rank

Becoming a member of a Specialized Unit

Retirement Plan

* 6. Do you feel your FTO program was effective in preparing you for the job of a law enforcement officer?

- Yes
- No

* 7. Please state the least effective and most effective training methods during your time in FTO?

* 8. What did you struggle the most with following FTO?

- Traffic Stops
- Domestic Calls
- Radio Communications
- Report Writing
- Locations
- Driving in Emergency Mode
- Decision-making at scenes
- Computer Skills
- Multi-tasking (ie. Driving, Radio & Computer all at once)
- Other (please specify)

* 9. Do you feel that your FTO program is out-dated and/or is in need of improvements to it's training methods?

- Yes
- No

* 10. If you feel changes would improve your agency's FTO program, what changes in training methods do you recommend?