

GENERATIONAL DIFFERENCES AMONG POLICE OFFICERS

by

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ABSTRACT

Many studies have examined differences in personality, values, and work ethics, between people from different generations. However, one of the biggest deficits in the generational differences knowledge is that little, if any, research has been done regarding generational differences in criminal justice. The purpose of this project was empirically to determine whether generational differences actually exist in policing organizations. Physical surveys examining generational differences were given to active duty police officers who are members of both Generation X and Generation Y. The officers were selected from the San Marcos, Kyle, Buda, and New Braunfels police departments. Using the survey originally developed by Gursoy, Geng-Qing Chi, and Karadag (2013), the study examined seven factors such as work centrality and leadership to determine whether generational differences exist among police officers. The results suggest that, while generational differences do exist among police officers, the strength of these differences appears to be weak, especially compared to findings in previous research. Technology challenge was the only factor that appeared to have a modest relationship with generation. Based on the findings from this study, changes to training for officers and management practices can better address these generational differences to make the workplace a more positive environment.

I. INTRODUCTION

The idea of generations can be applied in a variety of settings. One of those settings is the workplace. This is because the workplace of today is usually comprised of people who belong to different generations. Workplaces where members of different generations tend to work alongside one another are in the many levels of law enforcement, especially in police departments. It is common to see police departments with older police officers who have been working there for many years as well as younger officers who have just began their career. The older officers tend to belong to the generation before the generation of the younger officers. Since members of a specific generation hold certain views and react differently to events than members of another generation, the idea of whether generational differences exist between police officers can be examined. However, the ideas that make up a generation must first be identified.

Theories of generations and generational differences can be traced back to work in the 1920s in sociology. Karl Mannheim is often credited as proposing the theory of generations as a viable method of study in social science, which is why this theory is used as a starting point to define a generation (Eyerman & Turner, 1998).

In his essay “The Problem of Generations,” Mannheim never explicitly states what a generation is. However, he does illustrate certain qualities that make up a generation. One quality he highlights is unity. Mannheim suggests that the unity of a generation does not rely primarily on a social bond that is commonly found in the formation of a concrete group, which is a group where the union of the members occurs naturally or is consciously formed. Therefore, a generation is not reliant on a sense of community in which a group ceases to exist if the members have no concrete knowledge of each other

and if physical proximity is destroyed. A generation is also not comparable to groups that are formed for a specific purpose, such as organizations, which usually have written statutes and procedures for its disbandment. Instead, the unity, or the actualization, of a generation is "constituted essentially by a similarity of location of a number of individuals within a social whole" (Mannheim, 1952, p. 290). This idea of social location is somewhat comparable to class position. Class position is an objective fact in which a person holds a class position whether they are aware of this and whether they acknowledge this fact. Class position is neither necessarily a group membership that can be consciously terminated, nor is it binding like in the membership of a community. In these senses, a generation is similar to class position. However, what defines a generation's similarity of location is different from that of class position.

For generations, location is "based on the existence of biological rhythm in human existence" (Mannheim, 1952, p. 290). Some examples of biological rhythm include aging, life and death, and having a limited life span. People who have similar birthdates will share a common location in history. A generation is "ultimately based on the biological rhythm of birth and death" (Mannheim, 1952, p. 290). However, it must be noted that just because the idea of generations is based on biological factors does not mean it is deducible from them, or that generations solely exist because of biological factors. If this were the case, generations would probably not exist and there would only be life, aging, and death. Instead, the idea of a generation is shared and common social interactions between humans, a definable social structure, and shared history. Additionally, people belonging to the same generation (or age group) are forced to share a common social and historical location. This means that people in the same generation

will be limited to a particular range of experiences as well as a particular form of thought, expression, and action. An example of this would be the silent generation or Traditionalists. Although the start and end date for this particular group varies, researchers generally agree that Traditionalists refers to people who were born before 1946 (Beekman, 2011; Clark, 2017; Eramo, 2017; Glass, 2007; Nicholas, 2009; Ortiz, 2012; Wiedmer, 2015). Because of when they were born, Traditionalists were forced to experience certain events like the Great Depression and World War II. Because of these experiences and how they interacted with events like these, Traditionalists eventually shared certain thoughts and beliefs that differ from other groups born after them such as being loyal to an employer since they are providing them with a job as well as being hardworking (Beekman, 2011; Eramo, 2017; Nicholas, 2009; Ortiz, 2012).

What makes up a generation's location? Mannheim suggests that a generation's location is "determined by the way in which certain patterns of experience and thought tend to be brought into existence" as one generation transitions into the next generation (Mannheim, 1952, p. 292). In our society, this is done in a variety of ways. For example, in our current society, generations are always in a state of constant interaction. There is always the emergence of new life and these individuals have interactions with cultural processes. This means that our culture is developed by people who come into contact with cultural processes that have been previously developed by those born before them. In other words, the culture of a currently existing group of people is influenced by a previous group of people's interaction with their environment, the norms they have established, and many other elements that make up a culture. This occurrence allows the new individuals to take in the current culture with a new attitude. New individuals are

able to bring about changes in the current culture when it becomes necessary since they are able to evaluate the current culture and determine what should be carried on as well as what should be forgotten. This constant transmission of the cultural heritage from an older generation to a younger generation enables the society to continue on through the passing of time.

Another factor that must be considered when discussing generational location is the idea that members of a generation can only participate in a temporally limited section of the historical process. Mannheim uses the separation and timing of experience to illustrate his points. He suggests that people who are born around a similar period does not necessarily make up their similarity of location. Instead, it is the idea that these people are in a position to “experience the same events and data and especially that these experiences impinge upon a similarly stratified consciousness” (Mannheim, 1952, p. 297). In other words, being born around the same period of time is only significant when it also involves people being involved in the same historical and social events. An example of this would be the earlier mention of Traditionalists and the events they experienced. If there are people who were born before 1946, but somehow managed to never experience events like the Great Depression and World War II, then being born in the same period as the Traditionalists alone does not make these people a part of the generation. It is being born before 1946 and experiencing these same events that make up this generation’s similarity of location.

However, how does this explain an older generation and a younger generation experiencing the same historical processes together? This is where Mannheim introduces the idea of stratification. The generational location is different for both of these

generations primarily because of stratification. Mannheim suggests that the human consciousness is characterized and influenced heavily by the first experiences a person has. Although researchers agree that there is a time when people have first experiences, there is no general consensus on what time during a person's life do these experiences occur. Glass (2007) suggests that people have these first experiences between the ages of 5 and 18. Other research suggests that these first experiences may occur in young adulthood (Noble & Schewe, 2003). Nonetheless, these first experiences tend to form a natural view of the world. Later experiences are then integrated into this framework. Therefore, two generations experiencing the same historical or social event will still view and feel differently about the event due to the different first experiences these people had.

For example, support for the United States involvement in the Vietnam War differed for older and younger people. Gallop surveys conducted between 1965 and 1973 show that people over the age of 50 tended to be less supportive of Vietnam policies and troop involvement, while people under the age of 30 were more likely to support Vietnam policies and troop involvement (Speulda, 2006). This 20 year gap shows that the older people, who could be considered part of the Traditionalist generation, were less supportive of the United State involvement in the war, while the yonger people, who could be considered part of the Baby Boomer generation, were more supportive of involvement in the war. These differing levels of support may have been attributable to the different first experiences members of these generations had. Traditionalists may have seen some negative effects of the Great Depression and World War II during periods of young adulthood and felt that the United States being invovled in another war might not be a smart idea. However, Baby Boomers grew up during a period of relative stability,

civil rights protests, and, not seeing the effects of the previous war firsthand, may have believed that the United States involvement in Vietnam was needed and justified.

As time went on, Mannheim's theory of generations has been revisited by Eyerman and Turner (1998). Mannheim's original theory was modified to fit more current research findings and methods. In their essay, "Outline of a Theory of Generations," Eyerman and Turner offer a variety of definitions for a generation. For instance, they mention that a generation can be described as a "social cohort stretched over time" (Eyerman & Turner, 1998, p. 93). In their paper, they state "a cohort of persons passing through time who come to share a common habitus, hexis and culture, a function of which is to provide them with a collective memory that serves to integrate the cohort over a finite period of time" is what makes up a generation (p. 93). This definition focuses on the concept of a collective memory. Eyerman and Turner suggest that emotions, preferences, and attitudes make up a collective cultural field. Sport and leisure activities make up a set of embodied practices. Taken together, the collective cultural field and embodied practices make up the collective memory, which helps to create a generational culture. Of their ideas that require some explanation is the idea of habitus. Habitus originally comes from Bourdieu (1990) and, at the risk of oversimplification, refers to a physical personification of cultural capital. In other words, it refers to the specific skills, intellect, and reactions a person has due to life experiences that enable them to interact with events that occur in the world (see Bourdieu, 1990).

Eyerman and Turner continue to provide a more thorough definition of a generation by suggesting that the elements proposed by Wyatt are required to create a generation (see Wyatt, 1993).

Wyatt stated that a traumatic event must occur, there must be cultural or political leaders who present the differing ideas and the voice of this group of people to the dominant culture, a great shift in demography that changes the distribution of resources must occur, there must be a period of time in which this group of people experience a period of success and failure, sacred places where sacred rituals that uphold the collective memory of utopia must be created, and there must be mutual support by individuals for people who are seen as legitimate members of the group. Eyerman and Turner (1998) focus on the experience of a traumatic event. They suggest that an age cohort becoming a generation is heavily dependent on a group of people experiencing an event first hand. When this generational consciousness is formed due to a great traumatic event, a powerful and solidifying force can be created in social relationships regardless of social class and other societal barriers.

Eyerman and Turner (1998) also agree that a “generational cohort survives by maintaining a collective memory of its origins, its historic struggles, its primary historical and political events, and its leading characters and ideologists” (p. 97). This collective memory is maintained in a variety of ways. For instance, the creation of movies and novels allow a generation to continue displaying their values and ideas for others. Additionally, the use of television and the internet allow a generation to share songs and other forms of shared rituals that are accepted by other members of the generation. Specific forms of fashion and styles can also be considered to be methods of enjoying the benefits that are found when members of a generation engage in certain collective rituals and events. Lastly, a generation engaging in political and social movements that assert what they believe in can also be used to define and maintain their collective identity.

Overall, Eyerman and Turner close their essay by suggesting that generational differences have become more dominant as indicators of social status since economic class has become less significant as a form of social stratification. Because of this, “generation can provide a useful dimension for the analysis of changing life cycles in modern society, especially in terms of intergenerational conflicts over scarce resources” (Eyerman & Turner, 1998, p. 104).

In addition to Mannheim, et al., Howe and Strauss are often mentioned whenever the topic of generation is discussed. In one of the more famous books, *Generations: The History of America's Future, 1584 to 2069*, Howe and Strauss present a definition of a generation. According to them, a generation is “a cohort-group whose length approximates the span of a phase of life and whose boundaries are fixed by peer personality,” (Howe & Strauss, 1992, p. 60). They suggest that there are two important elements that are needed to properly define a generation: the length of a generational cohort-group and peer personality. Although the definition of a generation by Howe and Strauss may be similar to the definitions described above, the notable difference is in their description of the length of a generational cohort-group and central social roles.

The length of a generational cohort-group is defined by a phase of life. These phases of life are described in terms of central social roles. Examples of central social roles could include elderhood (age 66-87), midlife (age 44-65), rising adulthood (age 22-43) and youth (age 0-21). Although there are no set central social roles, Howe and Strauss stress that central social roles have to be different and that the age borders for each role have to be clearly defined. The idea here is that, when a decisive event takes place, the event will affect each age group differently depending on their central social

role. For instance, if a large war were to begin, youths would probably be encouraged to stay out of other peoples way, rising adults would arm themselves and meet the threats directly, midlifers would organize the troops and manage war operations, and elders would offer their wisdom. The decisive event would therefore create four unique cohort-groups who each share a collective personality depending on their roles as the event took place.

Peer personality is the element that makes each cohort-group unique. Peer personality is essentially a sum of a cohort-group's attributes and generally refers to what a common person from this cohort-group may value and look like. This includes collective attitudes about many factors including family life, sex roles, politics, lifestyle, and the future. Peer personality is determined by three factors: a common age location, common beliefs and behavior, and the perceived membership in a common generation. Common age location refers to a cohort-group where the members are born around a similar time and go through the phases of life together. Common beliefs refers to the inner beliefs and attitudes that a cohort-group retains over the course of life. The perceived membership in a common generation refers to the awareness that people have about being a part of a certain cohort-group.

Taken together, a generation can be defined as the known formation of a group of people within a social whole who share a similar social location in which they have similar first experiences between childhood and young adulthood that shape their views, skills, intellect, and reactions with later worldly events. These views and attitudes are solidified and retained over the course of this group's timespan after experiencing at least

one traumatic event where the people of this group share the same central social role at the time of this event.

It is worth mentioning that there have been suggestions of defining generations by the technology they use. McKinney (2014) suggests that this can potentially be done by examining what dominant form of technology a person uses as well as what forms of older technology they are familiar with. For instance, a five to ten year old child of today may not understand how to work The Walkman or an old camera that uses rolls of film. However, a person who is around forty years old may remember having both items when they were younger. In this way, technology may potentially be used to identify generations, especially since technology is changing and being adopted more rapidly by the current society. Using technology to try to identify generations may lead to an increase in the number of defined generations through the separation of current generations into even smaller ones. For instance, Millennials, who are usually defined as people born during the 1980s through the early 2000s, may have had different experiences with technology depending on when they were born. People who were born during the 1980s may have grown up with a personal computer at home. However, people born around the 2000s might have grown up with a personal computer at home, a cell phone, and Wi-Fi. This means that older Millennials probably grew up with different experiences than younger Millennials. This also means that technology can be used as some sort of cultural reference point. For example, only a certain group of people will remember using The Walkman. This older technology can be used as a way of separating one group from another.

II. LITERATURE REVIEW

Generational Differences Background

Generational differences can be described as the characteristics, social values, and beliefs a certain generation holds that are different when compared to another generation. As mentioned in the previous section, a generation develops when people who are born around the same period of time share similar first experiences, develop certain skills in response to events in their environment, and experience a traumatic event first-hand together. All of these elements help to create similar feelings, values, and characteristics among a certain group of people, or a generation, which differ from past and future generations who share different experiences. Of course, each person will be different and present some of their own thoughts and influences based on their race, family, religious affiliation, and a variety of other factors (Abrams & von Frank, 2014). However, it is possible to make some generalizations about people born around the same years (Abrams & von Frank, 2014).

Although the research varies when it comes to the number and names of generations, there is a general agreement in that the three most recent generations are the Baby Boomers, Generation X (Gen-Xers), and Millennials (Generation Y) (Herbet & Chaney, 2011; Pilotte & Evangelou, 2012; Stanton, 2017). A factor that must also be mentioned when examining generations is that precise definitions of each generation are nonexistent (Kelan, 2014; Malek & Jaguli, 2018). Because of this, many different sources have varying start and end dates for certain generations. Research usually suggests that people who were born between 1943 and 1964 belong to the Baby Boomer generation (Appelbaum, Serena, & Shapiro, 2005; Herbet & Chaney, 2011; Lamm & Meeks, 2009;

Stanton, 2017). People who were born between 1961 and 1981 belong to Generation X (Appelbaum, Serena, & Shapiro, 2005; Herbet & Chaney, 2011; Lamm & Meeks, 2009; Stanton, 2017). Lastly, those who were born between 1977 and 2000 tend to be classified as Millennials (Broadbridge, Maxwell, & Odgen, 2007; Herbet & Chaney, 2011; Lamm & Meeks, 2009; Stanton, 2017). Without concrete dates, it appears that it is ultimately up to the researcher to decide exactly what cutoff dates to use to define generations.

It is worth mentioning that researchers acknowledge the beginning of a new generation (Desai & Lele, 2017; PrakashYadav & Rai, 2017). However, the research regarding this new generation is itself relatively new and is still developing. Additionally, it is expected that the number of officers who belong to the Baby Boomer generation will be extremely limited since most officers around their age are retired or retiring. Therefore, the focus of this paper will be on two generations, Generation X and Millennials, since most current law enforcement officers are members of these two generations.

Current research has suggested that members of each respective generation share common characteristics with other members of the same generation. However, differences are apparent when members of one generation are compared to members of another generation. Generation X grew up during a period of many political and economic changes. Some of the prominent events they experienced were the Women's Liberation Movement, the Watergate Scandal, and Nixon's resignation. These events led to Gen-Xers developing feelings of skepticism and preferring to act independently when given the chance. This group of people were also the first group of what are known as "latch-key kids", since both parents worked at this time and tended to be home less often

than the previous generation. This generation was also the first group of people to really embrace technology. This led to Gen-Xers preferring to multitask and using informal communication such as email. They also seem to value a work-life balance (Purdue University, 2006).

On the other hand, major events that Millennials experienced includes the Fall of the Berlin Wall, the Rodney King riots, the Oklahoma City Bombing, and the 9/11 terrorist attacks. Table 1 summarizes the major events that impacted each generation.

Millennials also tend to be involved in a multitude of activities, which leads to a life of constantly being on the go. For instance, Millennials may go attend a school activity right after class and then still have work after the activity. Additionally, older members of this generation tend to put a strong emphasis on children with many stressing the importance of reducing child maltreatment and improving the parenting of children. Millennials tend to value optimism, civic duty, diversity, and morality. They are also a generation that is extremely comfortable with many different forms of technology, such as computers, mobile phones, and the Internet. Table 2 summarizes some of the characteristics of people from Generation X and Generation Y (Millennials) based on prior research.

It has been shown that different generations have different values and beliefs. But what does this mean for the workplace? One important issue research is only beginning to address is what these generational differences mean in the workplace. People from a specific generation are likely to be motivated by manners that reinforce similar ideas to their beliefs and values. But, these beliefs and values differ between generations, which means that techniques that will get one generation motivated will differ from techniques

Table 1. Defining Events for Generations	
Generation X	Generation Y (Millennials)
Women's Liberation Movement	Fall of the Berlin Wall
Watergate Scandal	Rodney King riots
Nixon's resignation	9/11 terrorist attacks
Three Mile Island explosion	Prison release of Nelson Mandela
Bhopal gas leak	Princess Diana's death
Iranian hostage crisis	Columbine High School shootings in 1999
Clinton-Lewinsky scandal	Beginning of the Iraq War
Arab Oil debacle	Oklahoma City federal building bombing (1995)
Gold soaring to \$1,000 an ounce	Hurricane Katrina
Fall of Berlin Wall	Asia Ocean tsunami
Splitting apart of Soviet Union	Virginia Polytechnic Institute and State University shootings (2007)
Tiananmen Square in China	O.J. Simpson trial
Persian Gulf War (1991)	
Threat of AIDS	
Note: Events were compiled based on the research conducted by Clark, 2017, David, Gelfeld, & Rangel, 2017, Funk & Wagnalls New World Encyclopedia, 2017, Purdue University, 2006, and Wiedmer, 2015.	

that get another generation motivated. It is important to recognize what generational differences exist in organizations to use the strengths and uniqueness that each generation brings to lead to a better work environment for everyone.

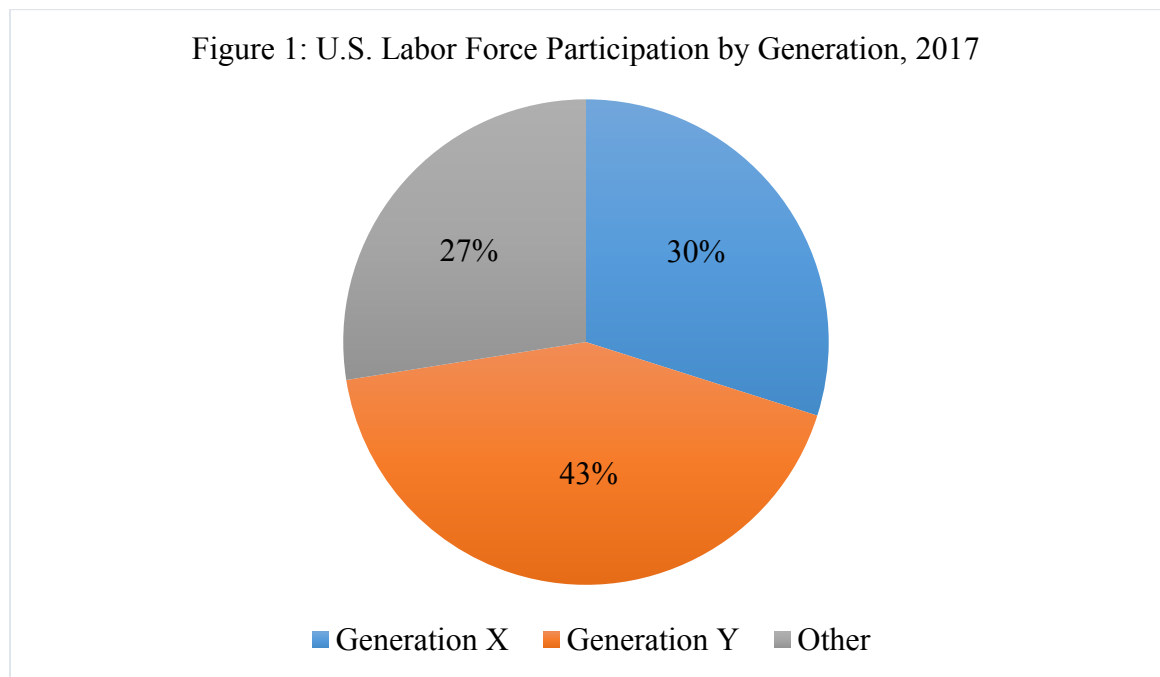
Communication for Different Generations

For the first time in U.S. history, the current workforce is made up of people from four different generations: Traditionalists, Baby Boomers, Generation X (Gen-Xers), and Generation Y (Millennials). However, since this research will only be looking at

Table 2. General Descriptors for Generations	
Generation X	Generation Y (Millennials)
Skeptical	Involved in many activities
Independent	Emphasis on children
"Latch-key kids"	Optimistic
Lack of loyalty	Diverse
Reactive	Moral
Self-reliant	Embrace technology
Work-life balance	"Contract" mentality
Creative	Civic-minded
Life-long learning	Self-centered
Survival-minded	Easily bored
Crave respect	Crave feedback
Looking for community	Volunteers
Want to be in control	Crave challenge
Appreciate directness	Collaborative
Reject authority	Expect to be treated well
Open to diversity	Positive attitude
Fun required	Used to being busy all the time
<p>Note: Descriptors were compiled based on the research conducted by Gibson, Greenwood, and Murphy, 2009, Kapoor and Solomon, 2011, and Purdue University, 2006.</p>	

members from Generation X and Generation Y, there will be a focus on these two generations throughout the rest of this paper. The focus on these two generations is done since the estimated median age of police officers in the United States was 39.6 years old for 2016 (DataUSA, 2015). The studying of these two generations should capture most of the current police officers. Approximately 47,918,000 people who make up the United States labor force are Gen-Xers, while 68,232,000 people would be considered

Millennials (Bureau of Labor Statistics, 2017). As shown in Figure 1, people who belong to both Generation X and Generation Y make up the majority of the current workforce.



*Based on the data provided by the Bureau of Labor Statistics: Household Data Annual Averages: Employment Status of the Civilian Noninstitutional Population by Age, Sex, and Race (2017).

Because of the generational diversity that is found in the workplace, people who are working are likely to experience some form of intergenerational conflict (Armour, 2005). These particular conflicts that are largely due to generational differences can cause a variety of problems in the work environment including: questions of fairness, low morale, difficulties when it comes to working in teams, and a decrease in overall productivity (Abrams & von Frank, 2014). Although it can potentially be attributable to a variety of causes, intergenerational conflict is commonly found in the workplace because of miscommunication and misunderstanding along with the desire for varying forms of power (Deal, 2007). Since communication plays a big role in the occurrence of intergenerational conflict, it is important to understand how members of Generation X and Generation Y communicate (Bridge, 2017).

“Each generation has different views on work, ways of communicating, views on policies and procedures, approaches to working collaboratively, and career advancement expectations” (Abrams & von Frank, 2014, p. 25). Additionally, the Communication Accommodation theory suggests that people from different generations tend to communicate in ways that are best understood by members of their own generation (McCann & Giles, 2006). Therefore, by learning about the characteristics that are associated with each generation, friction and causes of intergenerational conflict in the workplace can be decreased, especially when it comes to leaders and managers using this information in the workplace (Bell, 2010; Kapoor & Solomon, 2011). Beginning with Generation X, members of this generation like to embrace a strong balance between work and life. They understand that work is important, but also place a high value on a life outside of work. Gen-Xers also tend to be very blunt and direct when it comes to their communication style, which can sometimes be misinterpreted as being rude. They like to get down to business and focus on completing tasks immediately. Gen-Xers can also be said to sometimes struggle to work with others as a team. This is because they may sometimes believe that the team may not necessarily be as effective at completing a task compared to a sole person. Additionally, when working as a team, Gen-Xers may simply want to know what their part in the team is so they can get their individual job completed. Lastly, when it comes to career advancement, members of Generation X place a high emphasis on recognition of skills and achievement (Abrams & von Frank, 2014).

In contrast to Generation X, Millennials do not have a strong loyalty to jobs or certain positions they may hold for a time. They are open to try new things and are not afraid to seek this newness out even if it means jumping from job to job. Millennials also

prefer short, clear, and instant communication. Because of their upbringing and familiarity with technology, many members of this generation struggle when it comes to face-to-face communication (Hartman & McCambridge, 2011). Millennials also prefer to have policies and procedures presented to them clearly and in detail (Twenge & Campbell, 2008). Because of the constant details and direction offered as they were being educated, members of this generation tend to seek resources like detailed lists or PDFs that explain in great detail how things are to be done, why things need to be done a certain way, etc. When it comes to teams, Millennials are extremely comfortable working in this type of setting (Myers & Sadaghiani, 2010). They enjoy sharing their ideas and expect to have constant discussions with others. Lastly, Millennials are very confident when it comes to career advancement expectations. They tend to expect that promotions and leadership roles will come about swiftly (Abrams & von Frank, 2014).

Members of Generation X and Generation Y tend to have different expectations and values when it comes to communication and other aspects that are typical of workplace environments. As shown in Table 3 and Table 4, these differences can be both challenging as well as advantageous.

Knowing the communication characteristics of each generation should help in decreasing the amount of intergenerational conflict in a workplace. However, to maximize efficiency and collaboration between the generations in a workplace, it is important to understand how one can play to the strengths of each generation to establish clear communication and direction.

Besides what may appear as obvious rules for communication in a formal setting like using proper grammar and limiting the use of slang, both generations tend to favor

Table 3. Advantages of Working with Generations

Generation X	Generation Y (Millennials)
Can adapt	Have confidence that make them ready to try new things
Tend to be good with technology	Vocal about their thoughts
Can work independently	Work extremely well in groups
Not intimidated by authority figures	Care about what authority figures think
Can be creative	Can assist others in using technology
	Are globally conscious
	Tend to be understanding of others
	Multitask extremely well

Note: Descriptors were based on the work of Abrams & von Frank, 2014, Hartman & McCambridge, 2011, Myers & Sadaghiani, 2010, and Twenge & Campbell, 2008.

and dislike certain types of languages when it comes to communicating. In regard to Generation X, members of this generation tend to be more persuaded when language is full of alternatives, efficient, pragmatic, result-oriented, and competent. In contrast, Gen-Xers tend to dislike language that is flashy, exaggerated, apologetic, vague, and comes off as “schmoozy.” Millennials, on the other hand, respond better to language that is positive, challenging, collaborating, and future-oriented. Millennials tend to dislike language that is full of cynicism, sarcasm, opinionated, critical, exaggerated, and comes across as unfair (Abrams & von Frank, 2014).

The medium in which messages are conveyed and the use of time can be important to these generations. Gen-Xers may prefer to generally communicate via e-mail where the messages can be kept relatively brief as well as the response time can be

Table 4. Challenges of Working with Generations

Generation X	Generation Y (Millennials)
May be impatient and are not afraid to show this	Have difficulty accepting constructive criticism
Tend to have poor people skills	Respond to situations emotionally
Tend to be cynical	Require clear direction and supervision
	Not used to handling challenges on their own
	Like instant responses and gratification
	Expect to get promotions quickly
	Expect work to adjust to their needs
	Do not follow traditional chain of command to get what they want
<p>Note: Descriptors were based on the work of Abrams & von Frank, 2014, Hartman & McCambridge, 2011, Myers & Sadaghiani, 2010, and Twenge & Campbell, 2008.</p>	

chosen by the individual. Additionally, Gen-Xers may prefer to spend just enough time talking about a subject so as to get tasks completed instead of wasting time on more casual conversation (Abrams & von Frank, 2014). Millennials, on the other hand, may favor texting or using some form of social network to communicate with others since younger people tend to favor these forms of communication (Lenhart, 2009; Lenhart, 2012).

Understanding what settings and strategies can be used to further collaboration between generations is also important. Gen-Xers like a setting that is typically loose with accompanying parameters. Again, they do not like to waste time and just prefer to get the

job done. So, it may be best to establish the main points of a meeting during the actual meeting and leaving some of the more minor details for other forms of communication like e-mail. Millennials, on the other hand, grew up with more cooperative learning styles while in school. Therefore, members of this generation tend to embrace settings where there is the potential for participation from everyone. So, a comfortable setting for Millennials is one where they feel acknowledged and believe that everyone’s opinion holds an equal weight (Abrams & von Frank, 2014; Twenge & Campbell, 2008). Additionally, Table 5 depicts what the type of colleague members with which each generation may want to work.

Table 5. Preferred Colleague of Generations	
Generation X	Generation Y (Millennials)
Isn't afraid to answer "why?"	Can communicate via texting or use some other form of social networking
Accepts bluntness	Offers access to materials
Communicates clearly and honestly	Is supportive
Comfortable with transparency	Listens without condescension
Gets straight to business	Offers constant feedback
Uses little pleasantries	Is generally positive
	Is motivational
Note: Descriptors were based on the work of Abrams & von Frank, 2014, Lenhart, 2009, Lenhart, 2012, and Twenge & Campbell, 2008.	

Also of interest is how each generation tends to learn best. There are some differences when it comes to how Gen-Xers and Millennials best learn new ideas. As mentioned before, Gen-Xers best learn when ideas are presented in a transparent and concise manner. They prefer to know what is going to be discussed, how the information

relates to them, and why the information is relevant. This helps members of this generation feel in control and trust the person who is teaching them. Because extended group discussion may impede Gen-Xers' learning, it is generally a good idea to have guidelines as to how the discussions will be conducted as well as provide an explanation for why the extended group discussions are needed. Millennials, on the other hand, learn best when the information that is presented to them is short in nature. They are typically used to obtaining their information in small doses. Millennials also prefer information that is current. Members of this generation also learn extremely well when they work in cooperative groups with hands-on activities that incorporate a good amount of visual aids. It also helps when the ideas that are trying to be taught are shown to apply in real-world situations. A coaching style of teaching coupled with respect and avoidance of condescending language will help get messages across to Millennials effectively (Abrams & von Frank, 2014; Bridge, 2017; Thompson & Gregory, 2012). Table 6 presents some of the learning characteristics that can be found from members of both generations.

Generations in the Workplace

In terms of generational differences, there is some evidence suggesting that differences in work values do appear to be present between people from different generations (Parry & Urwin, 2011). Other research has presented evidence to suggest there are generational differences that affect the work environment. A study by Gursoy, Geng-Qing Chi, and Karadag (2013) examined generational differences between 717 employees from a North American branded hotel chain. Most of the respondents were female, Caucasian/White, and tended to be under the age of 55. Their study examined differences between Baby Boomers, Generation X, and Millennials. Using a five-point

Table 6. Learning Characteristics of Generations

Generation X	Generation Y (Millennials)
Learn by doing	Prefer a coaching style of teaching
Enjoy role playing	Enjoy experimental learning
Prefer bullet points and graphics	Prefer brief, but detailed checklists of what they are required to do
Prefer flexibility in completing tasks	Expect that some details will be explained or found through technology
Prefer learning skills that can be used outside of the workplace	Prefer to work in groups and enjoy flexibility in how teamwork is completed
Want to know why they are learning what they are learning	Want to know the immediate applications of what they are learning
Use technology to complete a task	Prefer to have time during meeting to look over materials
	Need clear expectations

Note: Descriptors were based on the work of Abrams & von Frank, 2014, Bridge, 2017, and Thompson & Gregory, 2012.

Likert scale, questions were answered via a survey that examined potential generational differences in the workplace based on the information gathered from focus groups.

Following a pre-test with front-line and service contact employees, the researchers reduced the number of questions used in the survey from 74 to 67 by eliminating redundant questions. The number of questions was then further reduced by examining coefficient alphas and plotting the item-to-total scale correlations for a series of factors. Questions that caused a sharp drop in the plotted patterns were eliminated, which left 41 questions. A seven-dimensional principal components analysis with

varimax rotation was then used to check for overlap across factors. Questions that loaded on an incorrect factor or had factor loadings of less than 0.40 were discarded.

The researchers were left with a total of 25 items (questions) that measured seven different factors: (1) work centrality (measured the importance of one's job in their life), (2) non-compliance (measured the need to challenge conventional norms in the workplace), (3) technology challenge (referred to the impact of technology on employees work), (4) work-life balance (measured the need for separation from work and personal life), (5) leadership (referred to an employee's need for direction), (6) power (measured an employee's strive for power in the workplace), and (7) recognition (referred to the perception of employees of younger employees).

They had ten significant findings: (1) work centrality was higher for Baby Boomers than the other two generations, (2) there was no significant difference in work centrality between Generation X and Millennials, (3) non-compliance was significantly higher for Millennials than the other two generations, suggesting that Millennials were more likely to challenge conventional norms and superiors compared to the other two generations, (4) power was found to be significantly higher for Generation X than the other two generations, suggesting that members of Generation X were more likely to seek power and take charge of activities in the workplace than Baby Boomers or Millennials, (5) Millennials and Generation X strongly believed in a separation of work and personal life when compared to Baby Boomers, (6) Millennials appeared to have the least amount of attachment to their work compared to the two other generations, (7) leadership was found to be significantly higher for Millennials when compared to the other two generations, suggesting that Millennials tended to seek direction and guidance more than

members of the other generations, (8) technology challenge was found to be significantly higher for Baby Boomers when compared to Generation X and Millennials, (9) there were no significant differences relating to technology challenge between Generation X and Millennials, and (10) recognition was found to be significantly higher for Millennials when compared to both Baby Boomers and Generation X, suggesting that Millennials were more troubled with the idea that they do not get the respect and recognition they believe they deserve compared to the other generations. Overall, this study empirically shows that generational differences do exist between Baby Boomers, Generation X, and Millennials.

Research conducted by Lyons, Duxbury, and Higgins (2007), generational differences in human values were empirically examined between the Mature, Baby Boomer, Generation X, and Millennial generations through the use of the Schwartz Value Survey. The Mature generation refers to people who were born before 1945 and are sometimes referred to through the use of different names including Traditionalists (Kapoor & Solomon, 2011; Wiedmer, 2015). In addition, the Schwartz Value Survey was a survey originally designed by Schwartz in 1992. The original survey was meant to be self-administered and contained 56 value items that were designed to measure ten different value types in participants. However, in this particular study, the researchers decided to use a survey that had a total of 44 items that were still found to accurately measure these values in participants and has been used in cross-national research. Studies in numerous countries have supported the validity of this survey (Lindeman & Verkasalo, 2005). The ten different value types were (1) stimulation, (2) self-direction, (3) universalism, (4) benevolence, (5) tradition, (6) conformity, (7) security, (8) power, (9)

achievement, and (10) hedonism. These ten different values were grouped into four different value sets: (1) openness to change values, (2) self-transcendence values, (3) conservation values, and (4) self-enhancement values. The researchers surveyed 1,194 subjects: 1,071 Canadian office workers and 123 undergraduate business students from Canadian universities. Most of the participants were women; however, sex was controlled for in the analyses of the data. One hundred twenty-three participants were Millennials, 566 were Generation Xers, 332 were Baby Boomers, and 48 were Matures. Analyses of the data showed that members of Generation X scored higher on Openness to Change values and lower on Conservation values than Baby Boomers and Matures. Millennials did not differ on Openness to Change when compared to Baby Boomers and Matures, suggesting that Millennials have more traditional values and are similar to Matures, a trend others have suggested (Zemke, Raines, & Filipczak, 1999). Additionally, Millennials and members of Generation X scored higher on Self-enhancement values than Baby Boomers and Matures. However, Millennials and Gen-Xers had lower Self-transcendence values than Baby Boomers and Matures. Although the value differences were small, the researchers found that generational differences were significant at the 0.001 level and explained about seven percent of the variance in the values tested for each generation. This is considered to be a significant finding given that the social group in this study could be considered to be fairly homogeneous due to most participants working in an office setting. It should also be considered a prominent finding given the great number of influences and factors that contribute to the development of an individuals values.

Research conducted by Gibson, Greenwood, and Murphy, (2009) shows that generational differences can be observed. These researchers used the Rokeach Value Survey (RVS) to examine differences in instrumental and terminal values between the Baby Boomer, Generation X, and Millennial generations. The Rokeach Value Survey is a survey developed by Rokeach which contains a set of 36 values that are designed to examine a person's terminal values, or goals a person would like to achieve in their lifetime, and their instrumental values, or the means of achieving the terminal values (Rokeach, 1973). The RVS has been used since 1968 in national, international, and professional settings to examine instrumental and terminal values in people. Although not perfect, there is support suggesting that the RVS is a valid survey (Braithwaite & Law, 1985). The participants for this study were taken from working adults who were surveyed using the RVS between 2003 and 2008. The total number of responses used by the researchers included 1,464 from Baby Boomers, 1,440 from Gen-Xers, and 2,153 from Millennials. The researchers found that freedom (independence and free choice) ranked higher for members of Generation X and Millennials. Millennials ranked true friendship (close companionship) and accomplishment (making a lasting contribution) higher than the other generations. This suggests Millennials value networking as well as civic-mindedness. Members of Generation X ranked pleasure (leisurely life) and inner harmony (freedom from inner conflict) higher than the other generations. This implies that members of Generation X value living an enjoyable life, but may struggle trying to avoid inner conflict when possible. Millennials, on the other hand, ranked inner harmony lower than Gen-Xers, which suggests that members of this generation will be less affected by this type of conflict. Honesty and responsibility were all ranked similarly high

by all three generations. Millennials ranked independence and ambition higher than the other two generations. This suggests that Millennials may be trying to reach a level of self-sufficiency as time goes on as well as placing a high value on aspiration. Millennials also ranked loyalty lower than the other generations, which reinforces the idea that members of this generation are not afraid to job-hop if they do not see immediate career opportunities. Members of Generation X ranked self-control lower than the other two generations. This reinforces the idea that Gen-Xers value having fun. Lastly, Millennials ranked capable (competent, effective) lower when compared to the other generations. This finding may be due to the fact that Baby Boomers and Gen-Xers tend to be self-reliant and independent when compared to Millennials.

There are also many other studies and researchers that have noted the existence of generational differences aside from the studies detailed above (Barnds, 2009; Feiertag & Berge, 2008; Gordon, 2010; Gursoy, Maier, & Chi, 2008; Kapoor & Solomon, 2011; Mazarr, 2005; McCafferty, 2003; Rothwell, 2008; Werth & Werth, 2011). These researchers tend to present similar characteristics for both Generation X and Millennials as those found in Table 2. However, some different characteristics presented by these researchers include that Gen-Xers tend to respond to instant gratification, do not believe that seniority is important, have a low tolerance for bureaucracy, and value participation. Millennials are said to value a fun work environment, want opportunities to grow, and seek stimulating activities in their professional lives.

Howe and Strauss (2007) also suggest that there are seven core traits that describe the Millennial generation: special, sheltered, confident, team-oriented, conventional, pressured, and achieving. These seven core traits are described below.

Millennials have been led to feel that they are important to the nation as well as to their parents' sense of purpose. This is largely due to the parents of the Millennials strongly pushing family values. Additionally, many political speeches and new legislation was focused on Millennial children during the 1980s and 1990s. This has led to Millennials feeling that their problems and future are the nation's problems and future (Howe & Strauss, 2007).

Millennials have also been heavily sheltered by their parents and the nation. Parents of Millennials have constantly supported the tightening of security measures surrounding Millennials such as carding at movie theaters, using bedroom spy cameras, and even using children car-helmets. Additionally, the nation has followed the same trend by having "amber alert" warning show up on television as well as provide parents will GPS trackers that allow them to monitor their children's location. This increased sheltering has led to Millennials being generally healthier, less prone to injury, and less prone to predation than previous generations. However, this sheltering may also be associated with an increase in the number of people who are considered to be obese, have ADD and ADHD, and have asthma (Howe & Strauss, 2007).

Millennials also seem to have an increased sense of confidence and happiness. This is possibly due to the fact that Millennials did not have to experience a wordly crisis like the Cold War as they were growing up, and the major events they do face, such as the War on Terror, appear to be winnable. This had led to increase in optimism for Millennials. This has also led to Millennials placing a high value on having a good work-life balance instead of more central goals such as making lots of money or having a good career. Additionally, the events that Millennials have experienced such as the Columbine

High School shooting have led to them understanding the potential consequences of playing with toy guns or cracking jokes about student shooters. Therefore, they are generally more comfortable with aggressive security measures such as metal detectors and scanners and are more likely to view these measures as relating to safety rather than threats to liberty like many of the older generations (Howe & Strauss, 2007).

Millennials also seem to enjoy working in teams or groups. As they were growing up, educators found that peer pressure enforced in certain ways such as peer grading and group projects could be used to better enforce school rules among Millennial students. This team orientation has led to Millennials seeking peer friendships and wanting to maintain those friendships in a variety of different ways including social networking. This team ethic has left many Millennials feeling that they are part of a world that lacks cohesion and it is their job to help put the pieces back together especially in political arenas that deal with social and economic inequality (Howe & Strauss, 2007).

Millennials can also be said to value and seek rules, norms, and structure in their daily lives. This can be attributed to the re-norming of a family life. Most Millennials feel loved by their parents, which helps them feel trust in the main aspects of their daily lives. They feel like they can easily talk to and share many ideas with their parents. These feelings of trust and structure in their daily lives has led Millennials to feel the same way about large national institutions such as government. Millennials can be said to be more traditional than their elders in that they are less willing to use alcohol and tobacco, seek clear rules to live by, desire the teaching of values in schools, and embrace religion (Howe & Strauss, 2007).

Millennials are also constantly stressed and live in a world of high pressure. The demands placed on them by schools and new digital technologies coupled with growing ambitions leads to them being constantly stressed. They know that stakes are high and feel that any mistake they make can have major consequences later in life. This pressure keeps Millennials busy and purposeful, but it can also lead to an increase in eating disorders and sleep deprivation as they use certain ways to cope with their stress (Howe & Strauss, 2007).

Millennials also liked to be judged according to what they accomplish. Millennial students tend to worry about their grades and what they are seen doing. This has led to parents and other adults giving out many stars, trophies, and grades to these students. Millennial students also appear to prefer math and science courses over traditional humanities courses. They have also shown greater improvement in math achievement over verbal achievement. Millennials also continue looking for achievement in optional activities outside of formal schooling such as videogame tournaments and self-produced TV shows (Howe & Strauss, 2007).

Overall, this belief in generational differences, especially for those in the workplace, lends to the idea that different generations need to be managed differently in order to increase both the morale and the productivity of employees (Gursoy, Maier, & Chi, 2008).

Some studies suggest that generational differences are minor and could be confounded by intervening variables. For instance, some research suggests that period, age, and generational effects are usually hard to distinguish because most of the effects seem to be interrelated, and researchers do a poor job at actually identifying each type of

effect (Mason & Wolfinger, 2001). Period effects refer to shifts in physical or cultural environments that affect everyone in a society for a certain number of years (Glenn, 2003; Robinson & Jackson, 2001; Wong, Zheng, & Wan, 2017; Yang & Land, 2013). Age effects refer to changes that come relatively naturally to people as they get older with the gathering of experience, role changes, and biological maturation (Glenn, 2003; Robinson & Jackson, 2001; Wong, Zheng, & Wan, 2017; Yang & Land, 2013). Other studies present evidence to suggest that generational differences, when they are found, happen to be so small that they are almost negligible (Wong, Gardiner, Lang, & Coulon, 2008). In other words, although on paper the numbers may show that generational differences exist, the differences found are so small that these generational differences may not be apparent in the workplace. Other researchers have found that theoretical frameworks have done a poor job of supporting the idea that core differences exist between the generations and those differences that have been found tend to be of a minor magnitude (Saba, 2013).

This study assumes that generational differences do exist and can be measured. The central issue of this study concerns how generational differences might impact policing. Generation Xers have now been in law enforcement long enough that they are being promoted into management positions. For instance, Penko, a deputy police chief, makes the assertion that as more police departments come under the upper management and leadership of Generation X, organizational chaos may become a problem as the changes that affect the organizations are based on the values and beliefs of these Gen-Xers (Penko, 2010). He suggests that Generation X will bring about significant changes in the way police departments are organized. For instance, Gen-X police officers may

change the hierarchical management style of the police department into one that resembles a more collaborative decision-making model. As this occurs, Millennials will begin to fill in the entry level and mid-level management law enforcement positions. But, because of the generational differences between Generation X and Millennials, problems within the department may occur. Penko believes that these conflicts between the two generations may impact how services are delivered to citizens and the cohesion between those in the police departments (Penko, 2010). Little to no recognition of this coming change has been made by the general law enforcement community (Penko, 2010). Penko suggests that “the leader of today must begin preparing his or her replacement in ways that have never taken place before” (Penko, 2010, p. 4). This includes providing police training that addresses the issue of generational differences in the workplace, proactively planning for the coming generational shift, and emphasizing the technique of mentoring (Penko, 2010). Arakawa, a police captain, furthers this belief by suggesting that “[Millennials] are the future of police organizations and strategies should be explored to address the changing workplace dynamics” (Arakawa, 2013, p. 11). Arakawa suggests that a mentoring program that prepares younger officers for leadership roles before they are earned should be implemented. Having a clear career map should also help in creating smoother transitions in the police department (Arakawa, 2013).

In sum, there is acknowledgement of generational differences by some law enforcement officials in police departments. However, there is little to no empirical evidence to support the claim that generational differences do, in fact, occur in law enforcement organizations.

Hypothesis

Due to the lack of evidence found in the current literature, the purpose of this study is to empirically show whether generational differences exist among police officers and to use the survey originally developed by Gursoy, Geng-Qing Chi, and Karadag (2013). Their seven factors (work centrality, non-compliance, technology challenge, work-life balance, leadership, power, and recognition) are included to examine whether generational differences exist among police officers.

There are seven hypotheses that will be tested. Hypothesis one: the correlation coefficient will be higher for officers who are Millennials for non-compliance. Hypothesis two: the correlation coefficient will be higher for officers who are Millennials for leadership. Hypothesis three: the correlation coefficient will be higher for officers who are Millennials for recognition. Hypothesis four: the correlation score will be higher for Generation X officers on the factor of work centrality. Hypothesis five: the correlation score will be higher for Generation X officers on the factor of work-life balance. Hypothesis six: the correlation score will be higher for Generation X officers on the factor of technology challenge. Hypothesis seven: the correlation score will be higher for Generation X officers on the factor of power.

Additionally, correlations between the age of the officer and the seven factors were examined.

III. METHODOLOGY

Generational Differences Study Design

Participants

Convenience sampling was used to obtain participants for this study. The participants were chosen due to their proximity to Texas State University. Participants were active police officers from San Marcos Police Department (SMPD), Kyle Police Department (KPD), Buda Police Department (BPD), and New Braunfels Police Department (NBPD), and were marked (by age) as Generation X (1965-1980) or Generation Y (1981-2000). All the departments are in central Texas and are within 35 miles from one another. From a population of approximately 200 police officers from 4 departments, 114 were sampled. A response rate of 57% was obtained.

Data Collection

Approximately 125 questionnaire packets were distributed at each police department. Each packet, which included a cover letter, the questionnaires, and directions as to what to do with each document/item, was distributed by the researcher during roll calls/briefings held by each police department. Surveys were distributed two ways. One, if scheduling permitted, the author was present at the briefings and explained to the officers present what the study was about and what it intended to measure. The questionnaire packets were then given to each officer who was willing to complete the survey. After they were completed, the surveys were immediately given back to the author. The researcher then took the completed surveys and kept them in a locked drawer located in an office at Texas State University.

If the author was not able to attend the briefings, coordination was established with a supervising officer who agreed to distribute the surveys on behalf of the author. The supervisor explained the purpose of the study and distributed the packets, which included a cover letter, the questionnaires, and directions as to what to do with each document/item. A sealed box with a slit on one side was given to the supervising officer. This box was intended to be a secure repository for the surveys the officers completed. They were then collected at a later time. The surveys were taken out of the sealed box and placed with the other surveys in the lockable drawer located at Texas State University.

Confidentiality and Anonymity

Confidentiality was maintained by ensuring that all the physical surveys collected from the lock boxes were kept in a locked drawer that was located in a lockable office at Texas State University. Only the primary researcher had access to the physical surveys. Anonymity was preserved by not requiring participants to place a name or any other unique identifier on any of the surveys.

Ethics

IRB approval was obtained before the study was conducted. The risks of harm to participants were minimal because this study did not deal with a sensitive topic and all answers were submitted anonymously.

Full disclosure was given to the participants of the study about what the study intended to measure. No deception was used. Consent was implied through the completion of the surveys.

Study Sample

Approximately 125 surveys were distributed to working police officers at the four police departments. One hundred twenty-one completed or partially-completed surveys were returned. Of those 121 surveys, three were missing the age of the officer, which invalidated the survey since the generation to which they belonged was undeterminable. Another four surveys were given to a police department so they could be distributed during a briefing. However, when the researcher later returned to collect the surveys, the surveys were not found. Therefore, these four surveys were deemed to be missing. An additional three surveys contained responses from officers who were not qualified due to their age. Lastly, the responses obtained from one completed survey were excluded due to the fact that the answers made the respondent an influential outlier when it came to the data analysis. The responses from this particular survey were mostly “strongly agree” and no other survey responses seemed to follow a similar pattern. Therefore, 114 survey responses were ultimately used for this project.

Study Measures

The survey developed by Gursoy, Geng-Qing Chi, and Karadag (2013) was used. Their survey was used for hotel employees and designed to assess generational differences among employees in that industry. To measure generational differences, a five-point Likert scale was used with responses ranging from strongly agree (5) to strongly disagree (1) (Gursoy, Geng-Qing Chi, & Karadag, 2013). After Gursoy et al., 2013 conducted a series of pre-testing and a principle component factor analysis, the number of items decreased to a total of 25, which were separated into seven different underlying dimensions, or factors: (1) work centrality (measured the importance of one’s

job in their life), (2) non-compliance (measured the need to challenge conventional norms in the workplace), (3) technology challenge (referred to the impact of technology on employees work), (4) work-life balance (measured the need for separation from work and personal life), (5) leadership (referred to an employee's need for direction), (6) power (measured an employee's strive for power in the workplace), and (7) recognition (referred to the perception of employees of younger employees). The total survey is shown in Appendix 1. It should be mentioned that the author met with the committee in order to review and change the wording of the original survey so the elements fit law enforcement.

Measurement

This study used the same 25 items (questions) developed by Gursoy et al. (2013) to examine the seven factors described above. The independent variable was generational membership in either Generation X and Generation Y (Millennials). The dependent variable was the responses on the 5-point Likert scale.

Validity

The validity for this project should be considered high. This is because the current study used a survey questionnaire from a previous study in which the researchers were looking at generational differences.

The generalizability (external validity) of these results to the whole population of police officers in the United States should be considered weak. The sample consisted of police officers from four police departments in Central, Texas. The sample size was also small. Additionally, the close proximity of the police departments may not produce police

officer demographics that are consistent with those that are found for police officers across the country.

The police officers who did participate in the study should not differ significantly from those who did not. The reasons for not participating in the study is expected to be due to organizational stressors (lack of time to complete the survey, more pressing matters to attend to, etc.). It should be noted that the overall survey response rate for the current study was about 57%. This response rate should be considered high given that the average response rate in academic studies is usually between 51% and 57% (Baruch, 1999; Baruch & Holton, 2008).

IV. FINDINGS

Reliability

A Cronbach's alpha reliability test was conducted to examine the reliability of each construct. Even though there are no concrete thresholds, an alpha value of 0.7 or greater is generally considered to be high because it indicates a high degree of shared variance (Gliem & Gliem, 2003). The Cronbach's alpha reliability tests conducted on the data in this study indicated that the reliability coefficients fluctuated slightly but were all higher than 0.50. Although this is lower than the goal of the 0.70, alpha levels greater than 0.5 are acceptable (Gliem & Gliem, 2003). Additionally, alpha values are affected by the number of items in the scale (Cortina, 1993). A lower alpha value may be seen when there is a low number of items in a scale. Alternatively, too many items in a scale may reflect a high alpha simply because of the high number of items in the scale. Based on these assertions, all reliability coefficients should be considered acceptable.

A reliability coefficient of 0.70 was found for the factor of power. The following factors all obtained a reliability coefficient value higher than 0.65, but lower than 0.70: non-compliance, technology challenge, and leadership. A reliability coefficient value of 0.63 was obtained for the factor of recognition. The factor of work-life balance received a Cronbach's alpha value of 0.60. The last factor of work centrality had a Cronbach's alpha value of 0.54. Table 7 shows the exact Cronbach alpha values obtained for each of the seven factors.

Table 7. Cronbach's Alpha Reliability Scores for Factors

Factor	Cronbach's Alpha Value
Work Centrality	$\alpha = 0.54$
Non-compliance	$\alpha = 0.67$
Technology Challenge	$\alpha = 0.67$
Work-life Balance	$\alpha = 0.60$
Leadership	$\alpha = 0.67$
Power	$\alpha = 0.70$
Recognition	$\alpha = 0.63$

Note: The values displayed were rounded up.

Results

Sample Characteristics

Based on the information collected from the 114 completed or partially-completed surveys, the following data are presented. The sample consisted of 86.0% male officers and 11.4% female officers. The majority of the sample being male is expected since law enforcement tends to be a male-dominated profession at this time. In regard to race, the sample primarily identified as either being White, non-Hispanic (60.5%) or Hispanic (31.6%). A small percentage (4.4%) of the respondents identified as Black, non-Hispanic, Asian, or Other. There was a mean response of 9.62 years when it came to the number of years that the officers had been involved in law enforcement. Most of the respondents indicated that they first got involved in law enforcement in 2013, while 2007.8 was the average year that the respondents first got into law enforcement. Sixty-eight and four tenths of the respondents indicated that they were police officers, 11.4% indicated that they were sergeants, 8.8% indicated that they were corporals, and 8.8% reported having other roles in the police department. Based on our determination of who will be classified

as Gen-Xers and Millennials, it was found that 40.4% of respondents belonged to Generation X and 59.6% were Millennials. Lastly, the average age of the officers in the sample was 35.93. Descriptive statistics of the sample are presented in Table 8.

Table 8: Descriptive Statistics of Sample (Demographic Information)			
Characteristic		n=114	Percent of Sample ^d
Gender ^a	Male	98	88.3
	Female	13	11.7
Race/Ethnicity ^b	White, non-Hispanic	69	62.7
	Hispanic	36	32.7
	Black, non-Hispanic	3	2.7
	Asian	1	0.9
	Other	1	0.9
Rank/Role ^c	Officer	78	70.3
	Corporal	10	9.0
	Sergeant	13	11.7
	Other	10	9.0
Generation	Generation X	46	40.4
	Generation Y (Millennials)	68	59.6
Age of Officer	Min: 23/Max: 52	Mean: 35.93	Std. Deviation: 7.15
^a Missing cases: n=3 ^b Missing cases: n=4 ^c Missing cases: n=3 ^d Shows only valid percent			

Generation

Point-biserial correlations were used to examine the relationship between generations (Generation X and Millennials) on all 7 factors: work centrality, non-

compliance, technology challenge, work-life balance, leadership, power, and recognition. Positive correlation coefficients indicated that officers from Generation Y (Millennials) had a stronger correlation with a factor. Negative correlation coefficients indicated that officers from Generation X had a stronger correlation with a factor. Generation was weakly and negatively related to work centrality ($r = -.04, p = .67$), leadership ($r = -.07, p = .46$), and power ($r = -.04, p = .68$). Generation was weakly and positively related to non-compliance ($r = .09, p = .37$), recognition ($r = .03, p = .75$), and work-life balance ($r = .12, p = .20$). Generation was modestly and positively related with technology challenge ($r = .19, p < .05$). Table 9 shows the correlations between generations and the seven factors.

Table 9: Correlations between Generations and the Seven Factors

Factor	Pearson Correlation (Gen X vs Gen Y)	Significance (2-tailed)	n
Work-Centrality	-.040	.671	114
Non-compliance	.085	.373	112
Technology Chall.	.193*	.040	114
Work-life Balance	.120	.204	113
Leadership	-.071	.455	113
Power	-.039	.682	113
Recognition	.030	.754	114

* Correlation is significant at the 0.05 level (2-tailed).
 ** Correlation is significant at the 0.01 level (2-tailed).

Age of Officer

Point-biserial correlations examined the relationship between age of the officer and all 7 factors. The same method of interpreting the results used for the generation correlations was also used here. Age of officer was weakly and negatively related to non-

compliance ($r = -.05, p = .59$), work-life balance ($r = -.09, p = .32$), and recognition ($r = -.08, p = .39$). Age of officer was weakly and positively related to work centrality ($r = .12, p = .22$), power ($r = .06, p = .51$), and leadership ($r = .15, p = .11$). Age of officer was modestly and negatively related to technology challenge ($r = -.26, p < .01$). Table 10 shows the correlations between the age of the officers and the seven factors.

Table 10: Correlations between Age of Officers and the Seven Factors

Factor	Pearson Correlation (Gen X vs Gen Y)	Significance (2-tailed)	n
Work-Centrality	.117	.215	114
Non-compliance	-.052	.589	112
Technology Chall.	-.262**	.005	114
Work-life Balance	-.094	.322	113
Leadership	.152	.109	113
Power	.063	.510	113
Recognition	-.081	.394	114

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

V. DISUSSION

Main Discussion

There were seven hypotheses that this study was testing. Only some anticipated correlations were observed for the two generations and the seven factors examined. Hypothesis one, hypothesis three, hypothesis four, and hypothesis seven were supported by analysis of the data.

Overall, empirical support for differences between police officers from Generation X and Generation Y (Millennials) was found. However, many of the correlations found were not as strong as they were thought to be based on the strength of generational difference findings in other studies. Technology challenge was the only relationship that was moderately strong for both generation and the age of officers. Generation was weakly correlated to work centrality, leadership, power, non-compliance, recognition, and work-life balance. All of these correlation coefficients were less than 0.10. Weak correlations were also found between the age of police officers and the six factors mentioned above. These findings indicate that neither age of officers or categorizing officers by generation (which is somewhat arbitrary) has a strong effect on officer views of work centrality, leadership, power, non-compliance, recognition, and work-life balance. Taken together, these findings suggest that while generational differences do exist among police officers, they are not as prominent as the generational differences found in the private sector or other workplaces.

There are a few interesting findings from these analyses. The first and more prominent one is that Millennials appear to be less comfortable with technology than officers from Generation X. Since they were brought up having an extensive familiarity

with technology, it might be assumed that Millennials have had more experience with modern technology than any generation in the workplace currently, which should lead to them being more comfortable with technology than Gen-Xers as previous research has shown (Hartman & McCambridge, 2011; Lenhart, 2009; Lenhart, 2012). One possible explanation for this finding is that the technology in policing is different from what one normally uses. Examples of technology used in policing include a portable radio, a portable defibrillator, a vehicle computer, a portable breath analyzer, a TASER, surveillance equipment, and lie detecting equipment (Brodeur, Walsh, Kelling, Banton, & Whetstone, 2018). Older officers might be more comfortable with technology used in policing due to more experience using it than officers who are Millennials.

Another finding that is noteworthy is leadership being valued more by officers who are Gen-Xers. In the previous literature (Gibson, Greenwood, & Murphy, Jr., 2009; Gursoy, Geng-Qing Chi, & Karadag, 2013), Millennials have been found to usually seek leadership more when compared to older generations. However, this is not supported by the data in this project. A potential reason for this finding could be due to unique paramilitary structure of modern police departments. New officers (Millennials) who are getting accustomed to the work environment may not necessarily handle the ranking structure well that is present in the police department. They may still feel like they can do their own thing while out on duty versus older officers who know how to manage the ranking structure. Older officers may know that certain actions or operations require approval or at least consultation from a higher-ranking officer. Therefore, the older officers, or Gen-Xers, are more likely to seek leadership in the workplace since they are

used to having to seek out higher-ranking officers for a variety of reasons than officers belonging to Generation Y.

Another reason that officers belonging to Generation X might seek more leadership is because of the exciting nature of the job. Being new to a career in law enforcement, Millennial officers may enjoy being out on patrol and on the streets because they like the exciting nature that comes with this part of the job. Millennial officers may enjoy arresting people who have broken laws and responding to frequent calls for police assistance. However, police officers who belong to Generation X may be done with the thrills that come with being on patrol. Therefore, they may be seeking jobs in the department that move them off of the streets. Because of this, seeking leadership from higher-ranking officers who are not working patrol may help them better develop the skills needed to perform a job within the department. Eventually, this development of skills may lead to Generation X officers being promoted to positions that open up within the department.

Lastly, work-life balance being valued more by Millennial officers than officers of Generation X is interesting because this also goes against what previous researchers have found. Generally, it has been found that members of Generation X tend to value having a life outside work compared to the Millennial and Baby Boomer generations (Abrams & von Frank, 2014; Gibson, Greenwood, & Murphy, Jr., 2009; Gursoy, Geng-Qing Chi, & Karadag, 2013). However, this finding was not supported in this study.

One explanation for this could be the unique scheduling and work hours associated with the law enforcement profession. Although it varies between departments, police officers tend to work long shifts, usually around 10-12 hours long, and for four or

five consecutive days. Once the officers have completed their four of five consecutive days of working, or being “on,” they then get to rest for the next two or three consecutive days, or what is considered to be “off” from work. The officers will also work either the morning shift starting around 6:00 a.m., or what is sometimes called “A” shift, or the evening shift starting around 6:00 p.m., or the “B” shift. It is common for police departments to change which officers are on “A” or “B” shift after a few weeks pass by or after each month. In the current study, the Buda, Kyle, and New Braunfels police departments all operated following this “A” and “B” shift schedule. The San Marcos Police Department was the only exception to this work structure in that they have the “A” and “B” shifts along with a third shift where officers come to work at 4:00 p.m. This type of work schedule is different from what is found in most other professions and could take some time to get used to.

Additionally, the families of the police officers also have to get used to not seeing them for extended periods of time, which is not easy to do. It is possible that the work environment in policing is something that takes time to get used to. Therefore, officers who are Millennials may still be adjusting to the work environment in policing and strive to balance life outside of work more than officers of Generation X. Officers who are Gen-Xers may already be used to the work environment and realize that life outside of the department is difficult to manage, but not impossible. Nonetheless, this may explain why officers who are considered Millennials place a higher value on work-life balance than officers who are members of Generation X.

A finding worth mentioning is the relationship between the correlations for generation and the correlations for age of the officer. The correlations tend to present the

opposite effect. Correlations between generation and work centrality, leadership, and power were weakly and negatively related. However, correlations between age of the officer and work centrality, leadership, and power were positive. Correlations between generation and non-compliance, recognition, and work-life balance were positive. Correlations between age of the officer and the same three factors were negative. The correlation between generation and technology challenge was positive, while the opposite effect was found with age of officer. These opposite patterns further the idea that generational differences exist between police officers from Generation X and Generation Y. For instance, by looking at work centrality, leadership, and power, correlations were negative when it came to generation. This suggests that police officers from Generation X are more likely to place a higher importance on their job, seek leadership, and strive for power than Millennials.

These same ideas are further supported by the positive correlations between age of the officer and the factors of work centrality, leadership, and power. The age of officer correlations suggest that, as officers get older, they are more likely to place a higher importance on their job, seek leadership, and strive for power. This might be generally expected as a function of age. As an officer gets older, they are more likely to become more mature, more stable, and have a family. These could all potentially be reasons as to why these older officers place a high importance on their job as well as why they may seek power within the department. Time of service may also affect these factors. As they continue their career with a police department, a more experienced police officer may seek more direction from supervising officers to ensure there is no miscommunication of information as well as feel like they should hold more power in the police department,

especially over rookie officers. It is also possible that age of the officer and generation covary. As the age of an officer increases, they are more likely to be members of an older generation. In this case, the older generation would be Generation X. Therefore, the finding of these opposite patterns for the factors examined might be expected. However, when both the correlations for generation and the age of the officer are taken together, it can be argued that there is some support for the idea that police officers from Generation X place a higher importance on their job, seek leadership, and strive for power more so than Millennial police officers since the results complement each other.

The pattern described above can be seen when the correlations between generation and rest of the factors are compared to the correlations between age of the officer and the rest of the factors. When one correlation is positive for either generation or age of the officer and a factor, the other correlation is negative. For example, the results of the study show the correlation between generation and non-compliance to be positive. However, the correlation between age of the officer and non-compliance is negative. This suggests that Millennial police officers are more likely to challenge workplace norms. The correlations also suggest that younger officers (who should be considered Millennials) are more likely to challenge workplace norms.

If the correlations for one factor were the same (positive-positive or negative-negative) for both generation and age of the officer, then support for generational differences should decrease since the results would support contradictory ideas. For example, if the correlation for the factor of non-compliance was positive for both generation and age of the officer, this would suggest that Millennial police officers are more likely to challenge workplace norms, but so would older officers (who should be

considered members of Generation X). However, this was not the case in this study. Even though the only correlations found to be significant dealt with technology challenge, the fact that the positive-negative pattern can be observed for every factor should help strengthen the idea that generational differences are present among police officers because all the correlations complement each other.

Overall, the data indicated supporting results for hypothesis one and hypothesis three. The correlations between generations and the seven factors examined indicated that officers who were Millennials had stronger correlations when it came to non-compliance, recognition, work-life balance, and technology challenge. These findings suggest that officers who are Millennials are more likely to challenge conventional norms, be more troubled by the fact that they do not get the respect they deserve from others in the workplace, place a higher importance on a life outside of work, and are less comfortable with technology than officers from Generation X. Non-compliance and recognition were the only factors that were correctly predicted to be higher for Millennials than officers from Generation X.

On the other hand, the data also indicated supporting results for hypothesis four and hypothesis seven. Officers who were members of Generation X had higher correlations when it came to leadership, work-centrality, and power. These findings suggest that officers who are members of Generation X are more likely to search for strong leadership in the workplace, place a higher importance on their job, and strive for power than officers who are considered Millennials. Work-centrality and power were the only factors that were correctly predicted to be higher for officers belonging to Generation X.

Implications

Because Millennials tend to learn better through a coaching style of teaching as well as in an acknowledging setting (Abrams & von Frank, 2014; Bridge, 2017; Twenge & Campbell, 2008), current trainings for younger and incoming officers should include instructors that acknowledge their achievements as well as coach them when learning new techniques to provide a better learning experience for the younger officers. The trainings provided for younger and incoming officers may also have courses that focus heavily on the technology that is used in modern-day policing as well as how to use all the equipment that is necessary to carry out the job. These technology-specific trainings should help the Millennial officers feel more comfortable with the use of technology and equipment while carrying out their daily tasks.

Future Directions

Because they have an increased sense of happiness and optimism, Millennials seek a good work-life balance over more common goals like having a career that pays extremely well (Howe & Strauss, 2007). Therefore, supervisors who are members of Generation X, when dealing with and interacting with officers who are Millennials, should focus on achievements and schedules where officers get adequate time off to be at home with family and friends. This should help create a more positive workplace for the police officers. Gen-X officers, or any supervising officer, should also consider taking time at work to listen to new ideas or complaints that younger officers (Millennials) have when it comes to work. Small meetings should allow the Millennial officer to express their frustrations with work in a healthy manner. The supervising officers should then consider how to address the issues that Millennial officers have or at least provide

information as to why certain events have had to take place even though the Millennial officers did not like the outcomes of the events. These sitdowns and explanations should limit the amount of potentially negative manners in which Millennial officers express their frustrations by challenging conventional norms in the workplace.

Police departments may also consider addressing the generational differences found for officers who are Gen-Xers in a variety of manners. One change would be to send supervising officers, or high-ranked officers like sergeants and above, to trainings that focus on establishing a strong sense of leadership for officers under their command. These trainings should help create a more positive and structured workplace for officers who are members of Generation X. Because members of Generation X tend to value having a stable job (Gibson, Greenwood, and Murphy, 2009; Gursoy, Geng-Qing Chi, and Karadag, 2013), the police department could also increase the benefits and establish a sense of job security for Gen-X officers, especially for those who are considered newer police officers. This should make them feel more at ease about having a stable job, which could lead to a stronger focus on completing the tasks given to them at work. Lastly, because members of Generation X like to be in charge of activities and have some form of power (Gursoy, Geng-Qing Chi, and Karadag, 2013), supervising officers should find ways to give Gen-X officers small tasks to be in charge of. This could come in the form of allowing Gen-X officers to be in charge of making sure a small portion of a larger project gets completed. These extra duties should help officers who are members of Generation X feel more in control and empowered while at work, which should make them feel more comfortable in the workplace.

When it comes to trainings, meetings, or any other form of group interaction, the manner in which the information is conveyed and the method that the interaction is conducted should be modified to address the communication styles of the audience. In this case, the audience would be police officers who are from Generation X, Millennials, or both. If the interaction has an audience of predominantly new police officers (Millennials), then the information should be presented as positive, current, and challenging. Additionally, the presentation should include sections that have the Millennial police officers work together in groups where visual aids are used as well as times where they can voice their opinions about the information being presented. The presentation should also be kept short and the presenter should convey the most important messages at this time. Additional information should be shared with these officers at a later time via a form of social networking, such as Facebook or Twitter, or even a system that the police department has in place.

If the audience for these group interactions is made up of primarily more experienced and older police officers (members of Generation X), then the information presented should be kept professional and free of flashy effects, efficient, results-oriented, and contain alternatives. The presentation should be presented in a manner that is relaxed, but still has some rules and structure. The main points of the information presented should be revealed at the beginning of the interaction and additional details can be given via e-mail. This should help eliminate any perceptions of wasting time. The information that is presented should also be clear and kept brief. The presenter should also mention why the information is important and relevant to the police officers. If the group interaction has to run for an extended period of time, the presenter should have

guidelines as to how the presentation will go as well as explain why the presentation has to be conducted for an extended period of time.

If a group interaction has an audience that is made up of police officers from Generation X as well as those considered to be Millennials, then the interaction should include a mix of both of the presentation methods mentioned above in order to successfully communicate with both generations. An example of this would be to keep the information being presented free of flashy effects and short while still having a section during the presentation where the officers work together in groups. During the group interaction, a quick poll can be conducted to determine which electronic method the majority of the group would want to use in order to receive additional information about the presentation. These forms of communicating should help both generations of police officers better understand the information being presented.

Limitations

One of the major limitations of this project is the relatively low amount of surveys obtained. This study was only able to obtain useable responses from 114 different officers. Because of this fact, the generalizability of the results based on this project should be considered low on a national scale. According to the National Sources of Law Enforcement Employment Data (2016), there are at least more than 650,000 sworn officers in the United States. The likelihood that this data can be applicable to all the sworn police officers in the U.S. is unlikely. However, the response rate for this study was 57%. Therefore, it is possible that the generalizability of the results from this project increases greatly when it comes to police officers in central Texas.

Another limitation of this project is the close proximity of the police departments from which police officers were surveyed. As it was mentioned previously, the police departments were in four cities no more than 36 miles away from each other in central Texas. In fact, the San Marcos Police Department, Kyle Police Department, and the Buda Police Department are all found in Hays County. Because of this, a memorandum of understanding (MOU) is in effect in which the county shares special task forces like the Special Weapons and Tactics Team (SWAT) and Crisis Negotiations Team (CNT). Although both the Hays County SWAT and CNT teams are made up of law enforcement officers from the Hays County Sheriff's Department and San Marcos Police Department, police officers from Buda and Kyle may interact with these special task forces if situations occur in their city. Therefore, it is possible that police officers from these different departments interact with each other often enough to have some influence on one another's opinions about working in law enforcement.

Additionally, the fact that all these departments are relatively close to each other could mean that they often deal with very similar crimes and problems within their organization. Also, many officers could have grown up in one city, but then left to join a police department in one of the other cities this study examined. All of these factors could potentially lead to some overlap in the opinions and perspectives police officers have about working in law enforcement. This further limits the generalizability of the results obtained in this study.

There is a final point worth noting. One may look at the data collected from this study and conclude that, demographically, the sample is not greatly diversified, which can be considered a limitation of a study. However, this is not the case for this study. The

sample was primarily male, and most respondents identified themselves as white, non-Hispanic. These findings are consistent with the demographics currently found for police officers in the United States. According to DataUSA (2015), which obtained their information from data collected by the U.S. Census Bureau in 2015, 86.2% of police officers in the United States were male. Additionally, 78.7% of police officers in the United States identified themselves as White. The second most identified race was Black or African-American. Unfortunately, this data set does not make the distinction between White, non-Hispanic and Hispanic. However, the argument can be made that the demographical data obtained in the current study is comparable to what the demographics are for police officers in the United States.

When the focus is shifted to the populations of Texas, it is apparent that the police departments do not exactly represent the communities they serve demographically. However, the current study did have a majority of police officers identify themselves as white, non-Hispanic followed by Hispanic. These are the two major demographic populations found in Texas and both counties. It has been also noted that “there are still substantial gaps between the representation of racial minorities within law enforcement agencies and their demographic representation in the community” (Advancing Diversity in Law Enforcement, 2016, p. 13). Although it may not be exact, the racial breakdown of the police officers in the current study is similar when it comes to the population of Texas, Hays County, and Comal County. Therefore, the demographics of the sample in this study should not be considered a limitation. Tables 11, 12, and 13 all contain information regarding the demographics for the State of Texas, Hays County, and Comal County in 2015.

Table 11: 2015 Estimated Demographics of Texas Population

Characteristic		n=27,469,114	Percent of Sample ^a
Gender	Male	13,662,417	50.0
	Female	13,806,697	50.1
Race/Ethnicity	Anglo	11,505,371	42.0
	Black	3,171,043	12.0
	Hispanic	10,999,120	40.0
	Other	1,793,580	07.0

^a Percentages were rounded and may not equal exactly 100%
(Figures presented are based on the data collected by the Texas Demographic Center)

Table 12: 2015 Estimated Demographics of Hays County Population

Characteristic		n=193,963	Percent of Sample ^a
Gender	Male	95,779	49.4
	Female	98,184	51.0
Race/Ethnicity	Anglo	106,919	55.1
	Black	5,860	03.0
	Hispanic	74,560	38.4
	Other	6,624	03.4

^a Percentages were rounded and may not equal exactly 100%
(Figures presented are based on the data collected by the Texas Demographic Center)

Table 13: 2015 Estimated Demographics of Comal County Population

Characteristic		n=130,021	Percent of Sample ^a
Gender	Male	64,062	49.3
	Female	65,959	51.0
Race/Ethnicity	Anglo	91,102	70.1
	Black	2,089	02.0
	Hispanic	33,254	25.6
	Other	3,576	03.0

^a Percentages were rounded and may not equal exactly 100%
(Figures presented are based on the data collected by the Texas Demographic Center)

This is one of the first studies to empirically examine generational differences among police officers. Even though they may not necessarily be generalizable to all police officers in the United States, the results gathered from this study do show that empirically examining generational differences among police officers is a topic that can be researched given that there is now some indication that generational differences do exist.

Conclusion

Of central importance, especially for supervising officers in police departments, is that generational differences, even though minor, do exist among police officers. There are a few changes or improvements that can be made by police departments to take advantage of these generational differences. These changes can potentially help improve communication, productivity, and satisfaction among police officers, especially those from both Generation X and Generation Y (Millennials). Further research is needed to determine if generational differences exist across all forms of law enforcement organizations and, if so, how strong these differences truly are. Nonetheless, law enforcement organizations, especially police departments, should consider the possibility that examining generational differences could be another method at creating a more positive and productive workplace for all officers.

APPENDIX

APPENDIX A

Survey

1a. Usually, demographic information is considered to be a section that is optional to fill out by the participant. However, due to the nature of this study, we are requiring that you provide us with your current age (**do not provide your birthdate**) so we can determine what generation you fall under. Please indicate your age on the space provided below:

1b. Current Age: _____

2. Please read the following statements and mark whether you agree or disagree with each of them.

a. Job security is very important for me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. I am willing to work hard and long hours.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. When it comes to my job, I am very idealistic and driven.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. I take my job and professional development very seriously.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. I am willing to wait for my turn for promotions and rewards.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. I am likely to challenge workplace norms such as dress codes, flex time, and officer-supervisor relations.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. I truly believe the cliché that departmental policies were meant to be broken.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. I have low tolerance for bureaucracy and rules.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. I am deeply cynical about management.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. Technology makes my job harder.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. I feel like my computer is out to get me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

l. Using latest technology makes my job easier.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

m. I work to live, not the other way around.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

n. My philosophy is "Leave work at work."

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

o. I will not sacrifice my leisure time for the department.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

p. My priorities are with my friends and my family, not the boss.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q. I want to work as many hours as I have to but not a minute longer.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

r. I work best when there is strong leadership.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

s. I work best when there is direction.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

t. I strive to be “in command” when I am working in a group.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

u. I strive to gain more control over the events around me at work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

v. I find myself organizing and directing the activities of others.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

w. I take moderate risks and stick my neck out to get ahead at work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

x. They treat younger employees like kids.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

y. No one respects younger employees because they are young.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please provide us with any information that you believe is relevant to studying generational factors and policing that we may have not included in the above statements.

Questionnaire

Instructions: In this section, we would like to ask you a few general background questions about yourself. Recall that all answers to this questionnaire are confidential and anonymous; your name will not be linked to any of the information that you provide today.

1. Gender

- Female
- Male

2. Which of the following characterize your background:

- White, non-Hispanic
- Hispanic
- Black, non-Hispanic
- Asian
- Native American
- Pacific Islander/Alaskan Native
- Other

Please specify: _____

3. How long have you been involved in law enforcement?

Indicate this in years.

4. What year did you first get into law enforcement?

Use a 4-digit format, for example "1981."

5. What is your current rank/role in the police department?

Please check all that apply.

- Officer
- Corporal
- Sergeant
- Other rank/role in the police department?

a. Please specify: _____

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