



Communication Across Cultures, 2021
Dr. Jan Paron

Session 1 Intentional Communication



A N L I
Bridging the gap leadership

Key Quote

"To the Jews I became as a Jew, in order to win Jews. To those under the law I became as one under the law (though not being myself under the law) that I might win those under the law" (1 Cor 9:20 ESV).

Instructional Overview

Big Ideas

- The Christian communicator (source¹ of a message) aims to communicate in an intentional, culturally sensitive, and relevant way so the listener (receiver of the message²) correctly interprets the sent verbal or written messages.

Essential Questions

- In what ways does intentional communication support correctly decoding a message and its subsequent understanding?
- How does one's cultural boundedness affect understanding of a communicated message?

Learning Outcomes

- Interprets each class scenario through individual analysis minimally demonstrating three of four steps for intentional cross-cultural communication in ministry
- Designs cross-cultural responses to the assigned case study through team collaboration showing five of six indicators of intentional cross-cultural communication in ministry
- Identifies three aspects of cultural boundness from the cultural iceberg that influence understanding through individual and group reflections

¹ Communication originates from one person (source or encoder) to another (receiver or decoder). The source transmits information via a message using signs from a verbal or nonverbal medium to the receiver (Shannon & Weaver, 1998; Zeuschner, 1997).

² The receiver receives a sent message from the source and decodes the communication.

Mark 12:29-31

²⁹ And Jesus answered him, The first of all the commandments *is*, Hear, O Israel; The Lord our God is one Lord:

³⁰ And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this *is* the first commandment.

³¹ And the second *is* like, *namely* this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these.

Lectio Divina

Using Mark 12:29-31, follow the below steps. I will guide you through them to keep time.

Step One: Listen to Scripture as God's Word for Today

Read the verse silently allowing it to soak in. As you read the passage, listen for a word or phrase that attracts you from the context of this scripture and underline it. Sit in silence repeating the word or phrase in your head.

Step Two: Ponder the Word

Ponder the passage carefully. Think about how the identified word or phrase speaks to the way you will communicate in leadership as a pastor in the multicultural context of Lighthouse.

Step Three: Pray and Contemplate the Word

Read the passage again. Then, pray about what you need to do, consider, let go, or repent of resulting from what Jesus says to you in this word or phrase. Then, silently write a single sentence on the sentence strip telling what this word or phrase personally says to you about communicating as a pastor in the diverse setting of your ministry.

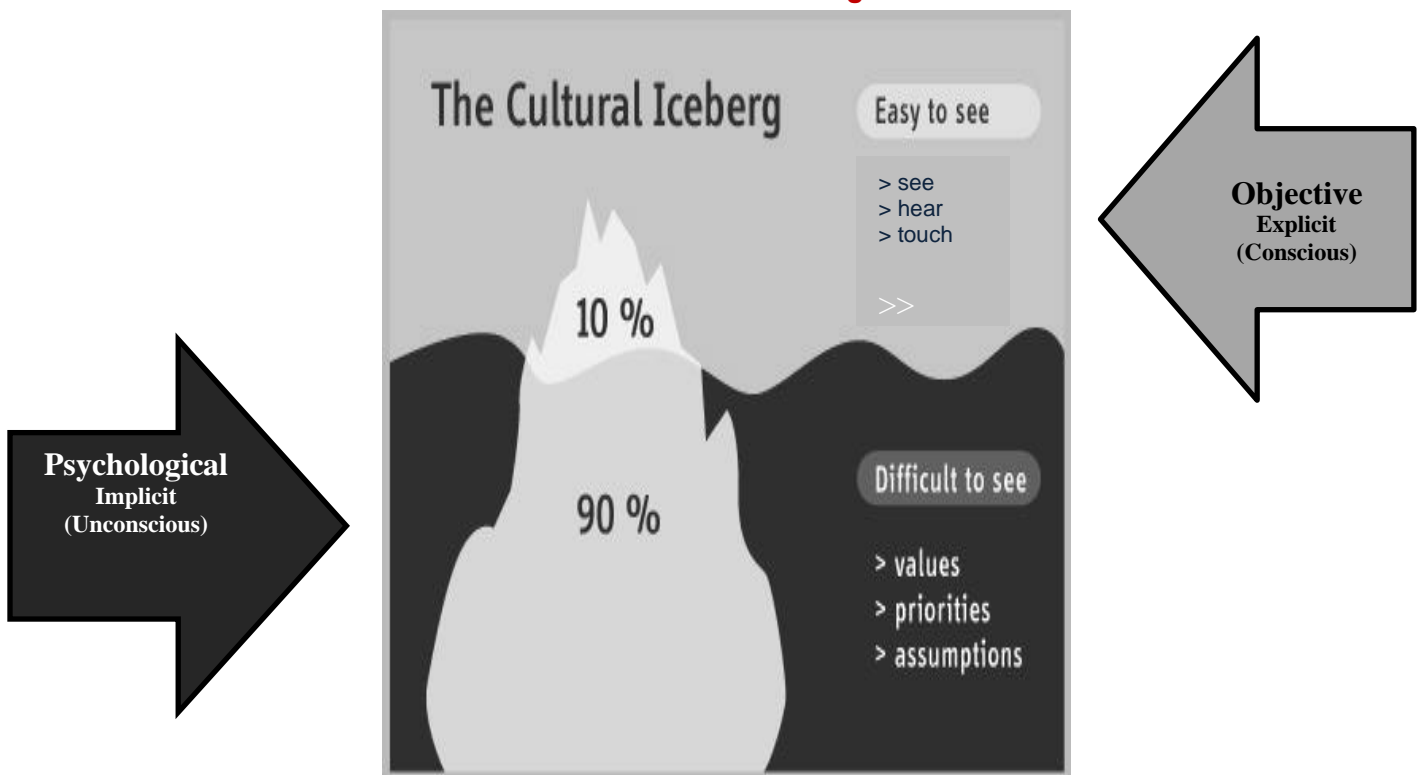
Four-Minute Table Talk: First two minutes: Report out about your single sentence in small group. Second two minutes: Discuss how each of you responded differently to the verse. Remember to keep your comments short and mindfully listen to each other. Only have four minutes for the exercise!

Part 1: Culture Defined

Culture encompasses a system of thinking and acting taught and reinforced by a group of people.

- Influences the way people make meaning of a message and how they respond to it
- Has its own rules about proper behavior affecting verbal and nonverbal communication
- Sets boundaries and limitations (cultural boundness) on its members through objective and psychological preferences influencing communication as illustrated by the Hall's concept of the cultural iceberg

Part 2: Cultural Iceberg



(Photo Credit: Weaver, 1998)

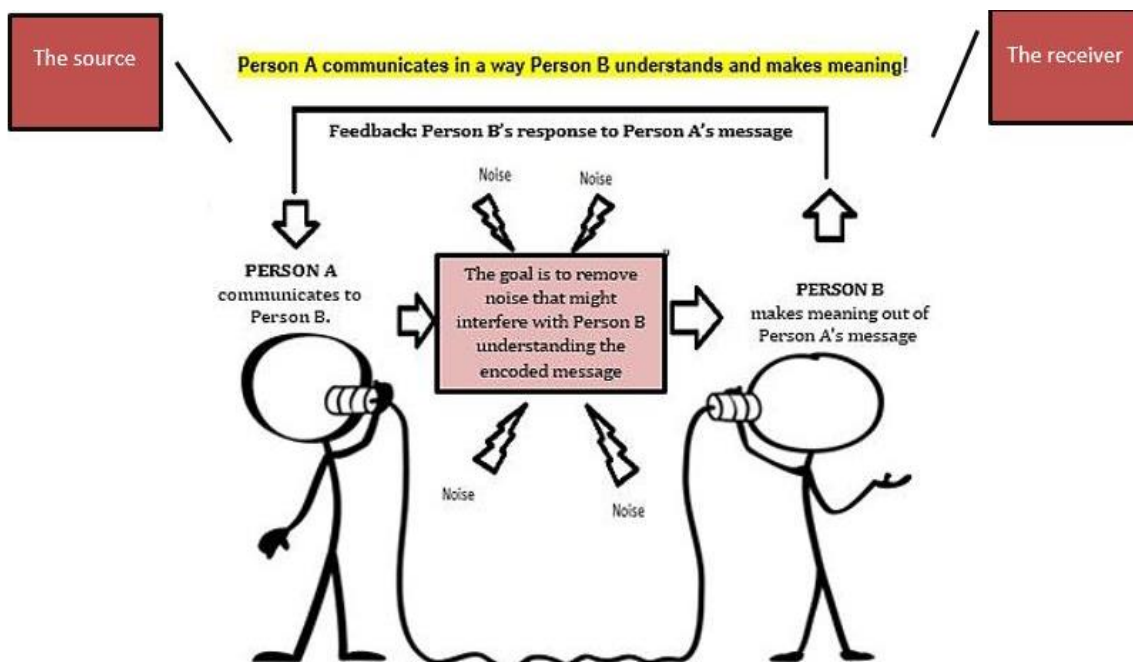
Activity 2: Parts 3 and 4

Part 3: Communication Process

Upon encountering a written, visual, or oral message, the receiver of it will decode (or interpret) it into a comprehensible idea, meaning a thought that makes sense to the person. Once the receiver decodes the message, meaning then occurs. Each person decodes a message according to one's unique cultural perceptions and behaviors

Part 4: Meaning Making and Symbols

1. Communication forms a meaning-making process dependent on symbols (Cited in Zeuschner, 1997; Mudd & Sillars, 1991).
2. A symbol stands for something associated with the internal thoughts of a person (Samovar, Porter & McDaniel, 2010, pp. 16-17) as determined by the normed system of various cultures (Cited in Ting-Toomey, D'Andrade, 1984, p. 9).
3. Symbols can be verbal or nonverbal such as artifacts, words, phrases, gestures, or behaviors varying in meaning and purpose according to the culture.



Cultural Boundedness

One might refer to cultural boundedness as the hidden (difficult-to-see) or obvious (difficult-to-see) boundaries and limitations from within which an individual or people group functions.

1. One's cultural boundedness involves the entire cultural iceberg: (1) difficult-to-see values, priorities, and assumptions and (2) easy-to-see behaviors or actions from a specific people group or society.
2. The easy-to-see encompass the **OBJECTIVE** preferences learned from the surrounding culture or cultures.
3. The difficult-to-see include the **PSYCHOLOGICAL** preferences unconsciously formed or influenced by culture's values, priorities, and assumptions.

Biblical Vignette on Cultural Boundedness (Stoning of Stephen: Acts 7:51-59)

Note: Do not use BLB.org, BibleHub.com, or E-Sword. Look at what the text states.

1. Read Acts 7:51-59 in the NLT version. It helps if you can skim the background of Stephen's (source) speech to the Council of the Sanhedrin (receivers) beginning with 7:1-50.
2. Using chart paper, summarize the passage. Tell the basics of who, what, when, where, why, and how for an abbreviated detailed observation. (All groups) Write it in bullet form. Keep it brief.
3. Analyze the cultural boundness (boundaries and limitations) of the receivers of Stephen's message by answering the below questions.
 - a) Describe the objective (easy-to-see) boundaries and limitations of the high priests that may have influenced communication boundedness as illustrated by the cultural iceberg?
 - b) What psychological (Difficult-to-See) preferences may have influenced communication boundness as illustrated by the Cultural Iceberg?
4. When finished, post your chart paper, and walk around as a group and look at each other's responses. Did you miss anything? How did your responses differ or not differ? I'll direct you through the process so we can watch our time.

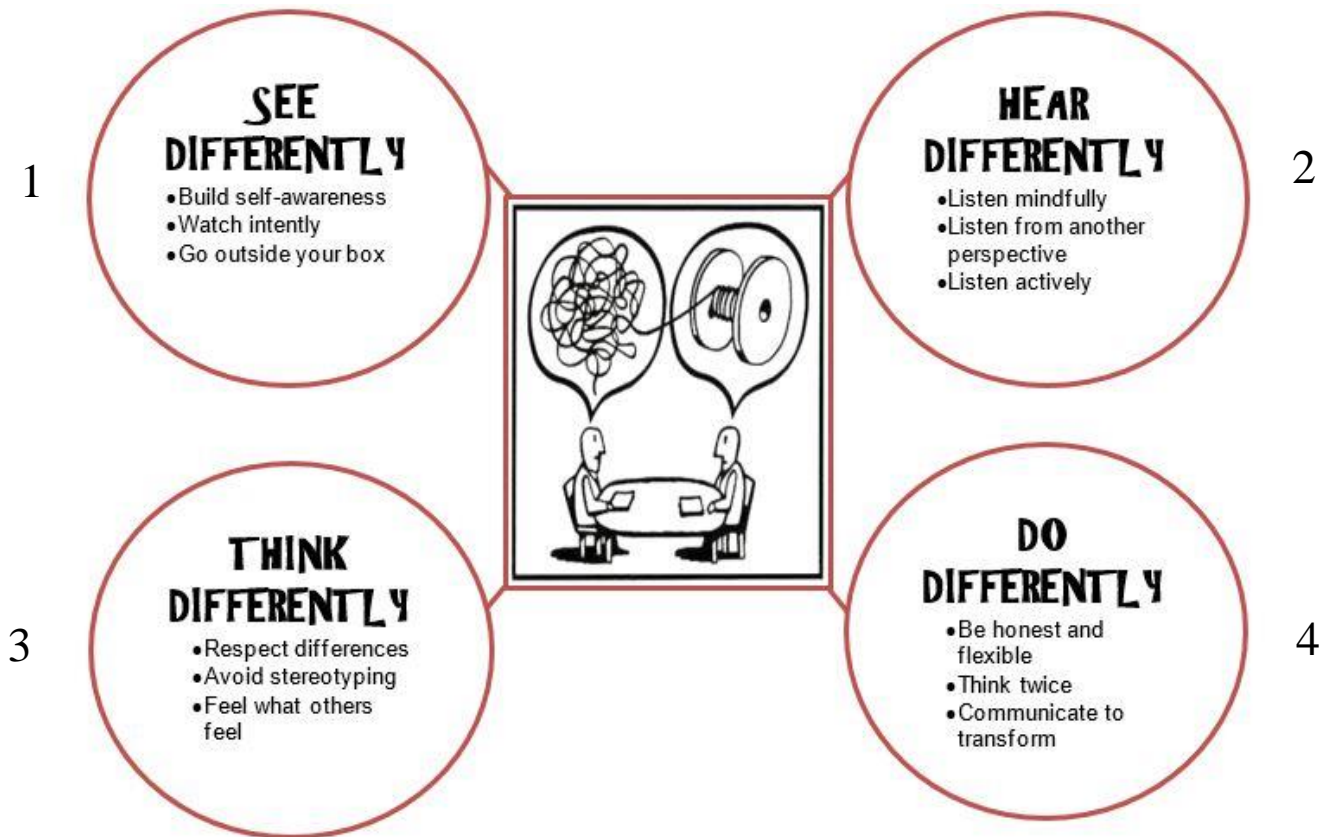
BREAK

EXPANDED KNOWLEDGE: Intentional Communication Across Cultures

Circle Talk

Intentional communication provides purposeful steps to build meaning between the source (person sending the message) and receiver (person receiving the message). It creates a conscious opportunity to affect the receiver's behavior.

Four-Step Model of Intentional Communication



Circle Talk: Becoming a Cultural Border Crosser

Background

Evangelist Matt encountered two young men (Jacob and Mason), both 18, at the mall and struck up a conversation with them. That conversation led to him witnessing the Gospel to Jacob and Mason. He invited them to Lighthouse and the Zoom Ignite group.

Characters

Marie. Place yourself in the role of Marie, observing and wanting to speak with Jacob and Mason (pictured). As a 50-year-old Caucasian, born and raised in Alsip, Marie comes from a middle-class, highly educated, and strict holiness background. She has attended Lighthouse for 22 years. She and her husband have two children, a boy and girl, both college age.

Jacob and Mason. Jacob and Mason attend a local high school near Lighthouse. Jacob has been homeless the Covid pandemic. His mom lost her job and couldn't find another. He moves to different locations with his mom and siblings for shelter. Despite his circumstances, Jacob does well in school as an honor student and holds down a part-time job at Pete's Market. Mason comes from a well-to-do family in Palos and lives in an estate off Route 83. His parents attend the Tinley Park Campus of Christian Life Center. An honor student, he often arrives late to class because of depression due to isolation. Among his many friends, Jacob is his closest. Neither young men drink, smoke, nor do drugs.

Jacob: "I have no home. I crash at someone's place for a while, and then move on."



Mason: "I'm an honor student. I want to be an electrical engineer"

(Photo Credit: cultureandhealth.wordpress.com, 2009)

Activity 5 Continued

Jacob and Mason are from the Gen Z generation born between 2012-1996 or ages 8-24. Birthed into technological as digital natives, Gen Z closely connects to one another, often communicating through high media usage (Whitesel & Hunter, 2000). They prefer a Smartphone as their preferred method of communication—highest users among generations with 41% spending at least 3 hours per day online via their mobile device

Scenario

Sure enough, Jacob and Mason came to Lighthouse that following Sunday right before service began. Since they couldn't find Malachi until after service, they proceeded to sit down in one of the back rows next to Marie.

This didn't settle right with Marie because usually her friends sat in those two chairs. However, even with masks covering their faces, she recognized them as first-time guests. How strange they looked to her with their pumped-up hair. And, those phones! They constantly texted. One of them had strong body odor. She felt like they came from another world. Certainly, she would not have allowed her children to dress like them or text in church. Yet, she wanted to speak to them, but didn't know how to go about it...Perhaps. she'll approach them after service.

Marie glanced sideways several times at Jacob and Mason. They seemed to enjoy service but kept texting the entire time. Afterwards, she saw them excitedly talk to Evangelist Matt in the foyer and text at the same time. Now was her time to speak with them! That persistent cell phone and manner of dress seemed like a giant barrier to communication between her and the two young men (Jacob and Mason). The one with the green hair had eyeliner on and looked feminine. Both even had tattoos! She wanted to be a border crosser with intentional communication but didn't know how. Dismayed, she ended up walking away never having said a word to them.

She vows to do differently next time, reflecting about her own communication style and theirs. Determined, she asked Elder Matt if she could talk to him about the two young men and Gen Z overall. Despite the generational differences and challenges of Covid, she still has the mandate to spread the Gospel and disciple others. Marie realizes she needs to

Activity 5 Continued

dig deep into her own prejudices about Gen Z as well as reflect upon her own cultural landscape map.

Directions (See the following page for a sample model.)

- Place yourself in Marie's shoes. In preparation to work with Gen Z, apply the Four-Step Model of Intentional Communication focusing on the cultural skills she needs to develop beforehand to foster effective intercultural communication. Keep in mind their cultural landscape map and hers.
- Write the competencies in question format, one per bullet in each of the four quadrants of the Four-Step Model for Intentional Communication. Ask yourself as Marie the hard questions, the need to know to gain cultural competence. Don't repeat the sample questions.
- After each question, write whether it uncovers objective and/or psychological preferences in parentheses. Based on your questions from the four-step model, briefly explain Marie's greatest cultural challenge and strength as a border crosser to communicate intentionally with the Gen Z population
- Keep an open mind, reflecting first on the cultural boundness of your own culture.

Four-Step Model of Intentional Communication (Sample)

STEP ONE: SEE DIFFERENTLY

- **Build Self-Awareness**
How do I perceive Gen Z, in particular Jacob and Mason? (Psychological)
- **Watch intently**
In what ways do their ethnic background and age affect their easy-to-see, external practices—the see, hear, and touch of culture? (Objective)
- **Go outside your box**
How might they view my culture? (Psychological)

STEP TWO: HEAR DIFFERENTLY

- **Listen Mindfully**
What can I discern about the sound of texting? (Objective)
- **Listen from Another Perspective**
When I observe Jacob and Mason’s interaction with each other and Malachi, what similarities and differences do I hear from my own communication style and ? (Objective)
- **Listen Actively**
In prior communication interactions with Lighthouse Gen Zers, do I listen from my circle of understanding or theirs? (Psychological)

STEP THREE: THINK DIFFERENTLY

- **Respect Differences**
Do I communicate with Gen Z young adults as if they all have the same cultural backgrounds? (Objective and Psychological)
- **Avoid Stereotyping**
Which external actions and practices as well as internal values about Gen Z that I observed contrast with any of my formerly held stereotypes? (Psychological)
- **Feel What Others Feel**
Jesus commanded that Christians love their neighbor as themselves (Matt 22:37-40). Do I love all Gen Zers unconditionally (agape)? (Psychological)

STEP FOUR: DO DIFFERENTLY

- **Be honest and flexible**

How do I handle an error in communicating with the targeted population? (Objective)

- **Think twice**

What do I need to consider when communicating with young adults constantly texting?
(Psychological)

- **Communicate to Transform**

Does my communication mirror salt and light to Gen Z?

Notes:

One Sentence Wrap Up (If time)

Summarize in one sentence how you intentionally communicate as a border crosser for Christ.

Communication Across Cultures, 2021 — Homework, Session 1

Due: October 21, 2021

Directions:

- Provide a clear explanation with a thesis statement and well-defined key points. All writings should have a beginning, middle, and end.
- Make sure you answer the question as stated. Follow directions!!!
- Type all homework sections in Times New Roman, 12-point font. Double space.
- Work all assignments in Google Docs. I'll post everything for you on Google Docs and send a share. No need to e-mail me completed homework.
- Follow APA style and formatting with SBL abbreviation and capitalization rules.

Readings

- Review the articles from Readers One and Two.
- Watch the Detailed Observations video if you already have not (<https://vimeo.com/626033635>)
- Scott Aniol, *Contextualizing the Gospel, Part 2 – Defining Biblical Contextualization*: <http://religiousaffections.org/articles/articles-on-culture/contextualizing-gospel-part-2/>

Application

1. Detailed Observation

Complete the first run of the detailed observation of your assigned passage, following the provided directions. Work on Google docs on the provided template. Again, N=no need to send the completed first assignment it to me via e-mail. Watch for my comments as you work through the detailed observation.

Passages:

Acts 17:1-9: Elders Malachi Anderson, Suzanne Starceвич, LaSalle Bell, Pariss Pilota, Christie Adams, Corinne Baker

Acts 17:16-24: Elders Dylan Cruz, Jay Kilburn, Andrew Coughlin, Ethel Davis, Lowanda Spigner, Katherine Gethers

2. Case Study (Up to 60 points)

In preparation to work with Gen Z (ages 18-20) **from Lighthouse**, apply the Four-Step Model of Intentional Communication focusing on the cultural competencies you personally need to develop beforehand to foster effective intercultural communication as

a border crosser. Review the handout for a correct understanding of the four-step model and generational chart in the appendix three.

Despite the fact that we narrowed down the age group and population to Lighthouse for you, keep in mind that Gen Z still have wide, cultural variances (age, race, ethnicity, socio-economics, family dynamics, gender, educational background, location, etc.). Look at our youth. Before you write your questions, compare your cultural landscape map to theirs. Also, reflect honestly about what you don't know about the identified people group as well as your own barriers, misunderstandings, and prejudices. We're looking for honest transparency embedded into your questions.

Directions:

- Apply the Four-Step Model of Intentional Communication as you did in class.
 - Write the competencies in question format, one per bullet in each of the four quadrants of the Four-Step Model for Intentional Communication.
 - After each question, write whether it uncovers objective and/or psychological preferences in parentheses based on the cultural iceberg model.
 - Keep an open mind, reflecting first on the cultural boundness of your own cultural landscape map.
 - Write your questions on the provided template via the website. (Do not create your own!) Please don't type in another font or bold.

3. Self-Analysis (Up to 30 points—500 words)

Respond to Parts A and B below:

Part A Self Analysis of Objective Perceptions

Describe your personal communication style according to the cultural iceberg's Easy To See (The 10% people encounter when communicating with you: See, Hear, and Touch).

Part B Self Analysis of Psychological Perceptions

Then, describe your communication style according to the Difficult To See (The 90% people don't know about when communicating with you: Values, Priorities, and Assumptions).

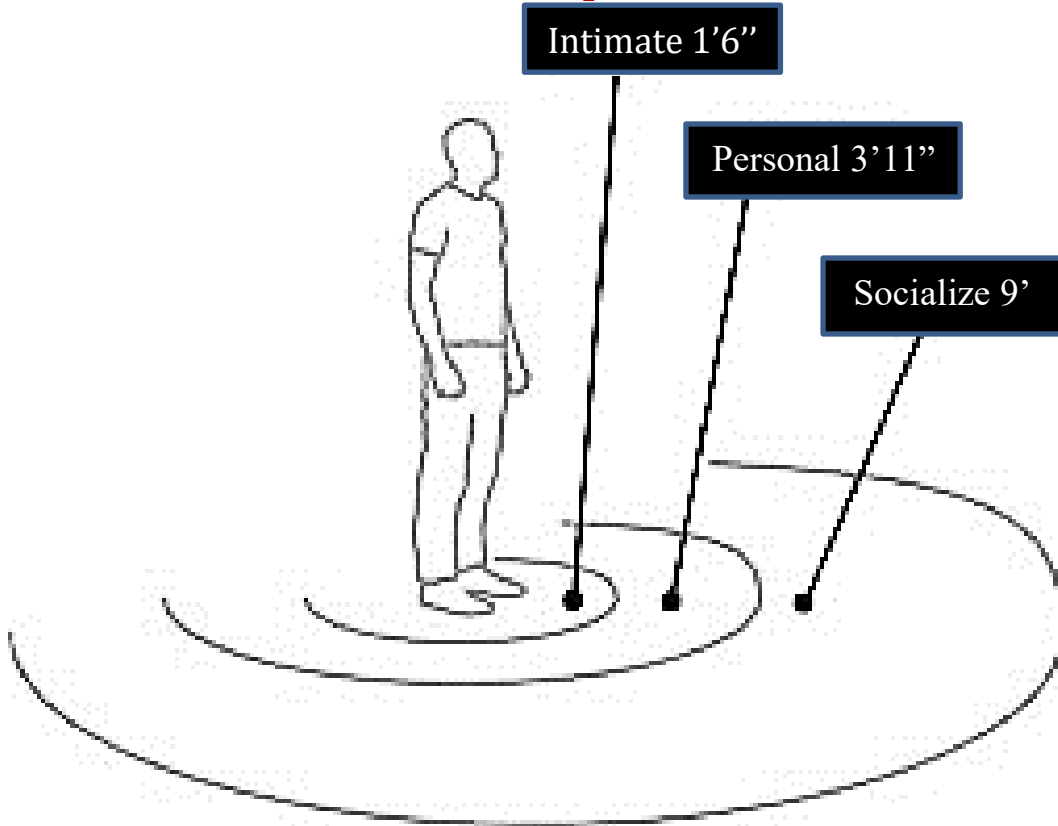
Make sure you analyze both perceptions equally. Begin with an opening (launch, focus, precise opinion, and main points.)

Four-Step Model of Intentional Communication (Homework Template) Watch for your Google Docs share.

STEP ONE: SEE DIFFERENTLY
Build Self-Awareness
Watch intently
Go outside your box
STEP TWO: HEAR DIFFERENTLY
Listen Mindfully
Listen from another perspective
Listen actively
STEP THREE: THINK DIFFERENTLY
Respect differences
Avoid stereotyping
Feel what others feel
STEP FOUR: DO DIFFERENTLY
Be honest and flexible
Think twice
Communicate to Transform

Appendix 1

Distance Figures



(Photo Credit: J. L. Gallentine, n.d., <http://sclcr.com/library/browse.php?category=all&view=large>)

Appendix 2

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games



Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of "self" ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth



Indiana Department of Education ▪ Office of English Language Learning & Migrant Education ▪ www.doe.in.gov/englishlanguagelearning

Appendix 3: GENERATIONAL CHARACTERISTICS

	Builders	Boomers	Gen X	Gen Y	Gen Z
	1927-45 94-76 20.87 million	1946-64 75-57 69.56 million	1980-1965 41-56 65.17 million	1995-1981 26-40 72.12 million	2012-1996 9-25 67.17 million
General Descriptor	Veterans, Silent Generation, Moral Authority, Forgotten Generation; Hold ¾ of American wealth; task oriented	Shockwave Generation, Baby Boomers; social changers; coined the terms “equal opportunity workplace” & “glass ceiling”; goal oriented	13 th Generation, Baby Busters; latch key kids; MTV Generation, independence-oriented	Millennials, Gen Next, Echo Boomers, Gen Me, Gen We,; described by “Just Do It” and “Live for Today”; socially-oriented,	Gen Tech, post-Millennials, iGeneration, and Gen Y-Fi
Life Shaping Events	<ul style="list-style-type: none"> . Ease in lifestyle from products such as cars, refrigeration, electricity, television; Great Depression; and World War II³ 	<ul style="list-style-type: none"> . McCarthy era; civil rights and women’s movement; Cuban Missile Crisis; rise & assassination of John Kennedy, Robert Kennedy, Martin Luther King, Jr; space travel; Vietnam War; emergence of technology⁴ 	<ul style="list-style-type: none"> . Watergate scandal; Iranian hostage crisis; energy crisis; Berlin Wall fall; and Operation Desert Storm . First generation to become access personal computers – Apple IIe⁵ 	<ul style="list-style-type: none"> . Great Recession (median net worth fell by nearly 45 percent)⁶ . Advent of new century; 9/11; social media/online technologies⁷ 	<ul style="list-style-type: none"> . Recession; global unrest; war on terrorism; legalization of same-gender marriage; homeland security issues, diversity, and financial struggles
Core Values	<ul style="list-style-type: none"> . Accept conformity, limitations and conformity . Trust government; respect authority . Focus on collective goals . Common values, ethics, morality . Concerned about people; patient 	<ul style="list-style-type: none"> . Optimistic about future contributions and possibilities . Obsessed with health and wellness . Ethics are determined individually . Team oriented . Work hard/driven to succeed 	<ul style="list-style-type: none"> . Diversity . Global Minded . Shared values across cultural borders . View global evens in real time⁸ . Home/Work/Social Balance . Techno literacy . Fun . Informal 	<ul style="list-style-type: none"> . Optimistic, but skeptical . Civic responsibility . Confident . Aim to excel . Social . Strong views on morality . Focus on street knowledge . Embrace diversity 	<ul style="list-style-type: none"> . Realistic . Transparent and open . View themselves as global citizens as technology closed the geographical gap⁹

³ Team CGK, “Moments That Shape a Generation,” April 18, 2017. <https://genhq.com/moments-shape-generation/>

⁴ Team CGK, “Moments.”

	<ul style="list-style-type: none"> . Financial values; savers . Loyal; sacrifice; dedication; duty . Discipline; responsibility; stabilizing 	<ul style="list-style-type: none"> . Willing to go the extra mile . Want to please . Involved in family/community . Service oriented 	<ul style="list-style-type: none"> . Self-reliant . Search for the truth in theories and beliefs . View significant global events in real time 	<ul style="list-style-type: none"> . Inclusivity . Freedom of self-expression . Violence is used as a form of communication 	
Social Media Habits		<ul style="list-style-type: none"> . Digital immigrants who learned introduction of various media platforms . Spend more time online than they do watching TV¹⁰ . High use of television, radio, magazines, and newspaper 	<ul style="list-style-type: none"> . Understand and manipulate media for personal use . Heavy media usage with 7 hours a week¹⁶ . Female Gen Xers comprise 61% of Facebook users interacting about something TV- 	<ul style="list-style-type: none"> . Digital pioneers who navigated social media, instant messaging, smart phones, and mobile devices¹⁹ . Global minded from ready access to communication through social media²⁰ . Support workplace efficiency of digital 	<ul style="list-style-type: none"> . Digital natives born into technological connectivity via mobile devices and tablets and on-demand access²¹ . First mobile phone at age 10.3 years²²

⁵ Team CGK, "Moments"

⁶ Pew Charitable Trusts

⁷ Team CGK, "Moments"

⁸ Ryan Jenkins, "Generation Z Versus Millennials: The 8 Differences You Need to Know," Inc., July 19, 2017. <https://www.inc.com/ryan-jenkins/generation-z-vs-millennials-the-8-differences-you-.html>.

⁹ Forbes Coaches Council, "Want To Capture Gen Z? Try These Eight Marketing Tips," Forbes, April 16, 2018, <https://www.forbes.com/sites/forbescoachescouncil/2018/08/16/want-to-capture-gen-z-try-these-eight-marketing-tips/#1cae7a015d00>

¹⁰ Irfan Jafrey, "Social Media Matters For Baby Boomers," *Forbes*, March 6, 2018 <https://www.forbes.com/sites/forbestechcouncil/2018/03/06/social-media-matters-for-baby-boomers/#69b399844425>,

¹⁶ Sean Casey, "2016 Nielsen Social Media Report," *N Insights*, January 17, 2017, <https://www.nielsen.com/us/en/insights/reports/2017/2016-nielsen-social-media-report.html>

¹⁹ Jenkins, "Generation Z Versus Millennials"

²⁰ Ibid.

²¹ Ibid

²² Kasasa, "Alphabet Soup: Boomers, Gen X, Gen Y, and Gen Z Explained," May 16, 2018, <https://communityrising.kasasa.com/gen-x-gen-y-gen-z/>

		<ul style="list-style-type: none"> . 8% of Instagram users are 55 years old and older and share once a day¹¹ . 90% have a Facebook account—More users 65 and over than 13- to 17-year-olds¹² . 82% use at least one social media account with Facebook and LinkedIn at the forefront¹³ . 16.5% between 55 and 64 years old use Twitter¹⁴ . Facebook pages reach this generation as well as YouTube since they act on what they see rather than advertisements¹⁵ 	related ¹⁷ on Facebook are female ¹⁸	<p>communication like texting or instant.</p> <ul style="list-style-type: none"> . Bank though digital tools -- See banks as transactional 	<ul style="list-style-type: none"> . Highest connectivity with global peers among generations²³ . Need instant and constant connectivity to world events and make an impact on the world around them²⁴ . Hyper-connected to the world through media . Prefer Snapchat to Facebook or Twitter for its non-permanency and security . Smartphone preferred method of communication—highest users among generations with 41% spending at least 3
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¹¹ Jafrey, “Social Media Matters For Baby Boomers”

¹² Ibid.

¹³ Jafrey, “Social Media Matters For Baby Boomers”

¹⁴ Statistics Portal, *Distribution of Twitter Users in the United States as of December 2016, by age Group, 2018*, <https://www.statista.com/statistics/192703/age-distribution-of-users-on-twitter-in-the-united-states/>

¹⁵ Jafrey, “Social Media Matters For Baby Boomers”

¹⁷ Casey, “2016 Nielsen Social Media Report

¹⁸ Ibid.

²³ Ibid.

²⁴ Team CGK, “Moments”

					<p>hours per day online via their mobile device²⁵</p> <ul style="list-style-type: none"> . Comfortable sharing thoughts, opinions, and life updates on social media . Support workplace personalized digital communication such as Skype, FaceTime, Snapchat, IG Live . Like online educational alternatives: on-demand or just-in-time learning solutions.—High on YouTube type tutorials for learning . 95% use YouTube²⁶ . Bank through mobile device
Lifestyle	<ul style="list-style-type: none"> . Meaning of sacrifice . Importance of loyalty . Redefined roles . Promoted equality 	<ul style="list-style-type: none"> . They are self-centered, self-confident, want their own 	<ul style="list-style-type: none"> . Easily adapt to change . Independent . Challenge authority 	<ul style="list-style-type: none"> . Close relationships with parents 	<ul style="list-style-type: none"> . Global minded drawing aspirations from all over the world²⁷

²⁵ Kasasa, "Alphabet Soup"

²⁶ ProChurch. *Timeless Message, Timely Mediums Tools*, <https://prochurchtools.com/>

²⁷ Matt Kleinshmit, "Generation Z characteristics: 5 Infographics on the Gen Z Lifestyle," *VisionCritical*, 2018, <https://www.visioncritical.com/generation-z-infographics/>

	<ul style="list-style-type: none"> . Sought immediate gratification . Manipulated rules to fit their situation 	<ul style="list-style-type: none"> . May put process ahead of outcome . Not budget minded . Peace makers- avoid conflict or going against peers . Low tolerance for those who see things differently 	<ul style="list-style-type: none"> . Creative . Impatient . May have limited professional experience . May have poor interpersonal skills . May seem cynical or negative 	<ul style="list-style-type: none"> . High expectations for recognition and rewards . Approval seeking . May not be budget minded . Focus on brand 	
Marketing	<ul style="list-style-type: none"> . Continue to read magazines and news papers . Appreciate coupons and discounts . Rely on media and news reporting 	<ul style="list-style-type: none"> . Relate to mature advertisements and companies . Justify purchasing behavior to match lifestyle preferences 	<ul style="list-style-type: none"> . Quality more important than brand . Want direct & clear messages 	<ul style="list-style-type: none"> . Will earn 46% of income in the U.S. by 2025²⁸ . Relate to media ads such as in online games, You tube videos, etc. . Viral marketing . Trust the opinions of others when making purchasing decisions 	<ul style="list-style-type: none"> . Prefer quick engagement across multiple platforms²⁹ . Experience and image-based social posts connect them to a brand and inspire them to buy it³⁰ . Need an emotional connection to the product that converts brand loyalty³¹ . Like to be part of a movement and purchase more than a company it³²
Workplace Background	<ul style="list-style-type: none"> . Authority based on workplace and tenure . Job security . Loyalty to the Organization 	<ul style="list-style-type: none"> . Goal driven . Work long hours and expect others to do the same . Change Agents 	<ul style="list-style-type: none"> . Willing to voice their opinions regardless of retaliation 	<ul style="list-style-type: none"> . Frequently job switch . Multi-task . Want to climb the corporate ladder right 	<ul style="list-style-type: none"> . 62% of anticipate challenges working with Baby Boomers and Generation X³⁴

²⁸ Javelin Strategy & Research, "The Three Costliest Myths About Gen Y," May 2014

²⁹ Forbes Coaches Council, "Want To Capture Gen Z?"

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

³⁴ Jenkins, "Generation Z Versus Millennials."

	<ul style="list-style-type: none"> . "Make due" with the situation . Accept the organization's philosophies and processes . Earn their way up (pay dues) . Focus on duty and responsibility 	<ul style="list-style-type: none"> . Do whatever it takes . Aspire to reach new heights . Focus on influence . Workaholics 	<ul style="list-style-type: none"> . Work for personal accomplishment and achievement . Want to know "why they are doing this?" . Focus on the whole . May change jobs frequently 	<p>NOW—Do not want to stagnate</p> <ul style="list-style-type: none"> . Expect leaders to listen to their ideas and respect them . Focus on immediacy . Seek approval of managers and leaders . 77% would like multiple roles at place of employment³³ . Enter workforce with high student loan debt 	<ul style="list-style-type: none"> . 5% anticipate challenges working with Millennials³⁵ . 77% expect to work harder than previous generations³⁶
Generational Learning Preferences	<ul style="list-style-type: none"> . Like to be taught . Prefer lecture format . Rote memorization . Extensive study 	<ul style="list-style-type: none"> . Prefer participation format, with open questioning . More open to new learning approaches than previous generation . Will pursue independent learning . Like to be creative . May put process ahead of outcome . Like ice-breakers and introductions . Know a lot and like to share . Are sensitive to criticism 	<ul style="list-style-type: none"> . Socratic method . Questions & dissent encouraged . Want all the information early on . Want to know expectations prior to starting any project . Do not appreciate rote or busy work . Believe that respect for teachers is earned . Do not tolerate teachers that ignore the use of technology in the classroom . Relevance must be shared for every topic discussed 	<ul style="list-style-type: none"> . Electronic . Tech saavy . Hyper-Socratic method . Active confrontation that leads to insight . Collaborative . Multitaskers . Need supervision and structure . Inexperienced . Trouble with difficult people issues . Very visual . Kinesthetic (hands-on) learners . Need lots of visual stimulation . Humor helps 	<ul style="list-style-type: none"> . Show both collaborative and individualistic tendencies . 71% believe the phrase "If you want it done right, then do it yourself"³⁷ . Yet, Gen Z opt for collaborative arrangement of . Generation Z will be more competitive with their colleagues and will harness a do-it-yourself mentality at work. In fact, 69 percent of Generation Z would rather have

³³ Jenkins, "Generation Z Versus Millennials."

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

		<ul style="list-style-type: none"> . Want time to practice new skills in the classroom . Likes materials to be organized with headings and information below . Like team/group activities . Prefer power points . Lecture, workshops . Course-based learning . Exploration 	<ul style="list-style-type: none"> . Visual . Want clarity in real world application . No time wasters . Hands-on learning 	<ul style="list-style-type: none"> . Demands relevance . Often know more than the teacher about some things . Willing to help other students and instructor . Need expectations spelled out 	<p>their own workspace than share it with someone else.</p>
<p>Instructional Adaptations</p>	<ul style="list-style-type: none"> . Be sensitive and respectful of what they know . Take care not to place them in a situation that creates discomfort in front of younger students . Provide outside support via tutoring or enrichment sessions, but with sensitivity to their needs and emotions . Connect learning to what they know and draw from their generational experiences . Use their leadership abilities and maturity . Remember that many still use older computers and software 	<ul style="list-style-type: none"> . Value their experience . Challenge them to make a difference . Show them how to excel/be a star . Give lots of positive feedback 	<ul style="list-style-type: none"> . Use bullet pointing and white space . Share pertinent information first, upfront . Share materials online . Less is more when communicating . Share clear, direct expectations at the beginning of the course . Share what should be accomplished but not a plan as to how . Professional humor is encouraged 	<ul style="list-style-type: none"> . Be very specific . Avoid criticism that may be taken personally . Be collaborative, not directive . Realize that students may not ask for help...or know how to . Provide more than projects, by embedding interaction and collaborative learning . Change pace every 20 minutes, for information synthesis . Provide learner-centered, multisensory teaching strategies . Create goal-setting measures . Provide frequent, quality feedback 	

	<ul style="list-style-type: none">. Add new instructional methods in gradually, keep some consistency with strategies. Integrate familiar lectures and such with constructivist learning approaches				
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