

Generation Z in the 4.Q World

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To understand generation Z, it is advisable to put the rear-view mirror to look back. Thus we shall see that generational changes are a constant in history. In order to learn to put ourselves in the perspective of others, we need to know ourselves better and we need to know the other better, before judging.

The rear-view

The Bonanza generation.

It is the post-war generation, the Bonanzas, John Wayne, Humphrey Bogart, Gary Cooper, Scarlett O'Hara and their "God is my witness that they are not going to lick me". They were resilient, stubborn, courageous, self-sacrificing people. Tough, but without a penny. Suffering but happy. They had friends for life, of their farm, of their grade, of their neighbourhood. They had a life-long job, a life-long house, a car, a couple, a boss, a town for life. They were asked to be disciplined, ordained, punctual, impeccable, compliant... and they were.

The Boomer generation

In the 60's there was a birth boom, a Baby Boom. It is the generation of utopia, rebellious, of May 68. In Spain the generation of transition. They confronted parents, traditional values, traditional music and books. They were throwing cobblestones against the system in the streets of Paris. The hippie generation not only wanted to listen to different music, they wanted a structurally different world. Their cobblestones were directed against the institutions, especially against the education system. In the Wall of Pink Floyd, they say: "We don't need no education." They appeared like uniformed students introduced into a crusher, and the school produced serial citizens.

The generation of the "movida"

The B-side of the Boomer generation: Fed up with so much empty, false, incoherent political discourse, so much revolutionary messing with yuppies. Their struggle was the aesthetic revolution against the intransigent, tatty, scurfy culture. It's the Dancing generation. Their motto "carpe diem".

Generation X

The generation "without identity". Plugged by the Boomer generation, this generation was left "with no future". That was the refrain sung by the Sex Pistols, who invented punk, and was followed by grunge music, broken pants, the aesthetics of the ugly, indie music, the fight against commercial colonialism, against naive stereotypes, against success lists. Their revolution was seeking for the authentic, was fighting against the commercial, the artificial. They invented night culture, tribal culture and group culture as the only defence to fight for our identity. Pero called them the Peter Pan generation. The generation X was so much petted that they stopped growing. They do not want triumph for the triumph, they want to be themselves. Years later, with the emergence of the movement of the "indignados", they will be

protagonists who want to fight for a more authentic democracy, for more authentic institutions, economy, consumption, ecology...

Generation Y

Generation Y are young people, who are now between 15 and 30 years, called Millennials because they have lived through the turn of the century.

Generation Z

The following is the so-called Generation Z or Centennials, those under 15 years, children who are born with an iPhone or iPad in the cradle, with Peppa Pig instead of the teddy bear.

The parable of the circles and squares

Let's paint a square and a circle.

Let's imagine that the square is us, the educators, the school.

The circle is young people, students.

The first evidence is that we are very different. If we were aware of this, it would be a great achievement. We are different and nothing happens.

But everything gets complicated because some, the squares, want to educate others, the circles.

There would be many alternatives to achieve this, but for some strange reason we usually opt for one: putting circles into squares. We domesticate them without realizing it, either to stop them being circles and turning them into squares, or remain circles inside squares. But they overflow, they fit into the four edges of the square but they come out, they overflow the square. It is then when we cut the circle and feel proud because it all fits.

This parable speaks about a problem that school cannot solve. It is not an exclusive problem of school, when they come to a company, traditional banks, insurance companies, supermarkets, even to technological companies, the Millennials do not fit either. It is a problem of the entire society, not only of school.

The problem is:

Why the school of the 20th century does not work with the generation of the 21st century?

What do you think?

The pedagogical revolution the school is currently experiencing does not stop talking about "personalization", "the student as centre", "making the student protagonist of his own learning" ...

All this is a lie as long as we keep turning circles into squares.

A generational rupture

John Hattie has demonstrated that the factor that most impact has on learning is the form in which the teacher or the teaching team generate high expectations in the pupil.

Everything else is secondary. Here is the reason why so many students fail in our educational system. School is perhaps immersed in the greatest methodological, curricular, pedagogical and architectural revolution of its history. Every day walls are demolished, Wi-Fi-s are raised, projects are invented and thousands of hours of training are taught. Every day in a school in the world a cooperative, metacognitive, Design Thinking program is being implemented...

All of them forget that it is the expectations that educate.

I just don't understand the enormous rupture that has been produced between two worlds living on opposite banks, the Boomer generation to which the majority of teachers belongs, in front of generation Z, who wonder what crime they have committed for being as they are and for living in a world they have to live in.

I am struck by the pejorative, contemptuous and disrespectful view of many educators about this new generation Z: they are slime, technological, superficial, dependent, virtual, lost, spoiled, aggressive, passive, comfortable, stunning, materialistic, little reflective ... passing through the range of paradoxes, they are passive, and at the same time hyperactive, they are individualistic, and at the same time dependent on social networks, they only think of their friends, but they are egocentric. Then we enter the "dis" range: shameless, disconnected, desperate, disinterested, distracted ... until reaching the "in" or "un" range: unconscious, indefinite, unpredictable, misunderstood, indecisive, incapable, introverted, incisive, incautious, incoherent, incommunicado...

The law of John Hattie

Every week I work with numerous staffs of teachers and management teams. I have met many teams where the positive ratings on this new generation Z did not exceed 5%. As long as we do not overcome this invisible generational rupture, the pedagogical discourse of "personalization" and the pastoral discourse of "lowering us" are a great scam.

The methodological innovation does not consist of buying tables to do it cooperatively, floor carpets, colours for the lockers, posters to decorate the corridor.

John Hattie's law says that as long as we don't change our expectations for the students and they are not able to change their expectations about themselves, nothing will work. Nor will the thousands of hours of training that we invest be of any benefit.

Personalization and lowering consist of getting off the pedestal of the square and exploring the world of the circle. Forgive me, but lowering, for me means getting off, that's to say, getting off the pedestal of power, or the pedestal of good will that tries to turn circles into squares, yes, of affection. U2 has a song that accurately talks about the amount of atrocities that have been committed "In the name of love"

Therefore, let us try to see the world with the round glasses of generation Z. We should learn and recognize that this is something more than being informed; it is the first step, if we wish to understand. The second step, if we wish to identify and potentiate the talents of the persons of generation Z, is understanding. The third step is potentiating talents to generate expectations in these pupils. The fourth step is generating expectations so that they build their own expectations, their own identity. The fifth step is building their identity so that they understand what they really want: what they want, how they want it, when, with whom...

Finally, there can be no personalization or lowering while we do not dare to let them decide what they want, how, when, with whom they want what they want. It means to stop being a transmitter and become a "coach", i.e., mediators and activators of a process of personal and social transformation, what is commonly called learning.

1. The whatever generation: "What I want"

The members of the Twitter generation follow whom they want, read what they want, click on what they want, watch the videos they want, lose time with whom they want and also win with whom they want, they learn what they want, they communicate, write, publish what they want.

Disruption

It happens to me frequently. During my last trip from Miami to Spain, I was offered the press on the plane, and I asked for El País. I had a very pleasant journey. I was working, reading, talking, sleeping, watching a film.

When we landed I noticed that I had not even opened El País. I left it there. After 10 hours of travel I said to myself that nothing that they can say was relevant. At home, I opened the digital edition, and effectively, that night Miguel Blesa had died, Angel María Villar had been detained... it had no sense reading the previous day's edition. True, I could have used it to protect the cooker when making an omelette.

We live in a world that is moving, constantly, quickly, disruptively, philosophically, axiologically, not only technologically. It is not technology that governs the world, technology is a tool, a medium of a new philosophy of life.

Are we ready for that at school? If we continue to be like the newspaper that comes out every morning regularly and find it as the editors have decided, we will not adapt ourselves to this new, continuously changing generation.

The VUCA world

The world we are living in is full of volatility, uncertainty, complexity and ambiguity, what the experts with English words, call the VUCA world.

However, we insist on teaching students to live in a stable world that no longer exists. It is a monumental scam. There will be courts in the future that can sue us for being wrong of century and not of acronyms, if we educate for the twentieth century, a world where everything was stable, where we could predict what was going to happen, and we could prepare students to live in a world where we were familiar with the types of problems that might arise and the repertoire of solutions they might require.

Our students live in a world full of complexity and we insist on saying: "Do not get up from your wheelchair, because this way I can take you better where I want you to be", to a world full of squares. This is how we generate disability in one of the generations with most opportunities in history

In the 21st century world, things work at a breakneck speed. Our young people are the Cloud Surfing generation where everything is moving. Not because that they are more digital, but because they move better in a volatile world. It is no longer enough to teach them to work in a sequential, orderly, simple and predictable way. We need to learn to manage our inner, existential uncertainty, that is the problem. Then there are other types of uncertainties, lack of security in the labour market, skills that an entrepreneur needs to make a living, how to create a community framework in this fragmented world, etc. But on top of that there is existential and emotional education to live in a world full of uncertainty.

We educate children with fear in a world where, if you want to survive, energy, impudence, courage and boldness are needed.

I studied with an encyclopaedia where I had everything I needed to know. However, today, more information is produced in 15 minutes than in the entire Middle Ages and the Renaissance.

What's the point of textbooks? What is the meaning of the curricula? What we need in a complex world is teaching them to understand, manage information, synthesize, create, recreate, co-create... what we do instead is teaching them how to handle Excel charts, trying to imprison the infinity in cells that are manageable, but false.

It's not the generation of the mobile, it is the mobile generation

We talk about digital generation but not only because they use the mobile. Of course they use the phone and the finger, but below that technology we have to interpret their values. If we do not, our description will be very poor. It is not the phone that identifies this generation, nor was the plough that identified the Bonanza generation of my parents.

Within eight years there will be no smartphones, they will have disappeared, and then what will we say about Generation Z, because they will not have disappeared.

Within eight years the Internet of things will have become widespread. The devices will practically be invisible, technology will be in our homes, in our appliances, in our cars, in our clothes ... This will not define our identity, nor that of generation Z. It will be the values that are below those uses and customs.

We need to educate these young people in a world where things are not clear, are not immutable, or predictable. The second industrial revolution happened exactly a century ago. The bad thing is that the school continues to work with those values, instead of preparing children to live in the world of the fourth industrial revolution.

The second industrial revolution worked with values, with a methodology, with structures, leaders and projects that were based on order, control, efficiency, division of tasks, departments, specialization, respect, punctuality, rules.

Now imagine the "Whatever" generation. They say: "I am different, I do what I want, I have this, I like this, I like to do this, I hate this other, I respect that you like the opposite, it does not matter, we can live together". The motivation source of this generation cannot be found in all the motivation strategies typical of the "I don't know what animation" groups. They hate motivation. They demand self-motivation structures. They don't want you to "go down" to their circle with a good-will but sibylline strategy, pretending to convert them into squares. Don't do that, respect me, value me, help me to know what geometric shape I am, what my passions are, so that I learn to live my talents fully.

I insist, I don't need you to tell me what I have to do, it is just the opposite move. I do not need you to give me the reason either. Activate me, provoke me, don't explain to me, convert me.

Getting into my circle does not mean that you give me the reason or that you make it easy for me. I don't want you to accompany me, to stay by my side like a bubble, I want something more, if not, learning isn't worth it.

Understand that we hate easy things, we look for difficult challenges, they are called challenges because they challenge us. There are no solutions in the VUCA world, so do not adopt false poses of wisdom, because you will end up being an impostor. Lower yourself to live with me, to experience this adventure of search and encounter, of mysteries and truths, of fullness and pain, in which you cannot be more than another apprentice, I don't care if you are a circle or a square, be as you are, as you end up becoming in the end, even if you end up being the opposite of what you were at the beginning of the trip. Remember, that we live in the world of uncertainty.

The paradigm of efficiency versus the paradigm of passion

The second industrial revolution worked with efficiency while the fourth industrial revolution works with the sense of smell: let's say two normal young people, who may not even finish their university studies, are suddenly able to launch a Start-up. Smell includes intuition, that is to say, other ways of reading reality, different from the logical and Aristotelian competences that read reality in terms of cause-effect, induction-deduction.

The current logic is that of the surf generation: You cannot stop the waves; you only have to learn to surf. Let's go deeper in the metaphor and think about what you need to surf: you have to be waiting for the wave; if you are not careful, the wave is already above you, you start swimming, but you're late, the wave passes over you and you have to start it again.

My daughter is an excellent surfer because she can see the wave coming from far, long before touching it. When the wave arrives, she does not feel overwhelmed, she does not lower her feet to the ground seeking safety, she does not fear the fish that surround her, nor the darkness of the bottom of the sea. She just enjoys being carried away, dancing on the board.

My daughter has grown up as a surfer. It has many indicators, none of which consists of an exam type test. The main indicator among surfers is the type of board they use. My daughter started renting a giant board, called "longboard", and spent more than two years with this type of board. Then she bought her first board, a smaller one. After two years she sold it for the same price it had cost her and bought another even smaller one. There she keeps it in Palmar beach, in Cádiz.

Our idea of paradise is a calm sea. They need waves, action. Calmness is boredom, public enemy number one of generation Z.

My daughter goes to school to rest, she goes because she has to, but she considers it a waste of time. Then she comes home and has a huge list of things to do. The first thing she does is homework, she does it with WhatsApp: the first one who knows it, says it to the others, and they copy it. Then she opens Wikipedia to do the work of literature of the moment, she looks for the author, the characteristics, copies and pastes it. And then, only later, she begins to learn. Her classroom is YouTube, Instagram, Snapchat ... There is everything, many are dedicated to waste time in an unintelligent way. They are teenagers, it is what they have to do at their age. But many suffer it intelligently.

How to surf in the VUCA world?

There are three methodologies, which are mental models, to surf in the world of uncertainty:

@

The at sign is a metaphor for identity. You can't take a step if you aren't someone. The key is to be different, to have self-confidence, to be extravagant, unique, to contribute something with passion, with faith in what you do.

At is the DNA on Twitter and other networks. No two nicks are the same.

Today people only value what is creative and original. The school speaks of personalization, but it has a mould to convert originality into a flat standard. Creativity and originality mean rebellion against the homologated system. It bothers those who prefer that they all do the same thing at the same time.

The generation "what I want" needs a school of personalization that empowers each person to do what they want. The curriculum does not matter. Well, it does. If you have not given a jump to competencies, if you are obsessed with contents, you will have a unique, uniform shape, single thought. But if you're looking for your students to acquire skills for the 21st century it does not matter if you do it by studying whales, sharks or shrimps. That's where the school of passions is inaugurated, where each student can decide what they want to do.

We enter the school of personalization when there are options to choose from. When no one chooses, not even the teacher, we are at light years from personalization.

At conferences, it is very difficult for the public to understand it, they say things like: Then, with so much freedom, each one will do what they want. But, what if it is the opposite of what they need. But, what if they don't know what they want.

Sure, and they're right. I'm going to tell you things I can't tell in the lectures, for lack of time: You're right: "Generation Z doesn't know what they want," no person is born knowing what he/she wants, it takes a lifetime to learn what we really want. This is what turns the "whatever school" challenge into a transcendental matter.

I didn't say what I didn't say. Our team is dedicated to working with hundreds of schools and institutions where we develop systematic and synthetic projects to achieve this goal: to teach students and all members of the community to discern what they want.

How do we do this? Sorry, it is not achieved with recipes or specific activities. We need to build four types of organizational cultures:

- A reflexive culture;
- An existential culture;
- A creative culture;
- A horizontal culture.

There precisely lies the need for this type of school that works on the existential intelligence as the basis for life, to teach them to live. First, the important thing is to learn what I want.

The novelty consists in starting from what they declare that they want, so that they end up learning what they really want in their lives. This implies merging means and end, methodology and pedagogy.

I dream of building a Whatever school for this new Whatever generation.

#

In the Nokia it was called a pad and now it is called hashtag. It is a symbol of the new attitude of this generation of entire mental openness. The topics are not predetermined. Someone starts a conversation, someone follows him and soon we have tens talking about that topic or hashtag, which can become a trending topic.

If it sounds nice, funny, it is not. This is the method with which our team has been working in the last ten years with tens of institutions to develop their institutional educational projects, strategic plans and transformation projects.

Ideas arise, ideas are proposed, when they generate conversation, a strategic structure is built, when no one follows it, it runs out, disappears and dies, although it has been the general, the provincial or the director who has suggested it.

The principle of action is: if you want to be followed, say something interesting! If you don't say so, then listen to the guy who says interesting things, whoever he is.

This is another problem, we no longer talk about bosses, generals, provincials or directors. We no longer talk about leaders; we talk about leadership. Anyone can intervene, propose and do. Hierarchical organizations become stable, secure, simplistic and single-minded. Just the opposite of organizations with structures, cultures and leadership based on methodologies and contents of volatility, uncertainty, complexity and ambiguity.

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Nobody in this world says what to talk about. The vow of obedience disappears, understood as it now works in religious congregations: obey the superior.

Now the importance of the vow of obedience is multiplied, however not due to persons, but due to projects.

With only one condition, the projects are designed by all the people in the organization. This attempt to obey the project that has been elaborated by only one person: the superior is very sibylline. No, that's not fair, it's cheating.

The asterisk is a symbol that we all vote, we all value, we all propose, and when we take options, everyone feels committed to what everyone has built.

The laws of Whatever world are two: Maximum horizontality + Maximum verticality. This requires a horizontal methodology, in which all are at the same hierarchical level of decision, except for visionary decisions, and a vertical methodology, which consists of being faithful to the values of the generated project.

The agile, cooperative and participatory methodologies are far from the "assembly" method, those tiresome and eternal discussions typical of the religious and educational world in which everything is said, everything is clarified, everything is agreed.

The culture of creativity and horizontality are far from these control systems, focused on consensus, which some call democracy.

2. The Whenever generation: "When I Want"

Imagine the typical life of a school: at 8, math, at 9, history, pause when it's time, whether you like it or not, if you enjoy something, it ends when the doorbell says, but for you, you would stay five more hours. Imagine what happens inside a generation that is used to do things when they want and stop doing them when they want.

Now imagine the typical day of a worker. When our team works in the business world many more problems arise than in school. This new generation does not adapt to that robotic rhythm, where tasks happen vertiginously, without soul, without meaning. So bosses call them wimp, criticize them as they do not commit themselves to anything. A promotion is proposed to them, but they ask if that will suppose more hours. Then they reject the proposal. They are not interested in money, power, being a boss, office, meters, privileges, parking spaces. They are desperate in the companies; bosses do not understand anything. They can't find the trick to conquer them.

This generation values other things: that there are green places, that there is an architecture without walls, a slide, to do rafting on weekends, to eliminate the rules of clothing, to be tight-knit, to celebrate birthdays, etc.

Why this generation is not committed?

In your staff, you have teachers under 30 who are of this generation and you know them well. To know them better, do not read books of sociology... watch TV series.

If we only solve things with functions, Excel charts, rewards-punishments, charges ... we will be happy, but we should not suggest that we have involved the current generation that is not governed by any of these indicators.

The first step to conquer the generation of creativity is by generating a culture of creativity in the centre. No, it isn't good to create a culture of creativity in the classroom, it's not enough.

The key to innovation is not in the methodology with the kids, but in our own methodology of work as educators. If we think that cooperative learning is good for students, do we apply it in our work? We should rethink our ideas about learning and leading.

How does generation Z learn?

We keep on thinking about the question: "Why don't they commit themselves?" But let me turn to another question: "Why generation Z does not learn?"

Let's read this definition of Attention:

- "Attention is the behavioural and cognitive process of selective concentration in a discrete aspect of information, whether considered subjective or objective, while other perceptible aspects are ignored".

The question is, what have you learnt? Nothing, you have learnt nothing. The bad thing is that someone believes that he has learnt something. Learning is not reading. It's something else.

Why haven't we learnt anything?

Because it is not a question of learning "about" attention. I am not interested in it. Remove "about", it's a question of learning attention. Learning to pay attention consists of changing our mental and behavioural habits related to the capacity of being attentive in an intelligent way.

If I run an Apple Store and look for a person with great ability of attention and empathy, I do not take a test to see if he/she dominates all the twentieth century psychological theories of attention. It's not about reading books and encyclopaedias on the subject. What I want is a person with a high level of attention ability. That is learnt by training skills, for hours and hours, for one year and another.

The problem is that the entire education system is set up to overcome infinite exams, one after the other, to check how you know the definitions that exist "about" attention. If we do not get the school of "skills" first, we will never achieve the school of "competences".

The school of steps

How does generation Z learn? The Whenever school has to do with steps. Look for information on the Entusiasmat and OnMat of TeckmanBooks method: each student follows a diverse process, adapted to different rhythms, with different activities, training different intelligences, from different focuses of interest or passions, they study what they want, when they want.

In the end they overcome, one by one, all the learning steps to acquire the mathematical competences required by the curriculum. There are infinite ways to reach the same goals. On our way we move up in the PISA tests, which only examine mathematical competences. They are not interested in any "about" type content. The school of the "about" is a scam, a corruption of the system. If they memorize the "about" we are not preparing them to live in the 21st century. The school of the "about" is pure pedagogical corruption.

Don't explain it to me

Why don't they commit themselves? Why don't they learn? Neuroscience gives us a solution: "Don't explain it to me, take me there."

There are six differences between the left brain and the right brain... But I'm not going to explain it to you, I'll take you there. Search for two ads on YouTube, one from the 1980s and the other from the present. Imagine that we are looking for two car ads.

The ad of the 80s tries to sell us the car listing one by one, all, exactly all, its characteristics and technical features. We see data, figures, models, they show us the entire catalogue, all versions, the trunk, the engine, the colour, the tires, the materials...

The advertisement of 2017 barely shows us the car, it almost doesn't appear, it evokes an experience in us, it's more, it makes us live that experience. It provokes emotions, it makes us feel with the five senses, it transmits energy, empathy, it tells us a story, tells us about meaning, basically the meaning of life, it transmits a global concept, not a technical characteristic. It makes us live the project: aesthetics, colours, rhythms, tones ...

21st Century Marketing sells passion, values, mystique, feelings, stories, cases, life, energy.

Meanwhile, I feel sorry for the recent boom in educational marketing that schools spend the money they don't have to sell: bilingualism, quality, extracurricular activities, sports, facilities... even innovation has become a product of Catalogue. How easy it is to sell mystique. Of course, it's only easy if it is lived!

Modern companies know that the best way to have creative people is to have happy people and for that, an environment of happiness is necessary.

Moral, if you thought that the "Whenever" school consists of creating a bank of materials and they study them when they want, you're wrong.

The pedagogy of autonomy has always been more arduous than directive pedagogy. Educating an autonomous habit in a child takes months and years of work. Giving it a directive solution takes a minute.

If we do not manage to create a universe of immersion, if students do not submerge, there is no learning. The "Whenever" school is not the school of debauchery, it is the school of emotional immersion processes.

3. The Wherever generation: "Where I Want"

With the Wherever generation, things work when emotions and ideas flow. It is the generation of flow, the generation of teamwork, social networks, entrepreneurship, gamification.

Gamification

Twitter works like a game: you have to gain followers, if you say interesting things they retweet you, more people follow you, they put you on lists, you become an influencer.

When you propose a game this generation works. You only have to distinguish between gamification and competition. Except for the topic of football, which is like a black hole, in the rest of the vital areas they do not like competition. They prefer intrinsic motivation, not extrinsic. They don't like prizes and punishments, sticks and carrots. The intrinsic motivation is achieved when a team works from their passions, their talents. This can be taught from the age of four years helping them to identify their talents. That my daughter knows that her talent is interpersonal communication, has made her choose a career according to her life project. If you put me in a project where I have to edit videos, I'll put 16 hours a day because I'm happy doing it ... if you send me to paste stamps, I can die within 16 minutes.

The horizontal revolution

It was Napster, eMule, Torrent that invented the horizontal revolution. Earlier a colleague who had the last album of Mecano sent it to ten people. That's what we called sharing, like someone who leaves his best friend the last novel he has read. Not any more, the horizontal mechanism is that one shares with ten people, but in a few seconds these ten people, even without having the complete file, turn into issuers, and the circle is widened, in an hour there are millions of people sharing my Mecano album.

One of the consequences is that the semiotic system is no longer what we were taught in the university. There's no more sender and receiver. Imagine the consequences of this for a school model based on the transmission of content. Now we all become apprentices. For something, the teacher is much more important than making a parrot.

The difference between systematic and systemic

That's why it's so difficult to achieve a Wherever school, because it's not about tearing down walls to look for another "where", it's about changing structures.

When we work with a congregation that has 30 schools, it is very important to propose a well-studied, "systematic" project, that develops consistent actions and indicators, where there is training, action, project design, coaching, etc.

But it is more important to achieve a "systemic" project, so, what we do changes holistically the mentality, content, leadership, spaces and methodologies... There is a systemic change only when the organizational culture changes, but not only of one school, but of 30 schools.

The generation of freedom

What is the value of Google's organizational culture? Freedom. The message is: Feel free, do what you want, as long as you are true to the verticality of Google's values, what they call "google-ties." One of its commandments is that bosses should order less, although it has more than 60,000 employees.

A key methodological principle is not to supervise.

However, it is curious that this is precisely one of the major vices of an institution that has the Gospel as its software. How much we like to control, monitor, supervise, advise, correct, command.

The visionary leader

When the mouse was invented for the computer, someone very prestigious called Dvorak said: "it is impossible for the mouse to succeed because no one needs it, no one has ever expressed that he wants something like that."

The thing is that Dvorak said this in 1984. Of course the mouse had been invented a year before and during the following decades it has become an essential tool for millions and millions of people.

Moral: Don't ask people about a disruptive project. Polls are useless. Satisfaction surveys on disruptive projects are useless because people prefer to do things as usual.

The visionary leader is the one who senses that people need a mouse, even when everyone declares that they do not need it.

It is important to listen to people, but more important is to understand what people are trying to say behind what they say, between the lines of what they say. Because it can be precisely the opposite of what they manifest.

Ergo, if you have not encountered opposition, anger, tantrum of anyone around you, then you are very, very far from making an innovative proposal, even less for this Wherever generation.

4. The Whoever Generation: "With whom I want"

We do not choose the family; we do choose friends. But this generation does it in a new way. They are not tied to their environment, their neighbourhood, their town or school. They have the whole planet to choose their friends. It does not make sense that at school they cannot choose whom to be with.

The school in the world of collaborative economy

The industrial revolution invented the assembly line. At school we continue to make assembly lines. The professors distribute the subjects among themselves, the English teacher puts a curriculum, the mathematics teacher puts another, the history teacher another.

For this we distribute them by age, those of 3 years together, those of Primary, those of CSO (Compulsory Secondary Education), those of diversification.

We no longer live in the era of the first or second industrial revolution. Some label this time as collaborative economy. When people have the ability to connect, an impressive wealth is generated. Communize is the ability of the twenty-first century, the ability to create community. Social networks try it and we also do it authentically when we apply models of cooperative learning and a curriculum of emotional intelligence.

A granny who makes muffins in the mountain, can now sell them to everyone: she only needs an 8-year-old grandson to design a website.

We need to believe in this new paradigm that works interconnecting people. When people are able to identify circles, they identify themselves with it. For example, start-ups are companies born without pre-financing, out of nowhere. There's everything, candy, slippers, T-shirts, flip flops, flowers, art...

Crowdfunding: You have an idea, you upload it to the net, but not to see what people think about it, but to ask for money to finance it, from one euro per person, to large shares. The best way of assessing whether an idea is powerful or not is to see if there are people who are willing to commit their money. The manna no longer comes from the state, but from the sky.

Car2go: you take a car, you open it with your mobile, you use it and leave it. Most of the cars are standing, and if we had enough connections to use other people's cars, we wouldn't need to buy one: There are plenty of cars parked in many places.

I like to talk about the Über, Cabify, Airbnb, Booking, TripAdvisor, Trivago, Amazon, Netflix, HBO... generation. Their capital are not cars, hotels, merchandise, movies, television series. Their capital is connections, meanings, experiences, evaluations.

Collaborative economy is based on semantic hyper connection. Hyper connection is what drives the economy today, but also the happiness of people.

This has a lot to do with the Gospel. We are talking about a new generation of the neighbour. Generation Z doesn't want to work in oil companies, energy companies, banks, pharmaceutical companies ... which do not have an ethical business, planet and life project.

Phillip Kottler says "Good things sell." More and more companies develop projects that they call corporate social responsibility.

Change the world is our project. We, the Church, should be number one on this list, because this is the essence of our project and of the Gospel.

Change of headwear, not hardware

If you think you are too old to understand this new generation, I have good news: they only ask for "attitude", an attitude of empathy, of mental and emotional openness. The strategy is not to become an expert on the keys to their world, music experts, Pinterest experts, iPads experts... They hate eggheads. They prefer a grandpa with an open attitude than a young Taliban of whatever.

I don't want excuses of age. All generations have an essential role in this 4.Q transformation. Neither the oldest nor the youngest. The school needs to take risks, it needs to trust the educators of generation Y if it wants to connect with generation Z. The founders of the major current emblematic companies created them just over 20 years ago.

Only the mental age matters, how old your brain is.

The money that some schools are spending on replacing walls for screens, doors for glasses, desks for flexible furniture, tiles for carpets, books for iPads ... that's fine, but the key is not there.

Our team is developing transformation projects with institutions with many resources and with very poor institutions. But you don't need a change of gadgets, an architectural change, a change of hardware. What is needed is a change of head-ware, a change of the mental chip, of head, of attitude. Now, if you're not willing to double your current training budget, forget it. This change of head-ware does not fall from heaven, like manna, it should be built manually day by day.

The Decalogue of Generation Z

To conclude I want to give a playlist that summarizes what are the cries of this new generation:

1. The Cloud Surfing Generation: Everything is connected. We all are connected. Everything is accessible. Everything should be transparent. In the world of the cloud people do not walk, do not swim, they surf. To surf you have to learn to see the wave coming before having it above.

2. The Rapid Learning Generation: It is not enough to be smart. For them, the smart thing is fast. If something is slow, it is because someone was mistaken in its design. Their time unit is 10 seconds, what it takes to read a Snapchat message.

3. Post-materialists: They possess things, many more things than they need, because they are children of the abundance. We are the abundance, the parents. But they are saturated, they don't need that much. That is why they are not materialistic. They don't value the material, for good and for evil. They are the generation of Car Sharing; they do not need to "have" a car. They are the Chicfy generation, they don't want to accumulate things in their closet, they sell them, they buy them and they sell them again. They are bored of things; they hinder them; they are uncomfortable taking care of something that is not animated. They are the generation of Mindfulness, of the gym, of yoga, of meditation, of volunteering, of the spa. It is easy to educate the latent, hidden, invisible spirituality that is enclosed in this post-materialist generation.

4. Come down of the pedestal. In the world of cloud there are no pedestals, no tabernacles, no sacraments, no hierarchies, no good and bad, there are no emitters and receivers, there are no missionaries and missioned. If you want something, sign in and you already have it. You don't need to download it; it is always in the cloud. Isolating your information will end up isolating you. To accumulate power, even though it is psychological, mystical, religious, pedagogical, it is not Christian. The value of humbleness, the leadership based on humbleness has returned.

5. Sound and colours: They need sounds and colours. Before we made 20 photographs throughout the year, today we make 40 photos alone in one hour of a family meal. This generation needs to express itself with semiotic mediations, they cannot do it with the linguistic intelligence, they need the video, the music, the colour, the hands, the feet. You will understand that the generation of Sound and Colours dies in the

desert of the classroom, the rows, the letters, the numbers, the bare walls, the silence. They are lions locked in a canary cage.

6. Hyper-connected. Loneliness is a plague in the Western world, the result of the promotion that we have made of individualism. I have just returned from Chile and Nicaragua. We need urgent missionaries to rescue us from the first world of our plague of loneliness and nonsense. Watch your connections. Maybe you're a millionaire and you didn't know. Social networks are just an anecdote, to build someday a world hyper-connected from inside. So cancel all the talks you have scheduled to speak about social networks. Spell: "s-o-c-i-a-l n-e-t-w-o-r-k-s", that concept can only have positive consequences. What luck is to have a social generation.

7. Communize. This will be the star ability of the 21th century. We, Christians are experts on that. A community can be raised from a Twitter conversation, but we propose something more. For us the star pedagogic model is not the cooperative one, it's not sufficient, nor the multiple intelligences, nor the problem-based learning, nor the skills of thought. The star model is to develop community-based learning in schools.

8. BigData: If you educate your students in simplicity, order, lists, stability, short term memory, repetition, the known... you force them to sit in a wheel chair, in which they are more comfortable, because they only have to be carried away by you, the teacher. Without realizing it you are turning them into disabled for the world of hyper-complexity in which we live. The Small Data curriculum of the 20th century does not work for the Big Data of the 21st century.

9. The real and the virtual work the other way round. For them, the real thing is what is produced in real time. Everything else is prehistoric, outdated, dead, you are not there where you have to be, you are distracted. Don't answer me a twitter the next day, 20 conversations have already passed. Don't answer me a WhatsApp in 2 hours. I'm not interested anymore, what's more, it doesn't exist, it has become virtual.

10. Influencers. There's no influx without influence. That's why churches are empty. You influence if you are somebody, if you are different, rear, spontaneous, free, risky, extravagant, original, daring, Mario Vaquerizo. Leadership is the great subject to learn to live in the world of uncertainty. The world will be divided between those who cannot bear the uncertainty and those who can. The first will seek safety above all things. They will prefer situations of semi-slavery rather than risking freedom. They will prefer to endure a salary of 800 euros, a flat rate workday, a toxic boss...

The second ones, the students educated for uncertainty, will have many cards to play. If they wish, they can be officials or work in overprotective environments. But they can also opt to take a risk and get out of the dragon cave, or invent the world in which they want to work and live, or make an option first, then another and then another. The first ones will have no option.

Dignity is not anchored in any anchor, it is anchored in freedom, in the absence of anchor. Dignity is synonymous with the ability to choose. They can choose badly, but only for having been able to choose, they are already free.

Change of culture: From "efficiency" to "Felicity" (happy-science)

I dream of this Whatever, Whenever, Wherever, Whoever school. I dream of this school where each person does what they want, how they want, when, how much, with whoever, wherever, whoever they want...

This requires a lot of neocortex. In the school of the rows and the transmission of contents, you just have to do what they order you.

But building an organisational culture of "Felicity-science" is a hard, disciplined, systematic and systemic process.

How to do it? Give us recipes! Is this possible? It's an impossible utopia!

This article has the feet on the ground, it is designed from the classroom, from practice. Our team works with hundreds of schools and institutions each year, entering the classroom almost every week. It is not easy but it is possible. We have helped very diverse organizations to make this transformation of their organizational culture.

I finish by outlining some lines of action, which for us are programmatic:

1. Change of leadership. First step, design an institutional educational project, with maximum horizontality, where all participate, with maximum verticality, where we opt for models that are followed by all. Second step, to generate a leadership and a VUCA culture that transforms our external and internal structures. Third step, get coach leaders, who are divergent, co-creators, existential. Fourth step, to generate structures, teams, training and horizontal leadership competences to build an authentic netarchy.

2. Pedagogical change. First step, to generate a culture of innovation, you have to know very well why to change. Second, a culture of reflection, to educate deep, critical students who know how to think. Third, an existential and emotional culture, that builds the interior of the people, who develop in an autonomous and auto-responsible way what they want, how, when, with whom. Fourth, a creative culture. It's not a joke, the curriculum of Design Thinking is just the opposite of the curriculum of reproductive thought of the current educational system. Fifth, a horizontal, collaborative, participatory, co-creational culture.

3. Pastoral change. First step, pedagogical change, that inserts the spiritual intelligence in all the projects of the classroom. Second, theological change, which passes from the current theology of the announcement to the theology of the sower or begetting. Third, semiotic change, that makes a pastoral from the right hemisphere, from cultural references and current media tools, far from the current anachronistic aesthetic. Fourth, change of leadership, these changes are not the concern of the pastoral departments, we need to start telling our management teams that their function is not the legal advice of the school, nor the economic administration, nor the task management, nor the bureaucracy, nor the quality ... all that can be delegated, all that is secondary. But the existential and spiritual leadership of the centre is essential, is a matter of life or death.

In summary, dreaming of the 4.Q school consists in moving from efficiency to feliciencia, from efficient students to happy students, from efficient management teams and organizations to happy ones.

There is a world full of sound and colour out there. Don't build it, discover it.

To learn more:

Bautista, J. M. (2015). Generation Y: What are the children and students of the 21st century like? Madrid: PPC.