



UNIVERSITY AND BUSINESS: DISRUPTIVE TRAINING METHODOLOGY FOR WIKIPRODUCERS

UNIVERSIDAD Y EMPRESA:
METODOLOGÍA DE FORMACIÓN DISRUPTIVA PARA LOS WIKIPRODUCTORES

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KEYWORDS

*Disruptive training methods
Skills
Wikiproducers
Generation Z
Students
Business
University*

ABSTRACT

This study shows how disruptive training methods (DTM) equip students with skills that facilitate intergenerational and intercultural work. Skills and competences of leading international companies and institutions. A review of the literature on disruptive methodology has been carried out. The result shows how traditional education can be adapted to Wikiproducers and Generation Z students, to help them understand and develop some skills that their training is leaving behind, and that can be critical in their early stages of professional and personal life.

PALABRAS CLAVE

*métodos de entrenamiento
disruptivo
Habilidades
Wikiproductores
Generación Z
Estudiantes
Empresas
Universidad*

RESUMEN

Este estudio muestra cómo los métodos de entrenamiento disruptivo (DTM) dotan a los estudiantes de habilidades que facilitan el trabajo intergeneracional e intercultural. Habilidades y competencias propias de las empresas e Instituciones líderes a nivel internacional. Se ha realizado una revisión de la literatura sobre la metodología disruptiva. El resultado muestra cómo la educación tradicional puede adaptarse a Wikiproductores y estudiantes de la Generación Z, para ayudarlos a comprender y desarrollar algunas habilidades que su formación está dejando atrás, y que pueden ser críticas en sus primeras etapas de vida profesional y personal.

Recibido: 04/ 06 / 2022

Aceptado: 10/ 08 / 2022

1. Introduction

Society is rapidly changing, as we are in the middle of a new digital- industrial revolution and riding the Internet on a no return trip toward the future. The COVID pandemic has transform the way we communicate and teach. Is not disputed that the Internet is changing the world and many business concepts, tools, and marketing strategies that were taught and successfully applied during the last century are quickly proving to be obsolete. Societal consumers and clients' habits have shifted since the beginning of the 21st Century. A new generation, a new social category and consumer is arriving: the Wikiproducer. This young generation, born at the turn of the new century are on the crux of becoming producers and marketing experts in and of themselves, by creating and sharing contents, making decisions and options, far apart from traditional rules of communication and marketing strategies directions. These future producer and consumer experts, today's Wikiproducers, are currently averaging between 15 and 30 years of age, are the successors of the Z-Generation, were born with internet and grown up with full 360° digital engagement to technology. The Wikiproducers are posted to become leaders in companies, but also in other prominent institutions within society in just 20 years' time. But, how are we training them?

Understanding the thinking, concerns and behavior of Wikiproducers and late Z-Generation and presenting them with relevant and updated education, thinking and tools to understand and shape the future environment is important. In order to deal with Wikiproducers, new professional skills & profiles are needed, and a disruptive training can be recommended. We need to train forgotten skills for people that will lead and create the strategies for the 21st Century society.

The development of a modern educational model based on good ethical values, social justice, and sustainability, articulated in every step of the student's education, will highlight the skills and values that positively influence society, and cultivate the future of a better marketing dynamic, civilization and environment.

But how can we teach ethical behavior, active listening, sustainable strategies, team working in a disruptive way, so it can really impact and permeate our young Wikiproducers and complement their already well develop hard digital skills? This paper presents a tested methodology (DTM) that can be adapted to any culture or country. Going beyond a "Learning by doing and experiencing" to "Transforming by doing", enjoying and failing, discovering unexpected facts can really make the difference between a boring lecture and a real learning session. This are some disruptive training methodology proposals that some students and workers will keep in their souls, forever.

The purpose of this paper is to provide a contextual overview of some of the defining characteristics of last century youngsters Millennials, Z -Generation and first decade 21st "wikiproducers" students (Arce, 2015) by comparing them to previous generations (Baby Boomers & Generation X). Once today Wikiproducers and Z-Generation behavior, way of learning and expectatives are understood, the authors of this article provide some experimented disruptive training methods (DTM) that have helped students and young professionals from USA & Europe understand and develop skills that will help them work along with people who belong to previous generations, different cultures, and who are ruling the companies and Institutions along a global world, where some of today's Wikiproducers will be working soon.

This viewpoint article is a literature review that brings together different articles and ideas regarding who Millennials and Z-Generation and new twenty first century Wikiproducers are (Arce, 2015), how they behave, in order to propose a disruptive methodology on how to approach and train their soft Skills (DTM) providing them with a new perspective learning, and skillful understanding that will help them join the workforce of the 21st Century.

1.1. Millennials and Z Generation. Who are they?

In order to understand the disruptive training methodology, we need to understand who our target is (Wikiproducers and late Millennials & Z Generation), and who they are they going to be involved with (Early Millennials, Baby Boomers & X Generation) previous senior generation.

A generation is defined as an indefinable group that shares, birth years, age, location, and specially significance life events at critical development stages (Kupperschmidt, 2000) also they usually share a growing environment (social, political, educational & technological common situation) that will define their behavior and living habits.

Millennials (also known as "N Generation" for Net or Internet, "Generation Y", "Generation D" for Digital, "I Generation", and the "Nexters") based on the proposal of (Shaw and Fairhurst, 2008) or (Tapsott, 1988). Most authors will refer to this group as individuals born between late seventies (1980) and 1995 and whose childhood and maturity was marked by the development of the Internet digital era around the world, probably the most remarkable moment for most of them (specially in USA) was September 11th terrorist attack on 2001, that moment and the globalization, have printed on them the most apparent difference between them and other generations as Feiertag and Berge (2008) said, their distinctive relationship with technology, with two icons of their lifestyle like cell phones and social networks, they are also referred as digital natives (Hershatter & Epstein, 2010). The Millennials will be almost half (46%) of all US workforce by 2020 and this will be probably the same

percentage of the working force around the world. Some of them will be leading the main positions in companies and Institutions by 2025.

Z Generation: Are the Millennial's natural inheritant successors, born around 1995, their implication with the digital era has been completed. They were born and grown up along with smartphones and social media boom and ignore TV or traditional advertising sceneries. They prefer cool products over cool experiences (as Millennials did), they were grown up within total social media development, and their sources were mainly based in their group and "friends" information network, rather than traditional Tv, radio, information system. Internet, social networks (Facebook, twitter, etc.) and places like YouTube are their new information source reference. Their social and global implication make them feel part of a global universe, and they are acting together to improve it. They have strong commitment to change things, and with strong environmental, social and sustainable values.

Z-Generation inheritants are the Wikiproducers, the co-creator and sharing generation. Born between 2000 and 2005 these youngsters, are not only adapted to digital gadgets and internet, but also, they have expanded their digital skills to continuously developing new contents (video, Picts, podcasts, text, short stories) by sharing and creating their own ideas and contents.

The opportunity of creating and generating their own content, thanks to multiple apps "free offered" in the market, allow them to create in different formats displaying and exposing in their Blogs, social profiles, podcasts, apps, in a virtual network that goes far beyond their inner circle of close friends (Arce, 2015).

Their entrepreneur spirit, and commitment to succeed, based on self-education, and learning, are leaving behind the traditional teaching education methodology, that they receive but not fully accept. Is a new and updated interpretation of the "people's power" generation, back in the 60's (their grandparents) but this time, the revolution is silent, global, and probably much powerful once these students, now in college, fully join the workforce around the world (Arce, 2015).

As they grow older the naive contents created as teenagers are becoming more serious and mature, involving social, political, economic or sustainable aspects, and driving this generation into a new way of activating and sharing their own ideas, far away of the traditional media and political status influence. In fact, the "youtuber" influencers, (individuals that are sharing their own ideas and opinions about different products or aspects in any digital platform) of our early 21st century society, have far more impact on them that any traditional mass media, that still continue to influence their parents and grandparents.

These two late generations (Z Generation and Wikiproducers) conform the future of the future world workforce. These two generations have come of age in a digital universe with the internet at the forefront, they've been grown with care and protective social policies, with a constant desire of positive feedback, instant reward and a strong group pertinence feeling (Tapscott, 1998) with what some researchers call "hypertext mindset" and bounce from activity to activity, multitasking, low depth knowledge (Oblinger & Obligner, 2005). They play in order to learn, especially the Z generation, base their entertainment and reward concept, trial & error in games (PlayStation, Xbox, etc.) the focus is doing, not knowing (Oblinger, 2003). What matters the most for them is the action - the activity- and not the actual device (Oblinger & Obligner, 2005). That's why the online gamification strategies have so much impact on them.

These two generations assume, without really understanding, the "evil dark side" nature of Internet and social networks - equally for all sources at the immediate face value, regardless of true validity, graying the lines, between right and wrong, fact or fiction (Tapscott, 1998). Also, to make matters worse, there exist a common misperception (among all generations of users who find and use information on the Internet) that anything found on-line is the public domain (Oblinger, 2003).

The Cowboys: The generations preceding this two, are short of like cowboys, a rugged, individualistic lot. In general, the late Baby boomers, generation X and Millennials believe in a command-and-control management approach, value working individually (Adams, 2000), view managers as experts and look to their employers for career planning. They like clear boundaries and have a generally inward-looking perspective as compared to Millennials (Gartner Research in Lynch, 2008).

Late Baby Boomers or N generation are individuals born between 1955 and 1965. Through their personal ideas, values, and identity. Late Baby Boomers have built and defined most of today organizational cultures and identity. There were grown up in paternalistic environments leading to values of community involvement and company centeredness (Howe & Strauss, 1991) Baby Boomers value hard work and tend to be exceptionally loyal to their employer (Howe & Strauss, 1991). Job promotion, loyalty to the employer, and favoring consistency are important work attributes this generation as Holliday & Li (2004) also remark for millennials. They prefer job security, and they are more concern about money, promotion, and recognition that other generations, says Huyler *et al.* (2015). They want to be promoted step by step (Yu & Miller, 2005).

Along with them, X Generation and early Millennials, or Gen X-ers, are between 37 and 55 years old nowadays. Living and working along with Baby boomers, they cope the workplace market, but due to persistent financial, family, and societal insecurity, they embodied a sense of individualism over collectivism (Jurkiewicz & Brown, 1998). They have emphasized job satisfaction, quality of life and workplace empowerment (Yu & Miller, 2005)

as a response to their unstable life environment. These two groups conform the “Cowboys” (Brack & Kelly, 2012) and they have ruled the industry and education market for decades but have been progressively replaced for Millennials and Z-Generation members, with complete different, almost antagonic rules, values, goals, ways of learning and interact. Cowboys have also joined the digital era, but they have become “immigrants”, late adopters of technology and social manners, where they don’t belong. They belong to the classic era of Radio & Tv.

1.2. How are they?

The Millennials and Z geners are conforming these new “digital space cowboys” named also as Wikiproducer generation (Arce, 2015), and for some “old cowboys” they might be considered as conflict students or workers. Some “old cowboys” think that they have very little disciplined attitude, usually Impatient with no tolerance for delays, or furious when they feel that they are wasting their time (Sweeney, 2006). Millennials are young people who have been so over-indulged and protected, that they are incapable of handling the most mundane task without guidance (Hershatter & Epstein, 2010), worst face to face interaction and deciphering non-verbal cues (Small, 2008), they are immediate consumers, who think that anything should be available and customize for them, without any effort (thanks to internet). They are most unhappy with limited choices (also in education) as Deal et al. (2010) describe.

They prefer learning by doing and look for instant reward (Sweeney, 2006). They are multitasking and flexible, but can’t focus attention for very long, also can’t go for deep understanding on any subject. They don’t read, mostly watch or play (internet games). They look for instant and quick positive feedback, anytime, anywhere, demanding human assistance, whenever and wherever needed. They are also high visual and multimedia consumers (Sweeney, 2006). They love to learn by doing, gaming, or having fun, they are edu-gammers, learn by trial error and instant reward, but always in a fun game environment (Arce, 2015) that need “edutainment”, education entertainment, in order to be educated (Mitchell, 2006).

Some may think that this common characteristics on the new Wikiproducers are kind of dangerous for the working environment or for some individuals that will rule the society in just 20 years from now. But this scary feeling has been around in every generation and social movement since the beginning of the human race. Just remember the Hippies, Punkies, or the dangerous provocation of Elvis Presley dancing a few decades ago.

Wikiproducers, have different behavior, but some characteristics of this generation can also be considered as something special and very positive compared to previous generations:

Because of their overprotective education, they are more aligned with their parents, organizations and institutions (government, schools, University) than those of previous generations. They are natural team workers and collaborative peers, have a global and group connected way of communication, with an open-source mentality, where everybody can share, include, adapt, or generate information or knowledge in a vast commonplace that is global, instant and multifunctional (Internet), with little or no control or authority needed (Arce, 2015). The capacity of producing contents, information, opinions, and even apps or product/services solutions, globally and free, made these youngsters a new kind of individuals and professionals, Wikiproducers, a generation that will create its own universe, in a fast pace, breaking the traditional market rules of institutions, companies or industry (Arce, 2015). As workers they value meaningful work and sense of accomplishment over high pay or responsibility (Brack & Kelly, 2012). They are flexible and multitasking, with high and honest concerns regarding environment, sustainability & social justice. And, for sure, they are highly digital and tech users, naturally adapted to new gadgets or technologies.

1.3. Wikiproducers’ expectations of entrepreneurs and educators

Millennials view work as a key part of their life, not a separated activity that needs to be “balanced” by it. For that reason, they place a strong emphasis on finding work that’s personally fulfilling. That sense of common purpose, based on learning new skills, make new friends, and connect to a larger purpose is the key factor on their job satisfaction (Meister & Willyerd, 2010).

Understanding who Millennials and Z Gener’s are, based in how they were raised and educated, can help future employers and faculty on how to train, attract and retain them. Coaching, Collaboration, Measures and Motivation are the key factors that Diane Spiegel, CEO of The End Result, resumed by Brack and Kelly (2012) thinks that help mentoring these two generations. Reverse, Group and Anonymous Mentoring is another great proposal from Meister & Willyerd (2010) from Future workplace consultants.

Both proposals perfectly understands that the best way of hiring and retaining talent from millennials, is based on understanding and adapting the traditional Baby boomer cowboy world to them, as expressed by Danner (2013) or Langan (2012).

Coaching or Mentoring is a natural feeling for the wikiproducers, they have been raised that way, with immediate and instant feedback, mostly positive, about anything they do. They need a backup and approval on every step of their working process, until they can fly on their own as saying from Blair and Serafini (2016). This early mentoring experience has been successfully applied in UFV University of Madrid, where every student has

a mentor during their first year, that helps him understand what's his place in the world, who is he/she, why is he/she there, etc. Most students find this unexpected experience uncomfortable at the beginning, but after a few weeks they really think that helps them, in focusing their career, understanding the meaning of their university years, and their meaning in life. Many ask for continuous mentoring afterwards, for years.

An interesting and extended proposal from Meinster & Willyerd (2010), is the reverse mentoring which also matches the proposal of Collaboration from Spiegel. The wikiproducers are natural collaborators, so breaking the traditional boundaries of formal hierarchy by millennials mentoring senior executives (by using social networks for example) can really help the interaction and understanding between two generations. Group mentoring can also help a lot, because wikiproducers are ready to share and collaborate when working as a group.

Accustomed to understanding how they will be judged or assessed, during their education's years, should be extended at the workplace, so defining clear and consistent criteria will define clear and job assessment criteria (Brack & Kelly, 2012) or Lagan (2012). This is especially notorious among USA and some Central Europe countries students. While teaching them, the author could notice that breaking the structure of an untouchable "sacrosanct" syllabus, not using a pre-selected question bank (guideline) or just giving open directions and full authority/responsibility to create an assignment, will create a disturbing earthquake among them. They need order, perfect timing, clear guiding lines and scoring. What, when & how to do it, must be perfectly clear, as Hannay and Fretwell (2011) explain, there is no space for improvising or creativity, they are not ready for unexpected situations.

Driving them into an open learning scenery of self-planning, especially without any digital help, makes them panic. Some cultures, like Mediterranean's (mostly Spanish, French, Italians, Greek, even Korean) are more likely to face that challenge, because they are much used to improvise in every aspect of life.

The question arrives when we think about how this "measured wikiproducers" will face working in an international global environment, a company with different rules, a different country or continent, or maybe a just a different "old fashion culture" boss. How will they handle it? Are they trained for that?

Finally, Shuck and Herd (2012) are proposing motivation and positive attitude, immediate reward and recognition as part of their demands, something hard to understand to many old time Baby boomers, who were immerse in really tough, competitive and sometimes negative company cultures for years, based on pushing, punishment or fear ("you are going to be fired...at any time").

Changing the mood, for a more positive environment, fun and social activities can help the company, and especially the wikiproducers to engage the working place or educational center. Working places like Facebook, Google, and many others were born that way, and the wikiproducers love those companies, there were create by and for them. Anonymous online mentoring, raised by honest, integral and respected leaders is important for them. Feel accompanied and guided, is critical.

How about education? Schools are stuck in the 20th century. Students have rushed into the 21st and need to connect their training and education with their future careers, as McNamara (2009) recalls. How can schools catch up and provide students with relevant education? Is a question raised by different authors like Prensky (2005). The problem is not only that, how about the teachers and university faculty, most of them Baby boomers and X Gen-ers using traditional tools and resources, far away from the digital era, and in some cases contents that still lock on the past century? The covid pandemic has shown us that driving traditional classes to online classes is not only a matter of turning on a camera.

Going digital, becoming a digital immigrant, doesn't mean that you are skillful in using a digital blackboard, recording a webinar or placing all your lectures into a "bore to death PowerPoint". Traditional methodology and concepts can be useful and updated to digital era, the key point is about understanding how wikiproducers behave, learn and enjoy education like it happened to previous generations studied by Strauss and Howe (2003). It's not a matter of changing everything into a digital shape, but adapting to them, without losing the real meaning of teaching: Education & Training.

Education is about learning the theory, and history of your chosen field to build a foundation of knowledge (Barnes, 2014) also is the delivery of knowledge about facts, events, beliefs, general concepts, and principles to the learners (Surbhi, 2015). Thus Education means much more than teaching classes, it means guiding individuals on every aspect of their life, to help them become better people and professionals, in a moral, ethical and professional way, so they can help their peers, family, companies and society to be a better world (Arce, 2015) Probably most Schools, Universities, Colleges and educational institutions around the world have a common ground on this idea and have gone through the same problems as describe by Wesner and Miller (2008), even they were confronting different sceneries.

Training takes the learners to that next level, being able to apply what they gained in fundamental knowledge of their field of study to job related skills sets, training is defined as "learning by doing" (Surbhi, 2015). According to the "cone of experience" of Dale and Nyland (1960), "simulation" or "doing the real thing", by analyzing, defining, creating or evaluating, individuals will remember 90% of what they did, but what's most important, they will learn and apply what they have done.

What are the Wikiproducers demand from their schools, universities and professors, the author experience coincides with other researchers on some significant areas:

- Recognizing that Wikiproducers students have different attitudes and behaviors because of their digital education.
- Using their digital behavior, tools and skills as a positive learning strategy.
- Balance Indoor Class lectures and outdoor training educational experiences.
- Gaming and fun training while acquiring experience, knowledge and concepts.
- Providing the tools and skills needed to manage their professional, personal and global environment in the future.
- Using mentoring and coaching not only for learning but also for exploring the meaning and purpose of their life.
- Using their collaborative and sharing culture to work as a team.
- Valuating them with positive feedback and helping them to learn from error.

The authors coincide with the preferences about learning methods described by Raines (2002): they want to learn by using teamwork, technology, structure, entertainment, excitement and experiential activities. As Presnky (2005) describes, educators must find the ways to incorporate into the discussion in class the information and knowledge that students acquire outside the class, in their digital lives. Teachers needn't master all the new technologies, just understand and use them.

Engaging them by using their technology, computers, smartphones, and using the web to find, discuss or emphasize concepts will help a lot. Many "traditional lecture" style teachers, great ones, won't let students using their computers or smartphones in class, because many of them will be chatting, navigating through social media, or just watching sport games or movies. But, as the authors has experimented, class mood changes when you set the students to search for concepts, data, or launching an instant online contest, were they have to find and discuss the correct answer (ex. Marketing USP on a preselected Brand). How about deliberately lying to them and driving them nuts, while trying to find the correct answer to a question that has no right answer? Tricking and surprising them and moving traditional lectures into their learning world digital scenery, is the key for success on disruptive training.

1.4. Disruptive training methodology

Can we move a step beyond, regarding what training and education can do for those students or professionals trying to improve their skills? Is there any way that people can expand their knowledge and understanding of traditional concepts or hidden skills? This challenge was exposed by Bracy *et al.* (2010) in their paper about teaching challenges, and the answer is, yes, we can.

The authors have been working on this for years. There is another stage to Dale's cone of experience from Dale & Niland (1960) and also a higher step on Maslow's Pyramid. This happens when people, not only learns, but changes, because of the new knowledge, concept or skill revealed. Facing a shocking new ability, concept or understanding can drive the people, not only to remember it, but also applied it in their professional or personal life. Changing them forever. Is about "giving and sharing to others" their new knowledge or new skill.

The Disruptive training methodology (DTM) was first developed as a gaming training tool for millennials students and some international companies young professionals, so they could identify their gaps and build new skills facing unexpected workshops or assignments. Soon this DTM become an essential part and training on some courses for wikiproducers and participating and joining them was part of the syllabus, or was demanded by different companies' human resources departments, a key experience for students or professionals.

Dr. Arce's Disruptive training methodology (DTM), is focus on living an unexpected experience, that can sometimes exceed any previous expected training, guided by an expert coach, who must observe, analyze and offer a constructive and positive feedback of the whole session, and where the participants can not only learn, but also applied the revealed knowledge or skill, to their professional or personal life, changing them and their environment positively.

The activity or workshop is usually related to some standard skill, knowledge or procedure, a routine or previous ability that participants think they master on: Oral Communication, active listening, ethical behavior, teamwork, strategic planning, leadership, cultural understanding, etc. It usually mixes couple of them, but DTM's can also be used along with traditional concepts of any area (Ex. Marketing, Law, Business analytics, etc.). The key is how we set the process and drive any participant into a false easy task, that will led them drive into unexpected reactions, feelings and what's critical: learning by training.

2. Objective

The aim of this study is to demonstrate that disruptive training methods (DTMs) can equip students with skills that facilitate the work of leading international companies and institutions.

It also aims to determine how traditional education can be adapted to equip students with skills that facilitate intergenerational and intercultural work.

3. Methodology

In this project we have made an adjustment to the DTM. A good and successful DTM is always set good time in advance, lot of information and analysis on our target (DTM's participants) and clear idea of what the goal is. Basically, it will start as a standard workshop or traditional seminar, but the key is a thumb rule about learning: Going beyond their comfort zone, in order to learn. The hint, an unexpected task.

How set the DTM:

Good analysis of the participants: age, culture, maturity, gender, mood, etc.

- Clear understanding on setting the DTM objective.

Sometimes there will be a HR Goal (mixing cultures), teamwork.

Sometimes is a hidden Goal: Learning about ethical critical decision.

Sometimes is about experimenting Stress, workload,

Usually is about developing soft skills: Active listening, Leadership, etc.

Always is about experience: fear, stress, chaos, ethical values

- Setting the decoy: giving a "typical" proposal that make participants confident

Sometimes setting the DTM must be done weeks in advance, and it might have the format of a standard classroom or outdoor activity.

- DTM day: giving Clear rules, good information and High discipline.
- DTM output: observation, analysis, positive feedback & self-evaluation.

DTM's key success factors include the following:

1. Nothing is what seems to be. An standard procedure, an easy task, a typical team building activity will always hide a complex process, were skills, knowledge, ethical or cultural values might be involve. The participants need to discover and overcame the adversity. This is a big challenge to wikiproducers, especially in USA, used to be educated by clear guidelines, perfect instructions and order.
2. Observing, Observing & Observing: Is the key of success. A good and experimented coach/professional, has to be aware of what's going on, paying attention every second to who, what, when and how are things happening. Setting rules and observing them, selecting individuals that will help the DTM work. Cheering the individuals who might fail or despair, and taking mental notes of what's happening, in order to give positive final feedback.
3. Setting the perfect decoy: Observing the participants, sometimes time in advance, and identifying personalities that will help setting balanced groups and goal. The big clue consists in setting a perfect decoy, by proposing a task that will hide something more difficult, and that matches perfectly with the final goal (learn a concept, experience a feeling, developing an skill). Shock will arrive when the participants on the DTM understand that nothing is as easy and clear as they thought, and that all their previous experience or digital skills are no longer in use or valid in order to face the new challenge.
4. Discipline and rules: Experience says that, when participants find out that they've been deceived (in a positive way) they will try to win as it may, instead of learning or searching for a good solution or skill. Cheating arrives (even in some non-accepted cultures, like USA), and the coach has to be aware of this and have strong discipline attitude. Finding the right way, is the only way to learn.
5. Self-evaluation and positive feedback. On the contrary to many workshops, many times people fail, and some leaders ride into a spin of shame or frustration. This is very usual among Millennials, so used to have positive feedback for doing almost nothing. Letting people talk, giving a self-diagnostic, explaining what happened, answering with positive feedback about understanding how things were done, not what the results were. Finally, driving the experience to their educational or working environment, and listening to their proposals on how they can change things around them, will match the learning aspirations of digital space cowboys.

4. Results on DTM's practice

The practice of the workshop experience with different individuals (most of them millennials and middle age X-geners young workers and wikiproducers), the accumulated learning from traditional lectures, business presentations in marketing industry of the author during more than two decades, and the continuous feedback obtained from every activity, lead into a standard procedure and methodology proposal, that was successfully

applied on International students and young workers, mostly European and USA residents, but also including Latin-Americans, and Asian individuals.

Out of this experience the author was able to discover that the methodology worked the same, with similar experiences, reactions, results and feedback from any millennial or Z gen-ers participating in them. Probably this is because their behavior characteristic as “digital space cowboys” have much more in common, than their cultural or native origin. Over 170 DTM’s with hundreds of wikiproducers and Z gen-ers and some tens of X gen-ers involve, have successfully experience the DTM’s during the last decade.

Every DTM is usually custom made, and has a final particular output, usually different and related to the environment, culture or personality of the group. The golden key is not analyzing the result, but the “doing” (something that millennial’s love): How the participants worked, what kind of decisions they made, how they assume the process, and face the unexpected proposals or results, how the experience can be applied to their personal and professional live.

The final key point, after analyzing the “doing” is making individuals express how are they going to apply the experience, and how this training can change their environment. A personal verbalization is the first step, not only for learning, but for doing. The real DTM methodology key. There is a common ground denominator as a result, none of these DTM’s were boring, smiles and excitement was always there (millennials love gaming and fun, yes!!) and hundreds of students, alumni or workers that have experienced that vivid training, thought that was helpful for their work or personal experience and goals

Some DTM’s examples:

1.- a marketing “ethical values” research challenge:

Corporations, Directors... Business society will sooner or later ask you to do something that can go right to the edge of any of your personal, ethical values. How would you react? A standard “street marketing research” activity, hides a great deal of ethical and values personal questions, which have to be face and solve by students.

2.- team work active listening:

We are very use to “read” other people non-verbal language, but are we really training our active-listening skills? Can we organize a team and reach a goal, just by using verbal communication and clear codes? hypertext generation, needs to understand that future communication will be based on long distance person to person active listening, sometimes with no presence at all or cultural barriers in the middle, companies and society will demand this important Skill.

3.- marketing & business sustainable strategy School training and years of class presentations have develop our students a very good slideshows skills, but, are Millennials ready to develop a real strategy, facing unexpected problems, rush timing, stress, leadership and hierarchy team relationship problems and creating sustainable and profitable product and strategy at the same time?

Their first real Business Sustainable Strategy experience is usually a challenge, and it becomes chilling!! Failing occurs (literally). Sometimes, even great guidelines and plans don’t work, improvising, creating new tactics, understanding the market and competitors is a critical skill and knowledge that can be found in Internet.

5. Conclusion

This paper explains the background, methodology and some examples on how disruptive skills training proposal, Dr. Arce DTM’s, can answer on what wikiproducers and Z generations individuals (the digital space cowboys) and the new society is demanding for. Training these individuals’ soft skills is not only a matter of going into digital tools, but that can also help, but understanding how they learn and what they like. Knowing our customer is the best way to get in contact with them and create a permanent business relationship through an experience, that’s a Brand marketing axiom. By understanding who they are, what they like and demand, and how they learn, the DTM can help educational institutions and companies to succeed in the challenging task of hiring, educating and retaining them, by helping them to develop hidden skills or knowledge that their digital education have forgotten.

DTM’s can be adapted to any course or teaching style, it can be also adapted to HR challenges or company training. The golden key of DTM, is not the final result, but the self-understanding, the arousal of every individual, working as team member in a group, of what happened during the “doing”, even if the final result wasn’t as good as expected. Finding themselves, identifying and learning some unexpected hidden soft skills, facing frustration and unguided tasks, overcoming ethical and cultural values, in fact learning and applying the learning of DTM for changing their environment for the best, is the real challenge of how to train millennials and Z generation for the future.

DTM workshops have consistently evaluated as a top experience, rating over 5.5 out of 6 points as average media, it has received great comments, quality reports and support from students, universities and corporations. The best way of measuring the success of this educational format is the consistent increase in demand for it over time educational format is the consistent increase in demand for it over time

6. Acknowledgments

The authors want to thank all the students, young professionals, top managers, higher education institutions, universities and companies that had trust this methodology, helping on improving it by their feedback and evaluation.

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