Discussion Questions for Generation Z Goes to College
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Chapter 1: Who is Generation Z?
1. What was the most interesting or surprising piece of information in this chapter?
2. How have you seen or not seen the characteristics that Gen Z students claim to have? Do they have a realistic perspective of themselves?
3. If these characteristics provide an accurate depiction of Generation Z, what can we expect of them in college?
4. Knowing that this generation is more predisposed to obesity and health issues, what can higher education do to help these students integrate a philosophy and practice of wellness?
5. How might incentive systems in higher education be impacted by the way Gen Z students are motivated?
6. What practices do you currently use that might not resonate with how Gen Z students prefer to be motivated?

Chapter 2: Beliefs and Perspectives
1. What was the most interesting or surprising piece of information in this chapter?
2. Given that Gen Z students do not identify with many of the profound experiences that occurred in the lifetimes of other generations, how might this lack of understanding or context affect our ability to connect, communicate, and simply relate to them?
3. What experiences or events do you believe have shaped this generation the most? In what ways?
4. Because of their constant connection and need to access information 24/7, how do we as educators balance their fear of missing out with our desire for them to "turn it off?" What might be the implications or effects on students when we ask for them to put their phones away?
5. How might Gen Z students' high rate of religious participation and spirituality affect their college experience? What might educators need to know and do based on this?
6. Have you seen Gen Z students express their political beliefs? If so, how?
7. How might we politically engage a generation that is disconnected and disconcerted with politics and identifies in many ways both socially and financially as moderate? Is there room in our two-party system for this generation of independents?

Chapter 3: Communication Platforms and Preferences
1. What was the most interesting or surprising piece of information in this chapter?
2. How can we be mindful of Gen Z students' preference for face-to-face communication when programs and services appear to be moving to more virtual and digitized formats?
3. Some say that youth today lack interpersonal skills and social etiquette. For a generation that prefers to interact in person and will need to be able to do so both in college and after college, how do we as educators help them develop their interpersonal literacy?
4. What communication techniques that resonate with Gen Z students can you incorporate in your work? How can you move away from using email to communicate?

Chapter 4: Social Media Use
1. What was the most interesting or surprising piece of information in this chapter?
2. What social media platforms do you use in your programs and offices? What is the purpose you use them for and who is your audience? How can you tailor your social media toward different generational groups for different purposes?

3. How can you avoid entering the "creepy treehouse" described in the book?
4. With Generation Z's interest in keeping their lives private on social media, how can we as educators help them with their social media branding and presence to ensure it is professional when they do share?
5. How can you embrace the 140 words or less essence of Twitter to communicate with Gen Z students in bursts and snippets rather than using reports and lengthy updates?

Chapter 5: Friends, Family, and Romance
1. What was the most interesting or surprising piece of information in this chapter?
2. How might Generation Z's exposure to diversity, value in diversity, and having a diverse circle of friends influence how we approach offering diversity programming for them? Are they already open, inclusive, and affirming? Do we need to take diversity programming to the next level?
3. Knowing that Gen Z students often have more "friends" online than local friends in their inner social circles, how might that change the nature of socializing for them? Do they hang out with others virtually? How might this phenomenon affect their social support systems?
4. How might the role of parents as co-pilots impact the work you do and the approach you take with Gen Z students?
5. Given that most parents of Gen Z students are Gen Xers, how might that impact how colleges relate to parents? What do we need to know about Gen Xers that would provide insight to us about their children as well as how they may want to interact with the institution as a parent of a college student?

Chapter 6: Cares and Concerns
1. What was the most interesting or surprising piece of information in this chapter?
2. How can we help students be safe and feel safe on campus?
3. What are creative ideas to reduce the financial burden of college costs on Gen Z students?
4. How can institutions best market the value of a college degree if we are asking students to pay high costs to attend college?
5. How can we re-engage students in the political process when they see politics as dysfunctional? If this generation is cynical about politics, who will run for office in 20 years?
6. Gen Z students are not as concerned about issues of gay rights, immigration, climate change, and legalization of marijuana specifically, yet these topics are prominent in the news and end up as topics of heated political debates. Why might these students not be as concerned and how can we re-engage them in dialogues around these issues?
7. What other issues have you see Gen Z students passionate about?

Chapter 7: Engagement and Social Change
1. What was the most interesting or surprising piece of information in this chapter?
2. For a generation concerned about many social justice and human rights issues but having a disinterest in voting and advocacy, how might we expect to see Gen Z students addressing issues of social injustice?
3. How can we capitalize on Gen Z's interest in invention and entrepreneurship as a way to engage with their communities?
4. There are specific topics that Gen Z students like to keep up on in the news. How can we help them develop a quest for knowledge of a wide range of topics?
5. Gen Z students like to receive their news as snippets, top 10 lists, and other very brief forms of communication. How can we help them delve deeply into topics to have a more thorough understanding rather than just reading a headline?

6. How might we need to shift the concept of volunteerism to include more than short-term service projects?
7. How can we re-engage Gen Z students in short-term volunteering as there is a need for this type of service in society?
8. In what ways can we as educators leverage the interest (and capacity) of Gen Z students to engage in fundraising? How might their philanthropic nature assist in their educational endeavors?
9. Aside from formal courses on starting a business, in what programs or experiences could entrepreneurship skill development be integrated?
10. What types of community engagement opportunities have you most seen Generation Z students being interested in participating? What engagement experiences don't seem to resonate with them?
11. A shift from a service economy to an idea economy changes the nature of work for Gen Z students. How might we help them develop their skills for this new era of work?

Chapter 8: Leadership Styles and Capacities
1. What was the most interesting or surprising piece of information in this chapter?
2. What else would you add to the list of messages Gen Z receives about leadership?
3. Leader role models are real people that these students know. How might their view of role models affect our choices to bring in guest speakers to classes, pay for expensive commencement speakers, and bring VIPs to campus?
4. What images and fictional characters do you think shape the way Gen Z students might perceive leadership? What might be the impact of these perceptions?
5. Do Gen Z students relate to words such as lead, leader, and leading? Or, have you seen them connecting more to concepts of leadership development and collaborative leadership?
6. Given the research on Gen Z as followers, what can we expect from them as they graduate and move into the workforce? Do we need to prepare them differently for working with members of other generations?
7. How can we ensure that we are advising, supervising, coaching, teaching, and leading Gen Z students in a way that works best for them?

Chapter 9: Maximizing Learning
1. What was the most interesting or surprising piece of information in this chapter?
2. What might your campus need to do to offer more inclusive learning environments that align with how Generation Z students like to learn?
3. How can we teach Gen Z students about information literacy so we can focus our efforts on learning and not unlearning/relearning because of inaccurate information they acquired online?
4. Given that many of our learning processes (in and outside the classroom) are built upon the notion of interpersonal learning (discussions, group work, etc.), how can we infuse intrapersonal learning more into the curriculum to align better with the preferences of Gen Z students?
5. How can we structure group projects to be meaningful learning experiences for Gen Z students?
6. Gen Z students grew up with more standards, more testing, less art, and less P.E.. How can we help them learn to explore their creativity and wellness more while in college?
7. What might flipping the classroom look like in your work?
8. How can we embrace students using technology in the classroom rather than having them turn it off entirely? What benefit might smartphones play in the classroom?

9. Knowing the factors that influence Gen Z students' decision-making in choosing a college, what might your program, unit, office, department, or even campus need to consider to meet the needs and preferences of prospective Gen Z students?

Chapter 10: Working with Generation Z
1. What was the most interesting or surprising piece of information in this chapter?
2. Were there any strategies in particular that you believe would be most useful in your unit, program, or institution? How would they work in your context?
3. What other strategies might you recommend?