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Introduction

Generation Z are those who were born after 1996. They are also called Millennials or iGeneration because they are the first generation to have access to the Internet from an early school age also in remote parts of the world. Generation Z have grown up and are growing up in a world that changes faster and more often than ever before, they have different opportunities and difficulties and a different strategy to survive and succeed. They are more flexible, change their place of living, studying or working more quickly, build relationships faster and are ready to share information and knowledge with everybody; with friends, family members, classmates but with virtual acquaintance or ‘friends’ as well. As they have access to the Internet and can keep contact easily via Messenger, Skype and other applications with their close relatives and friends, they will probably not lose their old friends and will keep contact with them.

Statement: As for Generation Z geographical location is not a fundamental fact any more and they are more mobile and adaptive than previous generations, they will embrace better opportunities in other parts of the world provided they can sustain personal contacts with their families and friends.

We can assume that Generation Z have profoundly different attitude towards building, maintaining and using networks both in their professional and private lives. Understanding and analysing these differences might set the first steps towards understanding, educating, training and supporting this generation.

Today we do not have a detailed description or analysis about Generation Z but there are researches and observations about them in general and from educational perspective. The results of these researches and the analysing work have often not been published in printing yet, but lectures based on these explorations are accessible on different sites (e.g. on youtube) on the internet (Dorsey, 2015; Gyarmati, 2014; Töröcsik, 2015.).

When trying to find out what they are like and why they are like that it is also very important to take a closer look at their background and relationships in their families where they have grown and are growing up. Family structures have been changing in the past few decades tremendously and these changes have affected young people’s
attitudes towards and experience with bonds and emotional stability (Amato – Booth, 2000)

Changes have not only occurred in family structures, in the closest environment of Generation Z, the whole world around them has changed in a lot of aspects of everyday life, business, banking, shopping and other services (Siekmann – Solf, 2001) which changes give new opportunities for the individuals (Friedmann, 2005).

The World Wide Web and the appearance of e-opportunities and i-tools have changed the world and the way of keeping contact with each other. Generation Z have special networking behaviour and habits characterized by an extensive use of different social media. Various surveys carried out at colleges and universities in the USA paint a quite gloomy picture of negative tendencies and effects in connection with the use of social media (Gardener – Davis, 2013). We can not only observe a “connection between social isolation and social media” (Gardener – Dorsey, 2013, p.101) but we can also witness an on-going spreading of “online cruelty” (Gardener – Dorsey, 2013, p.113).

Social media requires permanent presence and this uninterrupted connectedness has its consequences in the quality of performance. The distraction and the shallow way of thinking are not supporting today’s youth in creativity and valuable mental or physical achievements (Newport, 2016).

There are however two different views on this topic. The one supports making efforts to educate and train “multitasking-capable Global Players” (Nanahary, 2001, p. 237) while the other stresses that the priorization of multitasking and connectedness do not help people to develop their ability to accomplish deep work, valuable, creative, problem-solving activity (Newport, 2016).

Management has to find its new ways as well. It is not technology that will solve the organizational and management problems but the downsizing of hierarchy and the cooperation of workers on different posts (Savage, 1996). Integration, team-work and the ability to react fast and flexibly are the key to success in the 21st century. To create this team-based and open working environment is a special task in a firm or company where people from different countries and cultures work together. In this multicultural environment managers need to have new qualities and be many-sided, flexible and
empathic. This is their only chance to perform their complicated job (Thomas – Peterson, 2015).

The most difficult question might be that of the education. The importance of knowledgeable internet-use (Nanahary, 2001) must not be overstressed because it is only one of the skills that need to be acquired, and it is irresponsible to state that all dilemmas can be worked out with its help. Technology will not solve the problem of education either. We need to teach the younger generation how to think critically, how to take responsibility and help them to become autonomous and strong persons (Crawford – Saul – Mathews – Makister, 2005). Downsizing hierarchies and reinforcing autonomy in education are also vital in this respect (Scharle – Szabó, 2000).

In the first part of the thesis Generation Z are going to be examined from more different points of view trying to find out in which aspects they are radically different from previous ones. Then we focus on personal background while searching for possible causes. In this part the focus is on the individual.

Afterwards a description of the circumstances, opportunities and difficulties follow allowing us to see the individual Millenial in societal correlations.

The next step concentrates on the internet-use of Generation Z especially on the use of social media as this thesis investigates networking habits and strategies of this generation.

Thereafter we have a look at the survey and its results which is followed by some suggestions concerning deeper or more thorough research.

Finally, since the writer of this thesis is a teacher herself, the last part talks about responsibilities of educators in teaching, guiding and helping generation Z – as all other generations before – in finding their own ways of success and happiness.

Generation Z are a very young generation. Born in or after 1997 the members of this generation are either just about to enter the world of work, have entered it recently or are still preparing to enter it – they are studying at college, university or secondary school.
So when asking them survey questions I could not count on their extended experience or clear-cut, definite answers. This survey is rather a snapshot, a picture of this very moment. I am almost sure that those young people who answered my questions will change their opinion, at least regarding some questions, and it is well acceptable as these young people are between 15 and 20 years of age. This is the main reason for asking not more than 15 simple questions and not asking about family planning which would have been a too sensitive and not timely adequate topic.

67 young people filled in the questionnaire. It is not a very large number. These young people however are from different groups: some of them live in the capital city, others in a town or in a village. A few have a job and work, the majority studies. Among those who study we can find grammar school students, vocational secondary school and vocational school students as well. Their social and financial backgrounds are also very different. In this way they represent a wide range of social strata.

The findings of the survey seem to confirm the starting statement of the thesis as for the majority of Millennials their place of birth or where they have grown up do not play a vital role and they do not mind leaving it for better opportunities. When thinking about their future, home (home, own house) is only mentioned by 10% among the most important five things. On the other hand however personal relationships, the connection to their families, friends and partners are in the centre of their lives and thinking and they want these bonds to be the key elements in their future as well. While they use internet sites as a means to keep contact with real-life acquaintance they do not start and build out relationships online very easily, and only seldom take part in conversations with complete strangers in the social media.

In Introduction an attempt was made to define Generation Z mentioning other names (iGeneration, Millenials) which also refer to them. After the statement we can find the literature review and an outline of the discussion logic followed by an explanation about restrictions and their justifications. Introduction finishes with a short summary of findings.
1. Discussion of Main Subject

1.1. Taking a Closer Look at Millennials

It is very difficult, almost impossible to describe a generation. There are no sharp boarders between generations, one flows into the other without premonition or spectacular signs. Before the twentieth century it did not really make sense to talk about generations generally. Different generations were taken into consideration only locally, in a family, region or country.

However, the common experience of two World Wars and the beginning of world wide globalization, together with many other aspects and events, have the consequence that societies all around the world undergo very similar, even the same processes, and we may and should talk about generations globally.

Since William Strauss and Neil Howe introduced their generation-theory in 1991 researchers, psychologists, sociologists and even marketing professionals count with a different type of generation about every twenty years, although some of them warn us that the span of these generations may also shrink, and instead of having a new type of generation every 15-20 years, we may count with new tendencies every 10-15 years – just because changes are also changing (Dorsey, 2015.).

According to some definitions those who were born after 1995/96 belong to Generation Z. Jason Dorsey defines them as young people who cannot remember the terror attack 11/9/2001 consciously, they experience it only as an event in history told them by other people (Dorsey, 2015.) -- in this case Generation Z would be rather those who were born after 1997/98. Marking the end of this generation is still not very common, but sometimes the year 2007 is given as the last one when members of this generation were born (Guld, 2017.)

I am especially interested in Generation Z because I have been living and working with this generation in my private life (four of my children were born after 1996) and in my professional field as well. From 1999 to 2013 I taught in a primary school and since 2012 I have been teaching in a secondary school with one school year (2012-2013) when I taught in both of them. As both the primary and the secondary school can be found in the same village, and there are only two secondary schools in this region it
also means that I have a lot of students who I met and taught in the primary school and have been meeting and teaching for some years in the secondary institution. I have been following their development, changes in their behaviour and appearance, I have seen how they gained and lost relationships for seven, eight or nine years. Still, I do not dare to think I know them and I only have a vague image about the way we should educate them.

I decided to analyse this generation, especially their relationships because I think it is the domain where they are strikingly different from preceding generations.

Preceding generations always look at the younger ones with a lot of scrutiny, concerns and worries. They examine them from two points of view: Will they be able to survive, persist or even flourish as individuals? And will they be able to carry on the traditions, values and ideas of a community – let it be a nation, a religion or a profession? Of course they can only flourish if they are in a mentally and physically good condition and of course they can only have a continuation if they have a family, they have offsprings.

These scrutiny, concerns and worries incarnate in the shape of questions like: Will these young people have the strength, endurance and patience to finish their studies or training? Will they work hard and come forward without burning out? Will they raise their children in the same believes or in the same traditions as we raised them? And if not, what values will they cherish and what ideas will create the frames of their lives? What will they consider when making decisions and how will they react if get stuck?

Even if some members of the previous generations are not satisfied with the rising one and with the answers they get to these questions we cannot escape facing the strict fact: there is no other option than them. They ARE the future and the more mature, experienced and advanced members of society share the responsibility of educating them, giving them advice and helping them to find their own place and way within the ever changing structures, opportunities and frames of our society.

Throughout the centuries in all cultures younger generations were shaped and raised by parents, grandparents and teachers. In the majority of cultures the teachers were also representatives of a religion, they were priests, pastors, rabbis, mullahs. After the
Enlightenment these functions underwent a separation in Europe but education was still in the hands of preceding generations. Of course books also played an important role but their influence was far from the impact of the television.

The last two generations are also called “media generations” (Guld, 2017) as media play a key role in their lives and they share a lot of characteristics and behave similarly in a lot of aspects. This is why some researchers examine them together, within the frame of the same investigation (Töröcsik, 2015).

With its powerful, in the seventies already colourful films, series, talk-shows and advertisements television had a great impact on the lives of the upcoming generations from a very early childhood on. Television even planned our days and free time. People did not visit each other or went out when the next part of a popular series was on. Smart people eased this pressure when video recording appeared on the scene. It was even a solution for letting children watch late at night shown films. Parents recorded films and teenagers could watch them next day – of course much earlier.

The situation was however totally changed by the World Wide Web. Television was something which required passive attention and it did not matter much if we saw a film two days later. In the internet-world we have to be present. We constantly have to check our e-mails, post photos and comment in the social media. There is a fear that if you are not connected you will be left behind. Social media strives for dominating our lives demanding a part of our attention all the time and so having a greater impact on us than anything before. Millennials were born and brought up in the very presence of social media and are not able to imagine their lives without it.

1.1.1. What characteristics do Generation Z have?

Teachers and parents very often characterize them as lazy, selfish and self-centered, impatient and superficial generation who always cling on their gadgets, do not read books and have no motivation to make plans for the future or, if they do, no persistence to work on and complete these plans.

Different researchers, sociologists and teachers examine generation Z in detail. Dr. Mária Töröcsik warns us against talking about this generation as a homogeneous group. She and her research group could identify eight different groups (Dr. Töröcsik, 2015.).
Some teenagers and young adults do not seem to have plans for the future while others are really motivated and working hard to make their plans come true. Some have a lot of friends and are very active in the social media as well, others are present on facebook or other social sites but they are not active and have only a few friends. A lot depends on their qualifications, gender and place of living.

As I mentioned previously I have been meeting this generation and living with them for the past twenty years both in my professional field and in my private life. The urge and desire to understand them better and have a more precise image about their reality are becoming stronger and stronger in me. It is reassuring that more and more teachers and trainers feel the same. At my school we even had a one-day meeting lately and invited psychologists, mental hygiene professionals and a missionary who organises holiday and free-time programmes for this generation.

Based on various observations I can say that there are a few characteristic features which are true for almost all members of generation Z:

- Physical appearance is very important for them, even for the boys/males. When they share photos about themselves on social media they expect to become positive comments about how good they look, how pretty they are. Even boys go every week to hair-dresser, and hair-colour, make up, tattoos or painted nails all have a message for them in a world where words seem to have less and less meaning.

- While they are searching for their identity just like all adolescents or youngsters before, they do it on two levels: online and offline – having very often totally different personalities and also different feedback from peers in these two spheres.

- They are technology-dependent, they do not use technology, they live with it (they may switch between online and offline reality as many as 27 times in an hour).

- They have a very vague picture about the future. Even if some of them have great professional plans most of them have nothing to say about private plans, like starting a family or leaving the home of their parents, the mama-hotel. They live in the present and do not know how long it will last or what the next step is. (By the way: are there any steps or stages or just changes?)
- They are full of information – sometimes even fed up with them and unable to cope with the amount and diversity of information pouring on them from the different sources.
- Information means for them more than just words: pictures, short videos, emoticons give them sometimes more information than words. But they hardly ever realize that these other sources of information are often ambiguous or can lead to misunderstanding.
- While they are really good at multitasking they often are unable to focus on one topic or task getting into the depths of it.
- Sometimes they are lonely but they do not recognise it – counting their online friends as real ones.
- In some parts of life matters and thinking they are 5-6 years ahead. They start smoking and drinking at the age of 11-12 and having sex often at the age of 12-13. At the same time their EQ is very low, emotionally they are at the level of 5-6-year-old children. They are very sensitive towards themselves but hardly able to sympathize with others and often do not realize how deep effect their (sometimes really hurting and humiliating) words have.
- They start fighting depression and eating disorders at a very young age (the youngest ones at the age of 9). A lot of them have a kind of intolerance.
- They seem to be very self-confident and make decisions very quickly.
- Although only 3% of employees are Millennials at the present employers already complain about their being disloyal, difficult to motivate and not respecting hierarchies (Guld, 2017.)

1.1.2. Why are they like that?

I do not think generation Z is a different kind of species. There are reasons why they develop differently and behave like they do.

The way of life is not linear any more. People leave home but after an unsuccessful marriage or when becoming unemployed they might as well return home for a few years. Decisions about profession, place of living or partner may not last for long. Life-long-learning for example is not only a positive opportunity but can be a must in certain situations.
Tendencies which were already true in the US in the mid-90s have become characteristic also in Hungary. According to Paul R. Amato and Alan Booth “40% of children experience a parental divorce prior to the age of 18”, and because a lot of second marriages also end with divorce, “many children experience multiple parental divorce”. “The intimate relationships of adults have become less stable” and with some other factors it “has exacerbated the instability of offspring’s intimate ties” (Amato, Booth, 2000, p.10, 119). This situation not only teaches teenagers that nothing is permanent and you cannot rely on the steadiness of human relations and bonds but they easily become neglected while their parents are reorganising their own lives. While they may benefit from being able to live and cooperate with other, often very different peers and adults in a patchwork family they sometimes miss the presence of their parents and siblings very much and feel being put aside.

I can see these tendencies very clearly in my school. There are students who can count their step-fathers or –mothers up to 6 or 7, and it happens more and more often that mothers leave their children behind and fathers have to bring them up alone or in a (some) new relationship(s).

Also in unbroken families children not seldom have the feeling that they and their parents are living in two different worlds. Even if they try to share their problems with their parents, their mothers and fathers seem to underestimate the impact of negative comments, unanswered chat-questions and solely online ‘friends’ (never met in real life). Moreover parents do not understand how important it is to be online all the time, to post a photo about each activity and they do not accept that you simply cannot finish an online battle at any time.

We know that the world is flat – because of globalisation we all have access to the same amount of information and the whole world can become our playing field (according to Thomas Friedman) but this flattening has its impact on human relationships as well. As teachers or members of the elderly generation we often say that adolescents do not have respect for us, they do not see the kind of hierarchy we consider as natural between student and teacher or between youngster and adult or elderly person.

But do they really need this kind of hierarchy-awareness? Young people who work at firms in Denmark and Finland give accounts of bosses sharing office rooms with their
subordinates behaving rather as a leading member of a team, giving up formal advantages they used to enjoy because of their position. In the book 5th Generation Management the boss-character, Frank tears the organisational chart in half and says: “I’m calling an end to this rigid organizational structure.” and a few minutes later he claims: “What I want are people with robust capabilities that can weave themselves in ever-changing patterns depending on concrete market opportunities.” (Savage, 1996, pp. 9-10)

Why are they like that? Because that is what is expected of them – at least at certain firms under certain circumstances. Still: it is time to lose our confidence that we always know what young people need to learn and what rules they have to keep.

What about their self-esteem, their self-confidence? There are several reasons why they can be (or can seem to be) so self-confident:

- They can experience their youth as a value in itself. All advertisements, the whole clothing industry aim at young people creating the feeling that young people are more valuable than older ones.
- Parents very often support this generation financially much more than previous generations were supported, allowing them to spend more on cloths or going out than parents themselves have ever dreamed of. In some cases it may be a compensation of lost caring but can result in a false feeling of ‘I deserve it’.
- For the first time in history adults know that their children can teach them something vital (Töröcsik, 2015.), and they also have a great impact on the previous generations’ lives. Grandma enters the world of facebook to have access to the photos of her grandchildren, and her grandchildren teach her how to write text messages and use some applications on her new phone. Some researchers call it ‘reversed socialization’ (Guld, 2017.) The new generation instinctively knows how to solve problems in the new, digital world. Parents are surprised that their really young, 3-4 –year-old children find out how their phones work just while playing with the touchscreen (experiencing). We still want to learn it step by step – the Zs say: you’ll find it out, let your intuition lead you.
Generation Z and Their Networks

Of course it may cause some problems because it does not always work. Generation Z will not read long instruction manuals, they will experience. Even if it is dangerous, even if it is not a gadget but a machine working with electric power, able to kill you if you do not pay attention.

Experimenting, the wish to play dangerously and get a high impact of adrenalin seem to be really essential for this generation. It was of course important for previous generations as well but not to that extreme extent, not for just the danger’s sake, risking often their own and others’ lives. As I focus on their relationships and networks, I will examine this phenomenon from the networking point of view.

Before examining the wider environment of Generation Z we tried to define them more precisely, characterize them thoroughly and made an attempt to find out some of the causes which might have had a role in their becoming like that.

1.2. A New Generation All Around

In the preceding description I concentrated on the individuals of Generation Z but as I would like to examine their networking habits and strategies it is a crucial issue to look around and investigate the world they have grown up or are growing up in, the world where they are networking.

If we look around we can detect that iGeneration have appeared in all sectors of our lives. Firms, banks, supermarkets or other shops also have their iGen features, they all have changed a lot in the past twenty years – offering new and having lost old types of services. We use e-banking and go shopping online, a lot of trainings and courses are available in e-form. We download films, books or just read and watch them online. Firms allow their employees to work from home regularly or in a certain period of time. Even healthcare has changed. Doctors can consult other specialists from all over the world even during an operation which can be watched by others live via internet. Applications can help patients and doctors to keep an eye on health rates like blood pressure or sugar level. And almost everybody uses the possibilities of e-networking, though those who were born before the 1990s do it in another way than the Millenials.

Those who were born before the 1990s experience this i-world as a result of several changes and they got used to it gradually, during a certain period of time. Generation Z
were born into it. Alongside with the growing impact of i-tools and the World Wide Web there are other societal changes which influence us all but especially young people as they are in a very sensitive phase of shaping their identity and personality. The importance of individuals and individuality has been growing rapidly in the past two decades. In bank services, travelling and education (just to mention a few) ‘providers’ strive to tailor their ‘services’ directly for each person. It has always been taken for granted to get personally suitable products in some sectors like clothing or health care but today’s attitude seems to generate the feeling that nothing is good enough if it is not produced or tailored according to my very personal needs or wishes. And this process has started long before Generation Z has entered kindergarten.

Researchers and psychologists (along with parents, teachers and trainers) try to examine the effect of i-world on teenagers and young people, like Howard Gardner and Katie Davis do in their book: The App Generation. At the same time bank, sails and department managers support the use of i-tools and e-ways, while fighting their disadvantages and the lack of knowledge, because a lot of employees still are not able to use these devices properly. Moreover, sometimes even the managers themselves lack these competences (Nanahary, 2001, p. 238.) which can result in losing customers, markets and business opportunities.

1.3. Opportunities and Difficulties for Millenials

Generation Z have better opportunities than previous generations in a lot of fields.

- It is much easier to travel to other countries (e.g. in the frames of the EU) and there are far more flights, more comfortable trains and faster cars than 20-30 years ago.
- Taking part in student exchange programmes or spending a semester abroad are not an exceptional privilege any more.
- Information is accessible from all corners of the earth. The Word Wide Web makes telecommuting, co-working and keeping contact possible 24 hours a day.
- Technology and the pharmaceutical industry have developed a lot recently giving a better opportunity to live a full and comfortable life.
- Even employers value their employers more, “focusing more on leadership, growth opportunities, loyalty, recognition and work/life balance” (Nevertheless almost all opportunities have their dark sides, and young people must be aware of the dangers which come along with all these opportunities.

These dangers are not the only difficulties for them. While we encourage and expect them to cooperate, trust and share with each other alienation, distrust and isolation have become more and more present among Generation Z. While trying to strengthen their social responsibility and their empathic feelings we often have to face the lack of emotions and understanding. While it is more and more important to be a strong individual it is also inevitable to work together and be a member of networks. While society needs more and more creativity, standardisation is spreading in all sectors of life (actually computerisation has a decisive role in it).

One challenge for Millennials is to find the balance is their life. Balancing openness and cautiousness, preserving their character while being a valuable member in teams with the ability to make compromises. Staying creative and fulfilling administrative tasks before deadline.

1.3.1. Meeting Expectations?

When entering the world of work and facing job interview questions and requirements in job advertisements young people will find that they are required to work in team but also to be able to work individually. They should be very young, with fresh knowledge but should have some years of experience at the same time. Employers expect them to be flexible and adaptable, reacting quickly to the changes in economics or other fields and with it parallel stick to management decisions, firm rules and hierarchies. The ideal situation in a firm or enterprise is when “each part of an enterprise (including each person) has its unique characteristics yet each element understands itself within the context of a larger whole” (Savage, 1996, p. 131.).

If some young people think it is almost impossible to fulfil all these requirements in one person they might be right. However, we are not at the end of this list yet.
There are some analysts who stress the importance of computer literacy and the ability of multitasking (Nahahary, 2001, p. 237.) expecting that these skills are the most essential for employees at the beginning of the 21st century. Others warn from this one-sidedness underlying the importance of deep-work “performed in a state of distraction-free concentration” highlighting the fact that this is the only way “to create new value”, elaborate new ideas and inventions (Newport, 2016, p. 3.) Newport mentions three famous examples for it: J. K. Rowling “who was famously absent from social media during the writing of her Harry Potter novels”, Woody Allen who used a manual typewriter and has never been present online and Bill Gates who regularly conducted ‘Think Weeks’ in complete isolation where he read and “thought big thoughts” (Newport, 2016, p. 4.)

While some employers, analysts and advisors tend to concentrate on the individual attributes of (future) employers a new voice is getting louder and louder stating that it is not enough to generate changes in and teach new skills to individuals, but structures and hierarchies of firms and other institutions has to be altered as well. We are not on the way to solution when “we are busy to stuff” computer technology into old-school organisations (Savage, 1996, p.117.). According to Savage “a company that hides behind technology, even the latest, is unable to pick up the subtle nuances of the market that are the early signs of the upcoming trends” (Savage, 1996, p. 55.).

Savage goes as far as to state that “work is conversation” and “the best management structure to replace the hierarchy is networking” (Savage, 1996. p. 63 and 116.). In this revolutionary and advanced form of ‘networking’ he envisions “a team-based operating environment where it is extremely easy to form and reform teams both electronically and physically around cutting-edge projects” (Savage, 1996. p. 57.) Accordingly, variability, flexibility, the ability to bend but not break are also crucial in his point of view.

In the last ten years however employers have recognised that employees also have their needs and achievement cannot be the only element in focus. If they want to keep their employees they have to create “emotional connections” (Recruiter, 2017) between employees and the firm. “In the course of the decade business have learned to create more employee-conscious workplaces that meet employee’s needs in terms of technology, stress and workplace environments” (Recruiter, 2017). Thus we can see a
changing attitude on both sides; employers and employees both are trying to adapt to the new requirements of the 21st century.

When young people consider abilities and skills needed for their future job and in their future working environment it is advisable for them not to be “captive to either/or thinking” but rather to move towards “both/and” type of conception (Savage, 1996, pp. 51-52.) knowing that BOTH team-working, cooperation, integration AND distraction-free concentration; BOTH well-thought-out decisions, consistency AND flexibility, the ability to re-think, re-create, re-design are required from them. Hopefully not at the same time – and that is the responsibility of the management and leadership. Hopefully they will be wise enough to see and feel what the given situation needs – and that is their responsibility and that of their educators, teachers and trainers.

This is one of the real challenges of the 21st century.

Looking at the societal setting and circumstances, analysing all the opportunities and difficulties Millennials have to face and examining all the expectations they are required to meet are all necessary steps towards understanding them and their networking strategies and habits.

1.4. Caught in the Net(working)

Investopedia (the world’s leading source of financial content) defines networking as “a process that fosters the exchange of information and ideas among individuals or groups that share common interests”. During the networking process future employment opportunities, closer relationships or common enterprises can unfold from this “common interest”.

The increasing number of connections between human beings was already observed by Frigyes Karinthy and investigated in his play “Chain” in 1929 – long before the World Wide Web was born, while John Guare’s play “Six Degrees of Separation” (1990) goes as far as raising the topic of a highly interconnected planet with each of its inhabitants being only six people away from any other person –more than a decade earlier than social media entered our lives.
We can talk about social and business networks, and there are also global networks in the banking sector (e.g., the one operated by Mastercard).

Both the social and the business networking have real-life and online forms. Business meetings, conferences, exchanges are forms of offline, in-person networking. However, these forms have their online counterpart in video-conferences or any type of online exchange, like e-mails.

There are numerous forms of real-life social networking from simple chatting to class-trips and from birthday-parties to church events. The online forms are also multi-coloured: sharing photos, commenting, chatting, posting poems, articles, programmes, creating open or closed groups of people with same interests. There is nothing wrong with it – or is there?

Although young people are connected to several people on the internet – they have not even met all of them in real life, the feeling of loneliness is more common among them than ever before. “How can it be that technology designed to connect people may actually be making them feel less connected?” (Gardner-Davis, 2013, p. 101) We can see a definite connection between social isolation and social media. And although “isolation is an individual-level problem”, it “can have larger social effects” (Gardner-Davis, 2013, p. 110.).

One of its causes can be that those affected did not have enough time to establish the necessary bonds to people in their own community. I have already mentioned the problem of often changing parental figures, but this problem goes much deeper than that. It would be vital for all children to build up their own identity within a closer community. Unfortunately before finding their own identity within a certain fellowship (their town, neighbourhood or religious unit) “their sympathies are distributed across multiple interest groups”, and they will be “less likely to embrace membership in a given … community in which they were raised” (Gardner, Davis, 2013, p. 87.).

Online ‘friends’ are very often not real friends just acquaintances, chat-partners, and “there is nothing wrong with such lightweight friendships but they are unlikely to be at the centre of the user’s social life” (Newport, 2016, p. 185.) In extreme cases though these shallow contacts start to rule people’s social life either because they lack real-life
friendships or because they do not see, feel and experience any difference between real-life and online friendships.

Isolation is not the only problem of unbalanced use of social media. We can witness a so called ‘coarsening effect’ (Gardner, Davis, 2013, p. 112.), a decline in empathy. “In a poll, in 2011 71% of fourteen-to-twenty-four-year-olds said people are more likely to use racist and sexist language online or through texting than in person” (Gardner, Davis, 2013, p. 112.) but these are only two forms of online cruelty. Ironic, sarcastic and deeply hurt comments do also a lot of harm.

There is a new attempt to demonstrate this offending, humiliating and dangerous online behaviour. By presenting them as if they were in-person conversations they become more vivid and since professional actors perform these real online chats, carried out in upper primary classes, these are really touching and effective. (Unicef Magyar Bizottság, 2017.)

Some young people also experience a feeling of obligation in social media, as if it were a must, a duty to wish happy birthday everyone indicated on that day and to reply all messages written to them (Gardner, Davis, 2013, p. 101.) They decide to delete their facebook and other social media accounts and experience a certain freedom.

This is however not a good solution. Social networking, also its digital form is essential in today’s life. It is very practical for example to have class-groups for discussing homework or other school-matters. Students can create common projects while spending their weekends in different parts of the country. Joining professional, cultural or fan groups can mean to get a lot of information, advice or support. The fast exchanges of messages or e-mails facilitate effective co-working and co-operation.

Young people have to learn how to use these digital tools for the purposes they serve and not see them as substitutes for real-life relationships.

While being in-born in the world of i-tools and internet Generation Z do not exploit all the possibilities this world offers to them. The phenomenon of ‘shallowness’ can be detected even in their use of the Internet and technical devices. They move on the surface, just use those functions which are important for them right in that moment and often do not have the patience and endurance to perform that given act on a higher level.
or in a better quality. If we look for example at photos posted on social pages we can see that they were not made lighter or darker, no disturbing object was cut out for the sake of a better look. Most of Millennials use more than one social network but hardly ever bother about settings, security or privacy; they seem to have a vast collection of applications but are not acquainted with a lot of functions or possible ways of use these applications offer.

1.5. My Survey

The survey consists of 15 questions which are of three different types: two of them are open questions, in eight of them target persons could choose from 3-5 possible answers, and there are six questions, each of them asking about how important people or places are for respondents, where a 1-7 scale was used to indicate degree of importance.

The first three questions are about date of birth, gender and place of living.

The next seven questions examined the relationship of the target group to their family members, friends, class and schoolmates aiming at networking habits and associated feeling outside social networking, in the offline world so to say.

Two questions follow which concern social networking habits but they are restricted to discussions (chatting, commenting) and do not ask about posting, sending personal messages and other activities. One reason for it is that young people between 15 and 20 years of age hardly ever use e-mails, they rather send private messages via social networks. However these private messages go to persons already mentioned in previous questions (family members, friends, class or school mates) so it seemed unnecessary to duplicate.

The last three questions point towards the future asking about possible future place of living, form of working and most important factors of life (open question).

The target group of my survey is Generation Z, and I asked 15-20 year old young people to fill in this questionnaire. Younger Millennials were not asked because they might not be interested in the content of all questions yet; they are simply too young for some of them.
For creating, spreading, data collecting and analysing a special online programme, Survivo was used, the link of the survey is: https://www.survio.com/survey/d/P5O3I3B9N5U6E8O9V

but it can also be found in Appendices.

67 target persons filled in the questionnaire which was spread via social media but was not posted openly, only in closed groups, and this fact gives us some additional information. We know that respondents either go to different secondary schools in Budapest and live there or near it, or they go to a secondary school in a village, but might come from all over the country, or even outside of it. Most of those who go to school in Budapest visit the Veres Pálné Grammar School, and all of those who got to the village secondary school visit Letenyey Lajos Secondary School. This school in Felcsút is a special one, not only because it integrates the football players of the Puskás Academy and these footballers come from different villages and towns of Hungary, some of them even from Transylvania, but also because it incorporates all three secondary school types: grammar school, secondary vocational and secondary school.

Thus we can conclude that the survey was not filled out by a lot of respondents but they represent a broad spectrum regarding place of living, type of schooling and most probably regarding future plans as well.

1.6. What do Results Show?

When analysing the results of this simple and very direct survey the emphasis is put on two aspects which are the essential elements of the statement: one is the mobility of generation Z and their attitude towards geographical location and the changing of it, and the other one is the significance of family and peers in their lives and how it can be detected in their online and offline networking habits.

Results show that although Generation Z is a very young generation they do not stick to their place of birth or to that where they spent their childhood (question 5). Almost 30% marked 4 on a 1-7 scale which means that they can imagine living somewhere else very well. The cumulative result was 3.6, and it is a noticeable fact that 44.7% of respondents
marked only 1, 2 or 3 which means they do think of leaving their present place of living in the future.

Nevertheless the rate of those who do not tend to regard staying in their country as important is significantly smaller (question 4), only 19.4% marked 1, 2 or 3 for this question with almost 20% (19.4) standing in the middle and indicating 4. The cumulative result here is notably higher, 4.9.

The results of these two questions show that the inclination to mobility is really present in the Millennials and their majority is ready to leave their living place for better opportunities though the possibility of leaving the country has only been considered by a minority. On the other hand it is well imaginable that leaving the place where they grew up is only the first step towards extended mobility.

This tendency can be seen when questioned where they would like to live in 5-8 years (question 14). 76.1% would like to live either in their present country (38.8%) or somewhere in Europe (37.3%) but only 14.9% would like to stay where they live now. 37.3% plans to leave their country and live in another one in Europe and another 6% plans to leave the continent as well. here we can see a noticeable change to the present state data They themselves count with the decline of their country’s importance while getting older and gaining more independence which supports the statement about growing mobility of younger generations.

The other key point of this questionnaire was relationships. As supposed in the statement relationships with the nuclear family, friends and peers are far more important for Generation Z than geographical location, all of the asked categories got more than 5 out of 7 as a summative result.

The given answers imply that parents and siblings play the most important role in iGeneration’s life, and young people wish to meet often their parents, brothers and sisters, the cumulative result was 5.7 out of 7 for this question (question 6). Still, we have to mention those (round 12%) who indicated 1, 2 or 3 for this question. Although we cannot know what in the background is in these cases, it is an alarming fact that more than one 15-20 year old persons out of ten do not want to meet his/her nuclear family regularly, and for another 6% it is not that vital (marking 4). For the vast
majority (82%) however this is the most decisive bond in their lives which, looking at their age, should be considered as very natural.

It is not only the nuclear family that really counts in Generation Z’s lives, they show quite a noticeable interest towards their ancestors and grandparents as well, meaning that roots do have an impact on our lives. The summative result for this question (question 7) is just a little lower, 5.2. It is still more interesting that at this question the rate of those who are uninterested is the same as before (12%), the other rates show a significant difference though. Far more respondents marked 4 (19.4%) and more than 13% less (68.7%) seem to be really interested in their personal and their families’ history – marking 5,6 out of 7.

The importance of peers is also expressed in the survey. Without a good relationship we cannot conduct successful networking either in person or via social networking. So for these young people having a good relationship with peers is a bit less important than nuclear family but slightly more vital than being knowledgeable in their families’ history or being in close relationship with grandparents. It is quite astonishing though that 15% find this good relationship with mates inessential and indicate 1,2 or 3 for this question (question 8). They may not see the importance of networking yet, though there can be a misunderstanding as well. Sometimes it is not clear for some people that having a good relationship and being friends is not the same. As this survey was spread on the internet without any explanation we might have not been able to escape that type of misinterpretation. Another problem can be that in this age the majority of friends are class or school mates at the same time and these circles of acquaintance often overlap. It requires a certain maturity to realise that being supportive, helpful and reliable colleagues is inevitable for successful work but does not mean being good friends. Anyway, as many as 79.1% already know how vital it is, and they marked 5,6 or 7 for this survey question.

Question 9 tried to detect how many persons of the peer groups these young people have around them who they really trust. It wanted to clear the above mentioned problem of sometimes being unable to distinguish between class mates or colleagues, friends and close friends. Taking a look at the results show that the respondents have a sound image about who their close friends are, as none of them marked having more than fifteen close friends. The majority have 3-7 close friends (65.7%), slightly more, than a quarter
(26.9%) of them have 1-2, another 7.5% have 8-15 close friends. These differences can arise from the different characters and life situations of those who were surveyed.

In this topic an open question focused on the issue of trust and accepting advice. According to our innate human nature if we are sad we tend to complain, if we are happy we tend to tell about it to far more people than the number of those who we really trust and ask for advice. That was the pre-assumption to question 10 where respondents were asked to name those who they take in their confidence and ask for advice. The answers were partly logical after having seen the answers to some previous questions regarding relationships but there was an element of surprise as well. The answers mentioned friends (in any form) 37 times, parents 34 times and mothers only were named far more often (14 times) than fathers only (twice). A rather striking data was about siblings who were mentioned only 9 times, although we cannot know how many siblings the respondents have. There might be quite a few who do not have brothers and sisters. We could read grandparents 3 times, God twice, Internet on one occasion. And it is really sad but teachers, trainers and professors got two votes altogether. Answers like ‘no one’, ‘anyone’ or ‘no problems’ can hardly be interpreted while there is answer from someone who finds it difficult to open up which might be other young people’s problem as well.

After questions about in-person networking questions 11 and 12 inquire about social networking habits. As mentioned before the focus is on communication and not on one-sided posting or passive ‘liking’, ‘disliking’ since discussion, the exchange of information leads to useful and successful networking where mutual help, the supportive, two- or many-sided development of ideas and organization of common activities create and contribute to working, studying and “knowledging” (Savage, 1996, p. 121)

Question 11 asked about online communication with people who respondents know. In this case there were only 6% who never exchange in the social media, 38.8% who do it sometimes and the majority (55.2%) claimed that they do it often. These 6% means four persons who might not use social media at all. There are some young people who do not join any social media because of the possible dangers, and we can hear about these dangers more and more often. Fake news, fake profiles and the time consuming
distraction are only some of these dangers. Young people must be aware of these and know the technics how to escape them.

As it seems from the answers given to question 12 Generation Z have learned this lesson and they are cautious and careful. More than 50% (50.7) do not communicate with people they do not know in person at all. 40.3% do it sometimes and 9% do it often. As a matter of fact one of the requirements of 21st century is to be able to communicate, work with and even work together online with hardly known people or complete strangers, and it can happen that we must solve a problem or develop a plan or an item in cooperation with others who we might have never met in real life before and will never meet in the future in person. Of course in these cases there is a channel where we meet them, there is a bond between us; either we work for the same multinational company in two different countries or our expertise bring us on the same field of work. This case differs a lot from random discussions with strangers where evil-minded people can hide behind fake profiles and dangerous or harmful programmes are organised under an attractive disguise.

On the one hand there would be a need to talk about these and other dangers with those six young people who often chat with strangers (and of course with all the others as well), without discouraging them from exchanging information with people not known in person. Sometimes when young people play online games they do something similar. When playing with or against each other the players concentrate on information relevant for the game and they do not share any personal data or talk about their own life. Communication is restricted to a certain task for a certain period of time. It does not matter if they use nicknames or give false information about their age. They cooperate or fight for some time but it is just a transient project and another one might start with different participants in just a few seconds.

Looking towards the future we can see that Millennials have very different images about their place of work (question 13). A quarter of them (25.4%) sees themselves working at a large enterprise, 19.4% at a medium-sized enterprise, 17.9% in a state-paid job and 17.9% working as self-employed persons. Future plans differ just as much as personalities and characters. It would be interesting though to find out how much the circle of future self-employed and the circle of those who do not think that peer
relationships are important overlap. We cannot be sure that respondents, especially the younger ones all know that being self-employed means far more than having no boss.

The last question of the questionnaire (question 15) was answered in different ways. Respondents could write things, persons or ideas they think will be most important for them, so some choose only ideas, some rather persons, but very few object (things) were mentioned. When we look at these answers we can detect that personal relationships are considered to be the most vital in the future, 51 persons out of 67 (that is 76%) mentioned either family, or friends or partners, and not seldom all these three or two of them were present in their enumeration. Education, job or work were important for 19 persons (28%), but home was not a central concept, being written only 7 times (10%). God, faith and travelling got some votes (all of them 8), and financial stability or money were key aspects for three persons. It is worth thinking about the fact that only one person mentioned his/her mobile phone as one of the most important things in the future.

The key values for Generation Z: family, friends, a loving partner, good and motivating job, success and happiness are the same as those of previous generations and this fact can serve as a basis for understanding between generations.

All in all, the results of my survey support the statement; Generation Z finds location, stability and circumstances far less relevant than their parents and grandparents whereas personal relationships, love and success are still the most significant factors of their lives.

**Conclusion**

On the basis of the survey results we might conclude that personal relationships play a very important role in Generation Z’s lives and they insist on keeping contact with their nuclear family and friends continually. When in trouble they turn to parents and friends asking for their help and advice. Taking a look at the future, family, friends and love play the main roles besides work and sport.

Geographical location plays a far less important role, and although they are only 15-20 years old the majority of Millenials are ready to leave the place where they have grown
up or even their country. The number of those however who would also leave their continent is considerably less, only 6%.

When examining social networking habits we can say that the majority tend to use social media carefully, in the first place to communicate with personally known acquaintances. Nevertheless the need to improve strategies in using social media is strong and imperative, while the mental and emotional sides need to be strengthened as well. The difference between strong, supportive and loving personal bonds and random or topic-bound short lasting connections must be clear for everybody.

What Could the Next Step Be?

This survey was restricted to two basic elements of behaviour among Generation Z: online and offline networking and the importance of geographical location. There are many more aspects which should be studied in order to get closer to this generation, their problems and attitudes and to find out the ways of educating, supporting and helping them. One field of research could be their clothing, body-centeredness or the urge to have tattoos: Are words not strong enough or is it a sign of the emerging post-Guttenberg world where pictures, images, drawings and other signs become more relevant just as in the pre-Guttenberg period (Gyarmati, 2014, from 10:10)?

One strong point of this research is that a very wide range of Generation Z-society is represented in it. But from the results we cannot draw any conclusions regarding the different societal groups. Just one example: After living almost 30 years in Budapest and almost 20 in a village I have made the experience that for village people it is far more important and natural to live in the same area where they grew up. Maybe it is because their extended family also live there and the geographical location means human relationships and the opportunity to enjoy them frequently as well. When examining the questions related to the future place of living and to the importance of the present place of living it would be interesting to see whether those Millennials who live in a country town or village think differently from those who live in a city or Budapest or not.

There could be diversities also when we examined students in different secondary school types separately, as young people in vocational schools tend to have quite different images about their future than students of a well-known and strong grammar
school. Their self-confidence, the level of their language skills and very often also their family background are so unequal that we can almost be sure to get contrastive results regarding their future plans or their readiness to leave the place where they grew up.

The target group of this survey are very young people, aged 15-20. Whatever they might think now we can almost be sure that some of them, or most of them, will change their minds as they proceed with their studies and gain more and more experience in different fields of life. So repeating a similar or the same research with the same target group in 5-8 years would give a very different result, and we could also examine the emerging question why they changed their opinion or way of thinking.

When conducting a survey in the future we could also investigate Generation Z’s working attitude and behaviour since in 5-8 years a lot more members of this generation will be actively working. As mentioned before, although only 3% of the employers are Millenials yet, companies are concerned about their specific approach to work, about their lack of loyalty and rejection of hierarchies (Guld, 2017; Recruiter, 2017).

This is a highly interconnected world and not only because of the World Wide Web and all of its services and social networks but also because we face almost the same types of supermarkets, fast food restaurants and multinational companies all over the world. Still, it would be worth examining whether they think and behave in the same way in all corners of the world. Do they cherish the same values, have similar plans for the future and do they behave similarly in the online dimension?

2. Last Word about the Responsibility of Teachers, Trainers, Coaches

The majority of Millenials are still educated somewhere, either in upper-primary and secondary schools or at colleges and universities. Those who are working at the moment will certainly need some kind of training or course in a few years’ time but might as well decide later to start some studies. It means that we still have or will be having the vast majority of them somewhere in the education system and it is still not too late to educate them towards using their networks in a successful and meaningful way.

Teachers and educating institutes are often criticised that they “do not recognise how important internet for professional success is” (Nanahary, 2001, p. 240 translated by
In my opinion some of them might just not like the side effects, and they do not think that using technology can solve problems which are not technological.

It is true for instance that e-training can be a very good way to maintain a continuous and systematic professional development, or to learn a different job, but e-learning requires a high degree of self-discipline and self-management (Nanahary, 2001, pp. 243, 246), and without them it is just useless.

From the manager’s point of view the problem is that “we put too much faith in the computer and not enough in ourselves”. To solve the problem of insufficient networking and internet-use needs ‘attitudinal’ changes, and these changes are “people dependent”.

“It is not possible to put enterprises on automatic pilot and expect them to run themselves.” (Savage, 1996, p. 118.)

“Many teachers are seeking to change their practices… They want to challenge their students not just to memorize, but to question, examine, create, solve, interpret and debate the material in their courses” supporting “active learning and critical thinking” because they are convinced that this is the “most productive teaching” (Crawford, 2005, p. 1.). This critical thinking makes them listen to others attentively and then, without copying solutions, find their own ways and methods. “Listen to everyone but don’t accept anything without analysing and testing” (Gyarmati, 2014, from 25:30)

This is the first step and it is independent from technology. In the educational practice it means that teachers need to “foster learner autonomy”, they have to “encourage learners to take an active part in making decisions in their learning” (Scharle, Szabó, 2000, p. 4.). Scharle and Szabó also underline the importance of self-monitoring in this process (pp.43-44.) and they also find it vital to break down hierarchies, just as we have seen it before in the case of firms. They urge teachers to “hand over roles that are traditionally held by teachers”. This role-transferring can have various positive effects. While students may “have some control over the learning process” and so they are not outsiders who are just being taught, their independence increases and it “may evoke and reinforce responsible and autonomous attitudes” (Scharle, Szabó, 2000, p. 80.)

It is a real challenge for students, the “challenge of independence” (Scharle, Szabó, 2000, p. 80.), but it is very important that they accept it, because it is essential on the
way of self-learning and e-learning, on the way of becoming not only an autonomous learner but also an autonomous person.

One of the main missions of education is to mediate knowledge. It means far more than to make young people memorize data. “Knowledge is … a capability to see… patterns, impressions… both the known (information) and the visionary (what could be) (Savage, 1996, p. 121.). It has to parts: “accumulated knowledge”: facts, information, experience and “our human ability to recognize new patterns and interrelate them with the old patterns that flow with us… We are learning, unlearning and relearning. We possess the ability to sort out significant patterns in new events” (Savage, 1996, p. 120.).

Knowing that information technology and all the opportunities coming with it are vital for our students we must teach them to use these devices and services but critical thinking cannot be neglected here either. Internet sites and services must be approached with “the craftsman approach to tool selection” (Newport, 2016, p. 191.). All sites and services have to be examined carefully, especially social media services. Young people need to detect that “these services aren’t necessarily as advertised the lifeblood of our modern connected world. They’re just products developed by private companies” and very often they do not have to offer anything valuable just ‘lightweight’ fun and “unimportant distraction” (Newport, 2016, p. 209.)

We do not want our children, our students to get lost in the net, we want them to use it to ‘catch fish’ (like the old saying goes about not giving fish but teaching to catch it) to make use of it successfully.

It is not only critical thinking and i-knowledge teachers and trainers have to teach and elaborate on. We need to form the individual, the personality. I have already mentioned the low EQ-level of today’s youth when describing them and when looking at their networking habits. According to Aristotle “educating the mind without educating the heart is no education at all”. Making students or trainees to work in groups or creating study-pairs who help each other in learning can offer opportunity to “find and build off one another’s talents, capabilities and visions” (Savage, 1996, p. 43.) and to feel sympathy towards others who struggle with learning or other type of difficulties. They will use these skills in their jobs as well, as co-workers “need to learn about one
another’s capabilities and aspirations, because this is essential in a teaming environment” (Savage, 1996, p. 57.)

This kind of attitude would not only bring success but also happiness both in private and in professional life, as “if we could create such a culture, the very act of valuing one another is a real reward” (Savage, 1996, p. 43.)

The fifty hours voluntary work which is now obligatory in secondary schools before the school leaving (Matura) exams in Hungary, is also part of the strategy to create opportunities for young people to sympathise with and help disabled or old people, to care for children or animals. Young people not seldom experience community and fellowship, take part in good discussions or funny events during these hours which enrich their emotional life and make them more sensitive.

That importance of co-working, co-thinking, co-knowing and being co-responsible is also enforced in sports, especially in team-sports. That is why schools support team-sports more than individual sports. But sport is far more than another field of teaming and cooperation. Meeting the requirements of today’s world and maintaining a successful and happy private and professional life needs physical strength, endurance and a healthy self-esteem. In sports we can detect and strengthen our physical capacities but also our will-power and endurance. It also helps to accept challenges of physical and non-physical art.

One of my visions of the future is that parents, teachers, trainers and coaches work together to educate and help next generations to find their ways in this complicated and interwoven world.
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