

Bridging the Teacher-Student Divide: A Multimedia Approach to Reach Digital Native Learners

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ABSTRACT: Today's higher education classroom is unique from previous generations. Attention spans are limited. Students are more interested in technology and social media than reading. Many critics question the value of higher education. While faith-based schools emphasize programs that are distinctively Christian, the calling to "come out and be separate" does not preclude the use of secular tools to promote effective learning. We present a multimedia pedagogy as an effective approach to student learning. Suggestions and examples are offered for implementation.

KEYWORDS: Christian higher education, digital natives, digital learners, Millennials, Gen Z, pedagogy, multimedia

INTRODUCTION

We live in a time when it is difficult to know the future of higher education. The number of four-year colleges in the United States peaked at 3,122 in 2013-14 and declined by seven percent over the next four years (Wong, 2019). Post-secondary enrollments declined by nearly two percent during spring 2019 (De Lea, 2019). These drops signal a potential trend to abandon higher education in the face of mounting costs to attend. Additionally, private, faith-based institutions are grappling with a different problem—determining how to remain relevant during a period of considerable cultural change (English, Fenwick, & Parsons, 2003). The higher education environment that many Christian educators knew as students no longer exists. Drivers in the new educational arena are global, economic, cultural, and technological factors (Dockery, 2016). Students themselves are different. The typical college student today has multiple priorities, and college is just one of them (Burton, 2008). An examination of our students' lives suggests that they are in great need of spiritual training, but academe in general is becoming

increasingly secular (English et al., 2003). An opportunity exists for Christian higher education institutions.

Christian Higher Education as Distinctive

To meet the challenges of the 21st century, faith-based institutions should provide educational opportunities that are distinctively Christ-centered (Dockery, 2016). An example serves to illustrate why distinctive Christian higher education is so critical today. In spring 2019, traditional and social media outlets were buzzing over elementary (public) school children dancing and singing to a live performance of *Old Town Road* by rapper Lil Nas X (Strapagiel, 2019). As if the poor grammar conveyed by the song lyrics was not bad enough, shortly into the viral video, it becomes obvious that "gonna ride my horse" is a metaphor for a different kind of activity. In addition, one line of the rap references the use of a narcotic cocktail. Still, one writer described what happened at the school as "*pure and good*" [emphasis added] and then went on to report that the live performance came about when the "principal [name omitted] tweeted an *adorable* video of her students jamming to 'Old Town Road'

after a talent show” (Strapagiel, 2019). These are the students arriving at our doorsteps. In other words, not all our students are coming from homeschool or private Christian school environments. They are in need of a distinctively Christian education.

The challenge to remain relevant is critical because Christian institutions often represent missionary activity for the church (English et al., 2003). Change must come on a variety of fronts, including educational philosophy, methodology, and delivery (Dockery, 2018). New approaches are needed if we want to be effective teachers and educational institutions, but we must first understand the typical student and what s/he brings to our classroom.

Our student bodies predominantly consist of digital natives, those individuals that we label Millennials and Generation Z. According to *Vision Critical* (Claveria, 2019), there are several key characteristics about these two groups that should influence our thinking. Currently, there are 80 million Millennials and 65 million Generation Z members that spend 14.8 and 13.2 hours per week, respectively, watching television. At the same time, attention spans for these groups range from 8 (Generation Z) to 12 seconds (Millennials). A majority of individuals in both groups watch Youtube videos daily, with Gen Z members (72 percent) significantly more so than Millennials (52 percent). In addition, video game usage is high with 31 percent of Millennials playing daily while 44 percent of Gen Z members do. Finally, both groups are heavily influenced by social media comments (58 percent for Millennials, 53 percent for Generation Z).

What these statistics tell us is that our students are steeped in digital technology, captivated by visual effects, and deeply concerned about what others think. If we want to reach them, our pedagogy must be similar. While there are numerous new methodologies and tools available to reach digital native learners, our article focuses specifically on an approach that emphasizes the use of audio and video media to create a more student-centered learning environment.

Multimedia as Effective Pedagogy

“I had always been very much about fitting how you teach to what you know about the [student]. You try to find the [student’s] strengths, so you can play to them. You try to understand the [student’s] weaknesses, so you can avoid them.” —Gerald Lesser (Harvard University psychologist) as quoted in *The Tipping Point* (p. 90)

Christian instructors are uniquely challenged to “extend educational opportunities without compromising the affective and spiritual growth and development of students”

(Rovai, Baker, & Cox, 2008, p. 4). While technological change seems to be the most important challenge facing traditional business programs (Sharkey & Beeman, 2008), faith-based schools find themselves trying to manage the balance between offering students an education from a faith perspective and embracing the technological advancements that today’s students expect.

Traditional lecture is one-dimensional (i.e., faculty-centered) and low intensity, yet this method is what many faculty embrace. It is comfortable and predictable. More recently, there has been a push in higher education away from lecture toward student engagement and active learning (Burton, 2008). In Christian higher education, a new paradigm is emerging that views the student as a co-participant in learning (English et al., 2003). In order for Christian education to be effective, we must find different ways to engage our students in the learning process. This process should include learning by observing and learning by doing (Hoover, Giambatista, Sorensen, & Bommer, 2010). To be truly transformative, learning should also include critical reflection and reflective discourse with other learners (Piercy, 2013).

Video offers exciting possibilities for engaging this newest generation of digital learners as long as it is used in a variety of ways. A typical “modernized” management course will utilize experiential exercises for active learning. We do not argue against such an approach but instead offer multimedia as an alternative that takes less time to develop/experience and offers more time for discussion/development. At the same time, we emphasize that multimedia use in any class context should not be for entertainment but instead as a key component of the learning process. Multimedia learning cannot be passive. Critical thinking and analysis must be reinforced. When implemented properly, multimedia offers the “learning by observing” component and discussion contributes to the “learning by doing” piece.

Having introduced multimedia as a legitimate vehicle for learning, the remainder of the article will focus on discussing the application of this technique and provide specific examples that can be used in management courses.

IMPLEMENTATION OF MULTIMEDIA IN MANAGEMENT-RELATED COURSES

In this section, we describe the different ways we use media in our traditional courses (see the “Additional Considerations” section for an abbreviated discussion related to online courses). Our multimedia approach relies heavily on the use of video clips. We occasionally supple-

ment these clips with song selections to add a decidedly Christian perspective to discussions. The primary goal of a multimedia pedagogy is to promote critical reflection/thinking. Movie and non-movie video clips have been effective and we use both throughout our courses because they are generally more interesting and engaging than TED talks, documentaries, or case-based videos that are provided by textbook publishers. Segments from television shows and commercials tend to be more effective than movie clips because they require less context development when students are not familiar with them. We think of our video clips as “quick hitters,” designed to deliver a fast punch to stimulate thinking about a particular topic.

For the instructor intent on using multimedia regularly throughout a course, it is important to establish proper expectations for student engagement when introducing each course. Provide occasional reminders that you are not entertaining students but are helping them build critical thinking skills. Instruct learners to carefully analyze each multimedia sample and consider how it relates to corresponding material from the reading assignment. Reinforce the importance of these critical thinking activities through group and class discussion of each video clip. In addition, stress that students should actively listen to music by considering the meaning of lyrics as songs are being played. To support this active learning process, we provide general discussion questions in Appendix A. We also offer selected topical videos with specific questions and music supplements for management (Appendix B), organizational behavior (Appendix C), and human resource management (Appendix D)¹.

Full Movie Showing

Full movies can be shown in one or two class meetings and serve as an alternative form of case analysis. These can be used as a mid-course break from the normal routine. It is especially important to stress again with full movies that the break is not for entertainment. Nevertheless, the hope is that students will be entertained and subsequently more engaged. Explain to students that they should practice focused viewing (i.e., watching for specific examples of course topics/concepts). Reinforce this practice by requiring some form of journaling and then provide general and/or specific thought prompts to guide students’ analyses of the movie.

General Prompts

General prompts are tied to broad themes to give students lots of latitude in terms of what they discuss. A single prompt will suffice. For example, general prompts for *Miss Sloane* (Zeitoun & Madden, 2016) might require students

to examine the ethics of Liz Sloane’s behavior or to identify and describe aspects of strategic decision making. In *Patch Adams* (Shadyac, 1998), students might discuss the antecedents for and products of Hunter Adams’ creativity.

Specific Prompts

Specific prompts are tied to narrower topics and/or particular concepts. In this case, provide students with multiple prompts. For example, in *Finding Forrester* (Connery & Van Sant, 2001), students can be asked to describe how individual differences influence the way Jamal interacts with various characters in the movie. Students can also be asked to analyze the role of perception between Jamal and other key individuals (e.g., Forrester, Professor Crawford, Mr. Massie). Finally, ask students to discuss how emotions and moods influence the in-class confrontation between Jamal and Professor Crawford.

Video Clips

Video clips include selected scenes from movies and television shows or commercials. These media are most effective when time is limited. Because video clips are typically short, they can be used in a variety of ways. When used in class, embed clips directly in the presentation to create seamless transitions between content coverage and illustrative videos. We offer three ways to use video clips.

Out-of-Class Viewing

Require students to watch a short video clip outside of class every time there is a chapter reading assignment. Ask them to think generally about what they see (i.e., what does this have to do with the reading assignment). This usage is learning by observing. In most cases, you may start the corresponding class by asking students to indicate why a video clip was assigned for a particular topic. General queries help to determine if students are able to recognize concepts they encountered in the chapter. To add in the spiritual dimension, ask students to identify Scriptures that speak to the situation portrayed in the video. The *Backyardigans* sample described in Appendix C is a good video for this usage. In other cases, video clips can be used to check their ability to recognize concepts and to set the stage for a concept (e.g., synergy) that receives extended discussion in class. The *64 Zoo Lane* sample in Appendix C is a good video for this usage. Discussion can be done in small groups or with the class as a whole.

In-Class Introduction

Similar to the preceding example, show video clips in class to set up extended discussion of a model or theory.

The *Survivor* and Ally Bank commercial samples described in Appendix C serve this purpose well. After viewing (and sometimes repeat viewing) of the video, students engage in a general discussion of the behaviors exhibited. (Note: Consider varying the activity by sometimes having them discuss first in groups then report out or sometimes just having a general class discussion.) Begin by asking a series of increasingly probing questions to create a hook for the presentation of material that follows. For the Ally Bank video, ask why the first little girl is initially happy and then unhappy about the pony she receives. After responses, follow up by stating emphatically she got what the man offered her. When students point out that the second girl got a much nicer pony, ask why that matters. At this point, students will begin to grasp the concept of fairness, particularly in light of social comparison. This creates a good launch point to talk about Equity Theory. The biblical references provided tend to work better after a model or theory is presented.

In-Class Learning Check

A third way to use clips in class is as a learning check. The *Big Bang Theory* sample, found in Appendix C, serves as a mini case study. After discussing reinforcement theory, show the video and ask students to determine which form of reinforcement—there are actually two—is depicted. When they respond, follow up by asking what conditions make their answer correct. These queries show whether students can both recognize a concept when they see it (e.g., positive reinforcement) and apply what they have learned (e.g., Sheldon gives Penny something good to encourage her to repeat a desired behavior). This usage serves as learning by doing. Asking students to evaluate what they have learned in relation to biblical principles can conclude the learning check.

Music to Supplement In-Class Video

In keeping with the challenge to be distinctively Christian, we recommend the use of contemporary Christian music to offer a biblical perspective that contrasts with secular thinking/behaviors. For example, Lecrae's *Power Trip*² offers very different thoughts about the pursuit of power in the face of how contemporary culture measures success. While music can be introduced during discussion, we find that it is more effective to play songs before class starts (and while we are busy attending to administrative tasks) or during a mid-class break. It always helps to display the lyrics while the song is playing.

ADDITIONAL CONSIDERATIONS

Students may look forward to the use of multimedia simply for its entertainment value (Hoover, 2006). This drawback may be even greater when the media, video in particular, are derived from popular culture as opposed to those that exist purely for educational purposes (e.g., TED talks, documentaries). At the same time, popular culture can be more engaging. It is incumbent on the instructor to reinforce the pedagogical value of the media through regular discussion and occasional graded questions.

When drawn from popular culture, multimedia samples may contain behaviors and lyrics that typically would not be promoted in a Christian environment (e.g., smoking, drinking, non-married individuals living together). Generally adult learners have “seen it all,” but bear in mind that Christian higher education involves promoting certain values and lifestyles over others (i.e., being distinctive). However, exposure to questionable behaviors can create an opportunity for spiritual development by contrasting behaviors represented in today's society with biblical perspectives. When using secular examples, carefully weigh the value of the illustration against the risk associated with viewing questionable behavior.³

While it is beyond the scope of this article to examine the general problem of increasing dependence on technology, it is important to acknowledge that technology is a driver of change in higher education. The recommendation here is to embrace technology in the form of digital media and use it as a tool for enhanced learning. At the same time, we must also assess the potential threat of technology. Reid (2018) indicates that technology may have emotional, physical, cognitive, and social costs (p. 21). To minimize these costs, instructors must be mindful not to overemphasize technology. Take care to encourage independent thinking by and social interaction among students while not over-relying on multimedia as the medium for learning.

This article was written in part to share media samples and ideas about implementing a multimedia pedagogy. Faculty not versed in this approach may have some trepidation, particularly when it comes to building an effective library of media for use in courses. We are often asked, “How did you get your multimedia examples?” There are three ways to locate these: 1) Consult pedagogical journals in the discipline, particularly those that publish experiential activities. 2) Create a class project and task students/groups to identify and submit multimedia representing concepts from the course. 3) Practice the very skill we want to encourage in our students, namely critical thinking. When

watching television shows, commercials, and movies and listening to music, become a focused viewer. Ask two fundamental questions: “What is this about?” and “Does this relate to a class concept?” The more you do it, the better you become at doing it.

As you become better at noticing course concepts in multimedia, you may want to encourage your students to develop this skill. See Appendix E for an assignment form to help them notice and apply the concepts they use in the classroom. We suggest having students sign up for 4-6 presentations each semester (depending on the class enrollment numbers) and use this form as a guide for their presentations. Give each student five minutes or less at the beginning of class to present on a topic discussed in the previous class lecture. This activity offers several benefits: 1) Students begin applying what they learn to what they see. 2) There are multiple opportunities for students to make short, informal presentations to peers and improve presentation skills. 3) Students get repeated exposure to topics in the class lecture and student presentations. 4) This is an excellent tool for continuous classroom improvement. For example, in one semester with 20 students each giving four presentations, 80 multimedia examples along with related non-textbook content will be provided. We suggest making notes on which media generate the most favorable student reactions and incorporate these links or references into future lectures. This practice is an excellent way to keep pace with and remain relevant to our digital learners.

On a final note, this article serves as an excellent starting block for those instructors who have been encouraged or required to develop an online course. Begin by looking at the current course syllabus and making updates to reflect an online course versus the traditional classroom. Next, contact your publisher and request access to the digital exams that supplement your textbook. Questions can be quickly uploaded to your university’s online learning system. (Note: Contact your IT department if assistance is needed.) Use this material to create quizzes and exams for each chapter covered in your online course. We suggest having students read each chapter, take an online quiz over the reading, and then complete an assignment involving the multimedia examples shared in the appendices. While there may be reluctance to move traditional courses online, one of the authors has found that providing online courses over the summer semester is an excellent way to reduce overcrowding in traditional courses where offering multiple sections is not an option.

CONCLUSION

Higher education is in a state of flux. Population trends suggest enrollments will continue to decline. The high cost of education is also driving students away while simultaneously causing others to question the value of higher education. Those that do attend our schools today are much different than students of previous generations. The challenges presented by this different student demographic are varied, stemming primarily from cultural and technological forces, all of which are exacerbated within Christian higher education.

There is a resounding call for Christian education to be distinctive (Dockery, 2016). For many students, classroom dialogues along with biblical examples may be the only exposure to Jesus they get. One way to do this is by using media from popular culture to highlight course concepts and jump start a discussion on biblical perspectives. Video offers several advantages over traditional lecture. Many of our students are visual learners, and video helps create a mental image of concepts that might otherwise be rather abstract. Video- and audio-based knowledge acquisition is effective because of its adaptability and portability. Video clips and songs require little setup to engage viewers/listeners. Video also provides a rich context that allows students to see the effects of actions on others.

Listening to music generally tends to be a mindless activity, but it can promote critical thinking. When students are asked to examine lyrics or answer specific questions about them, it actually forces them to process information at a deeper level. What is more, when contemporary Christian music is matched up with video from popular culture, the contrast can help students begin to “work out” their salvation by considering how Christians behave in the marketplace and the world at large (i.e., working hard [emptying out], service to others, humility, and obedience; see Philippians 2).

In summary, guided class discussions allow the instructor and students to be co-producers of the educational experience, evaluating behaviors through the lens of Scripture, thereby helping this newest generation of digital learners to develop academically, socially, and spiritually.

ENDNOTES

- ¹ All of the video clips listed as resources in the appendices are available via YouTube (links provided) and, therefore, are considered in the public domain. When use is strictly for educational purposes in a face-to-face, non-profit educational setting, there is no violation of the Digital Millennium Copyright Act of 1998 (“The Ultimate Guide,” 2018). In addition, usage of video clips

that represent ten percent or less of the original are permissible under the Fair Use Provision of the Copyright Act. We recommend instructors check with their institution to see if full movie showing in class and/or the use of video clips (embedded in course materials) for online instruction is permissible. Online instructors may simply want to provide links and direct students to find video clips on their own.

- ² The authors acknowledge that hip-hop/rap-style music may be uncomfortable for pre-Millennial faculty to use in class. We remind readers that the intent of our pedagogy is to bridge the gap that exists between teachers and students. This style of music is familiar to the digital generation and we may need to accommodate them on occasion.
- ³ We recommend using only edited or family-friendly versions of multimedia in class to eliminate as much unprofessional/questionable content as possible. Readers are welcome to contact us for details about editing.

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**APPENDIX A:
GENERAL QUESTIONS FOR MULTIMEDIA DISCUSSION**

- Question: Why do you think I showed this video clip (or asked you to watch this video clip, if assigned outside of class)?
- Question: Generally speaking (i.e., no concepts), what is going on in the video?
- Question: Does the video portray effective or ineffective behavior? Why?
- Question: Are there specific concepts from the chapter evident in the video? What aspects of the clip made you see this?
- Question: If the behavior was ineffective, what could be done to make it more effective?
- Question: Does this remind you of anything you encountered in your own life?
- Question: What biblical principles could be applied to the situation illustrated in the video? Are there any verses that come to mind?
- Question: How does the song companion compare to or contrast with the video clip?

Be flexible with responses. However, do not let students get away with taking the easy way out by stating the overall theme of the chapter. If they try it, respond by saying, “Okay, you got the obvious answer. Now give me something that dives a little deeper into the chapter.” The main point of general questions is to encourage participation by getting students talking about the video clip. If you find they are reluctant, have them break into small groups of 3-4 and give them a few minutes to come up with ideas. Be sure that they know you will selectively call on groups to report back to the class.

Develop a habit of probing each student about the answer they provide (e.g., what made you think that?). Occasionally, students will give unexpected or incorrect responses (from the standpoint of not aligning with what you wanted them to recognize). If you only probe in these cases, students may become apprehensive about getting the “wrong” answer and stop participating.

Be sure to affirm all responses. A general “thank you for commenting” is good. When students are accurate with their responses, you might respond by saying, “That is good recognition.” If students are a little off the mark, respond by saying, “That is an interesting perspective.”

**APPENDIX B:
SELECTED MEDIA AND DISCUSSION POINTS FOR MANAGEMENT**

Primary Illustrations: Motivation, Needs, and Persistence

Example: “Scrat—Gone Nutty” (Running Time – 4:13)

<https://www.youtube.com/watch?v=kM3uNMXrFMI>

In this scene from *Ice Age*, lovable Scrat is seen gathering just one more acorn to add to his collection. Disaster ensues, as it always does, but Scrat never gives up and struggles to make everything right because it is all about the nut(s).

Companion Song: “Up Again” (Dan Bremnes)

Discussion Questions:

- Why is Scrat so determined to get/secure each acorn?
- How do persistence and motivation speak to this situation? What is the source of Scrat’s motivation?
- Are there specific Bible verses that speak to this situation (i.e., with respect to needs and persistence)?
- In Dan Bremnes’ song, what do the lyrics “gotta get up, up again” repeated multiple times express?
- Sometimes it is easy to give up after a big failure. What does Dan Bremnes’ song say we should do? What is the reason to keep trying? How should we determine whether to get “up again” or move on to something else?
- How does “Up Again” relate to the *Ice Age* video?

Bible Verse Parallels:

- “For this reason I say to you, do not be worried about your life, as to what you will eat or what you will drink; nor for your body, as to what you will put on. Is not life more than food, and the body more than clothing? Look at the birds of the air, that they do not sow, nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not worth much more than they?” (Matthew 6:25-26).
- “Let us not lose heart in doing good, for in due time we will reap if we do not grow weary” (Galatians 6:9).
- “And my God will supply all your needs according to His riches in glory in Christ Jesus” (Philippians 4:19).
- “For even when we were with you, we used to give you this order: if anyone is not willing to work, then he is not to eat, either. For we hear that some among you are leading an undisciplined life, doing no work at all, but acting like busybodies. Now such persons we command and exhort in the Lord Jesus Christ to work in quiet fashion and eat their own bread. But as for you, brethren, do not grow weary of doing good” (II Thessalonians 3:10-13).
- “For God is not unjust so as to forget your work and the love which you have shown toward His name, in having ministered and in still ministering to the saints. And we desire that each one of you show the same diligence so as to realize the full assurance of hope until the end, so that you will not be sluggish, but imitators of those who through faith and patience inherit the promises” (Hebrews 6:10-12).

Primary Illustration: Decision Making

Example: U.S. Air 1549 Flight Crew Interview (Running Time – 1:16)

<https://www.youtube.com/watch?v=vr9hstik-mQ>

Greta van Susteren interviews the flight crew of U.S. Air 1549 (primarily Chesley Sullenberger) about the experience of crash landing a plane on the Hudson River.

Companion Song: “Haven’t Seen It Yet” (Danny Gokey)

Discussion Questions:

- What type of decision-making context does Captain Sullenberger’s decision represent?
- What is the role of authority and leadership when making important decisions?
- Captain Sullenberger describes his decision to land on the Hudson River as an “instinctive move.” Was this a bad way to make a decision? Why or why? What was the basis for his “instinct?”
- Are there specific Bible verses that speak to this situation (i.e., with respect to decision making, wisdom, getting advice)?
- According to “Haven’t Seen It Yet,” what is the first thing we should do when faced with a difficult decision? Why is it important to do this?
- What is the nature of God with respect to the uncertainty we face in life?

Bible Verse Parallels:

- “Seek the LORD and His strength; seek His face continually” (I Chronicles 16:11).
- “I will instruct you and teach you in the way which you should go; I will counsel you with My eye upon you” (Psalm 32:8).
- “Trust in the LORD with all your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight” (Proverbs 3:5-6).
- “Where there is no guidance the people fall, but in abundance of counselors there is victory” (Proverbs 11:14; similarly see Proverbs 15:22).
- “‘For I know the plans that I have for you,’ declares the LORD, ‘plans for welfare and not for calamity to give you a future and a hope’” (Jeremiah 29:11).
- “But if any of you lacks wisdom, let him ask of God, who gives to all generously and without reproach, and it will be given to him” (James 1:5).

Primary Illustrations: Conflict, Intrapersonal Conflict, Interpersonal Conflict

Other Illustrations: Conflict-Handling Strategies, Decision Making

Example: Beck's Beer Commercial (Running Time – 0:30)

<https://www.youtube.com/watch?v=nsP9jAiVXTI>

A young man arrives home to find his girlfriend struggling to get an article of clothing from his dog. The girlfriend issues an ultimatum—either the dog goes or she goes. The young man escapes to a bar to consider his dilemma.

Companion Song: “Family” (TobyMac)

Discussion Questions:

- Is this conflict? Why or why not?
- What is an ultimatum? What dilemma does the young man face? Why is this conflict?
- What type of conflict does the man's decision represent?
- Is the conflict illustrated here bad or good? Is there a way to resolve this conflict satisfactorily for all parties involved?
- Are there specific Bible verses that speak to this situation (i.e., with respect to handling conflict)?
- What does TobyMac's song say about conflict in relationships?
- According to “Family,” how should we handle conflicts when relationships are important?

Bible Verse Parallels:

- “A gentle answer turns away wrath, but a harsh word stirs up anger” (Proverbs 15:1).
- “A man's discretion makes him slow to anger, and it is his glory to overlook a transgression” (Proverbs 19:11).
- “Love is patient, love is kind and is not jealous; love does not brag and is not arrogant, does not act unbecomingly; it does not seek its own, is not provoked, does not take into account a wrong suffered, does not rejoice in unrighteousness, but rejoices with the truth; bears all things, believes all things, hopes all things, endures all things” (I Corinthians 13:4-7).
- “Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others” (Philippians 2:3-4).
- “So, as those who have been chosen of God, holy and beloved, put on a heart of compassion, kindness, humility, gentleness and patience; bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you. Beyond all these things put on love, which is the perfect bond of unity” (Colossians 3:12-14).

Primary Illustration: Social Loafing

Other Illustrations: Conflict, Conflict Handling

Example: *Survivor* (Running Time – 1:26)

<https://www.youtube.com/watch?v=yc6NOe3RLc0>

The clip begins at night with members of a *Survivor* tribe telling Willard that he is responsible for the fire. Although Willard hears them, he ignores the directive. The next morning two other tribe members discuss Willard's behavior. One of them, Tom, talks about being up all night tending the fire because Willard did not do it.

Companion Song: "Slumber" (Needtobreathe)

Discussion Questions:

- When you consider that the *Survivor* tribe is a group, what does Willard's (lack of) behavior illustrate?
- Note that Tom comments, "Imagine putting up with that in the real world." Does this kind of behavior actually happen in the "real world?"
- What are some ways to prevent this type of behavior?
- Are there specific Bible verses that speak to this situation (i.e., with respect to doing our part when working with others)?
- Aside from not doing our part, what happens when we are lazy, slumber?
- From the perspective of "Slumber," why is it important for Christians to avoid social loafing?

Bible Verse Parallels:

- "Go to the ant, O sluggard. Observe her ways and be wise, which, having no chief, officer or ruler, prepares her food in the summer and gathers her provision in the harvest. How long will you lie down, O sluggard? When will you arise from your sleep? 'A little sleep, a little slumber, a little folding of the hands to rest.' Your poverty will come in like a vagabond and your need like an armed man" (Proverbs 6:6-11).
- "It seemed good to Darius to appoint 120 satraps over the kingdom, that they would be in charge of the whole kingdom, and over them three commissioners (of whom Daniel was one), that these satraps might be accountable to them, and that the king might not suffer loss" (Daniel 6:1-2).
- "From everyone who has been given much, much will be required; and to whom they entrusted much, of him they will ask all the more" (Luke 12:47-48).
- "So then each one of us will give an account of himself to God" (Romans 14:12).
- "He who steals must steal no longer; but rather he must labor, performing with his own hands what is good, so that he will have something to share with one who has need" (Ephesians 4:28).
- "Don't work only while being watched, as people-pleasers, but as slaves of Christ, do God's will from your heart" (Ephesians 6:6).
- "Whatever you do, do your work heartily, as for the Lord rather than for men, knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve" (Colossians 3:23-24).
- "For even when we were with you, we used to give you this order: if anyone is not willing to work, then he is not to eat, either. For we hear that some among you are leading an undisciplined life, doing no work at all, but acting like busybodies. Now such persons we command and exhort in the Lord Jesus Christ to work in quiet fashion and eat their own bread" (II Thessalonians 3:10-12).

Primary Illustration: Direct Competition

Other Illustration: Positioning Strategy

Example: “MacBook Air vs. Lenovo Yoga 3 Pro” (Running Time – 0:30)

https://www.youtube.com/watch?v=RhdYARXP3_Q

This short video is an advertisement comparing features of the MacBook Air to the Lenovo Yoga 3 Pro.

Companion Song: “Who Can Compare” (Christy Nockles)

Discussion Questions:

- Explain how the positioning strategy of differentiation is being applied in this commercial.
- What are the two factors that determine whether firms are in direct competition with one another?
- If you were Apple, how do you think you would respond to this ad?
- Are there specific Bible verses that speak to this situation (i.e., with respect to our work and that of others)?
- In the business world, success is often predicated on how our products and services compare to others. Christy Nockles’ song suggests another comparison. What is it?
- If we take the lyrics to “Who Can Compare” to heart, how should it guide our performance?

Bible Verse Parallels:

- “I have seen that every labor and every skill which is done is the result of rivalry between a man and his neighbor. This too is vanity and striving after wind. The fool folds his hands and consumes his own flesh. One hand full of rest is better than two fists full of labor and striving after wind” (Ecclesiastes 4:4-6).
- “But each one must examine his own work, and then he will have reason for boasting in regard to himself alone, and not in regard to another” (Galatians 6:4).
- “Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others” (Philippians 2:3-4).
- “But if you have bitter jealousy and selfish ambition in your heart, do not be arrogant and so lie against the truth. This wisdom is not that which comes down from above, but is earthly, natural, demonic” (James 3:14-15).

**APPENDIX C:
SELECTED MEDIA AND DISCUSSION POINTS FOR ORGANIZATIONAL BEHAVIOR**

Primary Illustration: Reinforcement Theory (Positive Reinforcement, Punishment)

Other Illustrations: Verbal/Nonverbal Communication, Learning

Example: *Big Bang Theory* (Running Time – 2:45)

https://www.youtube.com/watch?v=qy_mIEnnIF4

Sheldon, Leonard, and Penny are watching television in the living room. When Penny or Leonard engage in behaviors that annoy Sheldon, he uses chocolate to reward correct behavior or spray from a water bottle to punish incorrect behavior.

Companion Song: “Christ Is Enough” (Hillsong Worship)

Discussion Questions:

- Why is Sheldon behaving as illustrated toward Penny and Leonard?
- What do Sheldon’s actions represent?
- From a biblical perspective, how would you evaluate Sheldon’s actions?
- Are there specific Bible verses that speak to this situation (i.e., with respect to training the behavior of individuals in our charge)?
- Sometimes actions, particularly at work, are driven by worldly rewards (e.g., recognition, praise). What focus does “Christ Is Enough” suggest? Why?
- If we truly adopted the model “The cross before me, the world behind me,” how might that influence our motivation and behavior?

Bible Verse Parallels:

- “But you, be strong and do not lose courage, for there is reward for your work” (II Chronicles 15:7).
- “And lovingkindness is Yours, O Lord, for You recompense a man according to his work” (Psalm 62:12).
- “Foolishness is bound up in the heart of a child; the rod of discipline will remove it far from him” (Proverbs 22:15).
- “Now he who plants and he who waters are one; but each will receive his own reward according to his own labor” (I Corinthians 3:8).

Primary Illustration: Equity Theory

Example: Ally Bank Commercial (Running Time – 0:30)

<https://www.youtube.com/watch?v=46a8Q-MOrTw>

Two young girls are sitting at a table with an older man, who successively offers both a pony. The first girl receives a plastic toy pony and is excited. The second girl is given a live pony. Subsequently, the first girl becomes visibly upset. She questions the man, who simply explains that she should have asked for a live pony.

Companion Song: “You Redeem” (Aaron Shust)

Discussion Questions:

- Why is the first girl initially excited and then upset with the man?
- If both girls received a pony, as offered, why is there a problem?
- From a biblical perspective, how would you evaluate the situation portrayed in the video?
- Contrast the video with the story of the laborers in the vineyard (Matthew 20:1-16).
- How do concepts like mercy and grace affect our understanding of justice in God’s eyes?
- Are there specific Bible verses that speak to this situation (i.e., with respect to justice and fairness)?
- How do Aaron Shust’s lyrics about redeeming and restoring contrast with secular notions of justice?

Bible Verse Parallels:

- “You shall do no injustice in judgment; you shall not be partial to the poor nor defer to the great, but you are to judge your neighbor fairly” (Leviticus 19:15).
- “How blessed are those who keep justice, who practice righteousness at all times!” (Psalm 106:3).
- “The exercise of justice is joy for the righteous, but is terror to the workers of iniquity” (Proverbs 21:15).
- “Therefore, return to your God, observe kindness and justice, and wait for your God continually” (Hosea 12:6).
- “He has told you, O man, what is good; and what does the LORD require of you but to do justice, to love kindness, and to walk humbly with your God?” (Micah 6:8).
- “Thus has the LORD of hosts said, ‘Dispense true justice and practice kindness and compassion each to his brother’” (Zechariah 7:9).
- “And masters, treat your slaves the same way, without threatening them, because you know that both their Master and yours is in heaven, and there is no favoritism with him” (Ephesians 6:9).

Primary Illustration: Groupthink

Example: “She’s a Witch!” (Running Time – 4:15)

https://www.youtube.com/watch?v=zrzMhU_4m-g

In this clip from Monty Python, a group of peasants accuses a woman of being a witch. They argue their case and eventually King Arthur arrives to add his insight to the case.

Companion Song: “Spirit Lead Me” (Michael Ketterer/Influence Music)

Discussion Questions:

- One of the main symptoms of groupthink is excessive stereotyping in which the group constructs negative stereotypes of those they consider to be “outside” the group. Give an example of this from the video.
- Another symptom of groupthink is illusions of morality in which group members believe their decisions are morally correct, ignoring the ethical consequences of their decisions. Give an example of this from the video.
- Groupthink is most likely to occur when the group is insulated from others with different perspectives and/or when group members have similar backgrounds and experiences. Explain how these conditions are met by this “witch-hunting” mob of peasants in the video.
- Are there specific Bible verses that speak to this situation (i.e., with respect to following the crowd)?
- Compare and contrast the followership/decision making in the video with that expressed in “Spirit Lead Me.” Why is one wrong and the other right?
- It could be said that both the video and the song depict forms of blind obedience. Are they the same? Why or why not?

Bible Verse Parallels:

- “The naive believes everything, but the sensible man considers his steps” (Proverbs 14:15).
- “Your ears will hear a word behind you, ‘This is the way, walk in it,’ whenever you turn to the right or to the left” (Isaiah 30:21).
- “And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect” (Romans 12:2).
- “But if any of you lacks wisdom, let him ask of God, who gives to all generously and without reproach, and it will be given to him” (James 1:5).

Primary Illustration: Team Building

Example: *Remember the Titans* (Running Time – 8:33)

<https://www.youtube.com/watch?v=hEJaz3sinEs>

This is a compilation of various clips from *Remember the Titans* as it reviews the stages of team building.

Companion Song: “Make Us One” (Evan Wickham)

Discussion Questions:

- Several characteristics of the norming stage of team development are that petty differences will be resolved, friendships will develop, and group cohesion will be relatively strong. Explain how these characters were portrayed in the “norming” section of the video.
- What do you think contributed to the success that the Titans encountered when they were in the “performing” stage of their development?
- Not every team passes through each stage but those that do will be better performers. Why do you think this is? What do you think might happen, for example, if a team skipped the norming stage?
- Are there specific Bible verses that speak to this situation (i.e., with respect to working together)?
- According to “Make Us One,” what happens when people come together in the love of Christ?
- How does this compare to what happens apart from Christ (in the secular world)?

Bible Verse Parallels:

- “Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up” (Ecclesiastes 4: 9-10).
- “Iron sharpens iron, so one man sharpens another” (Proverbs 27:17).
- “Now may the God who gives perseverance and encouragement grant you to be of the same mind with one another according to Christ Jesus, so that with one accord you may with one voice glorify the God and Father of our Lord Jesus Christ” (Romans 15:5-6).
- “If the whole body were an eye, where would the hearing be? If the whole were hearing, where would the sense of smell be? But now God has placed the members, each one of them, in the body, just as He desired. If they were all one member, where would the body be? But now there are many members, but one body” (I Corinthians 12:17-20).
- “From whom the whole body, being fitted and held together by what every joint supplies, according to the proper working of each individual part, causes the growth of the body for the building up of itself in love” (Ephesians 4:16).
- “Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others” (Philippians 2:3-4).

Primary Illustration: Communication

Other Illustration: Conduit Metaphor

Example: *Hot Fuzz* (Running Time – 2:01)

https://www.youtube.com/watch?v=yfSnaY1Wp_U

This is a clip from the movie *Hot Fuzz*. Officer Angel is brought in to deal with a problem with a man who has been accused of cutting down his neighbor's hedges. He must bring two other officers with him in order to translate what Mr. Webley says because his accent is so strong.

Companion Song: “Word of God Speak” (MercyMe)

Discussion Questions:

- In the communication process, noise is considered to be anything that interferes with the transmission of the intended message. Please explain what the “noise” is in this video scene. Why is this kind of noise particularly troublesome for managers?
- Once a person receives a message, eliminates the noise, and decodes the message to understand what is being communicated, they must then offer feedback. In the video, Officer Angel is questioning Mr. Webley about cutting down his neighbor's hedges and as an afterthought asks whether Mr. Webley has a license for the gun he's holding. How might the scenario have been different if Officer Angel had not paid attention to *all* of Mr. Webley's feedback?
- The conduit metaphor refers to the mistaken assumption that senders can pipe their intended messages directly into the heads of receivers with perfect clarity and total understanding. This is obviously not the case. Give an example from your own life where you thought you were being “perfectly clear” with someone only to have them completely misunderstand what you needed them to do.
- Are there specific Bible verses that speak to this situation (i.e., with respect to communicating with and listening to others)?
- What do the lyrics of “Word of God Speak” convey about how we should communicate with others?

Bible Verse Parallels:

- “The mouth of the righteous utters wisdom, and his tongue speaks justice” (Psalms 37:30).
- “He who gives an answer before he hears, it is folly and shame to him” (Proverbs 18:13).
- “For by your words you will be justified, and by your words you will be condemned” (Matthew 12:37).
- “Let no unwholesome word proceed from your mouth, but only such a word as is good for edification according to the need of the moment, so that it will give grace to those who hear” (Ephesians 4:29).
- “This you know, my beloved brethren. But everyone must be quick to hear, slow to speak and slow to anger” (James 1:19).

Primary Illustration: Organizational Leadership

Other Illustration: Workplace Psychopath

Example: “Workplace Psychopath” (Running Time – 12:56)

<https://www.youtube.com/watch?v=UGrFAn3wU7c>

This video explains how companies inadvertently attract psychopathic employees to their workplace through job postings and performance expectations.

Companion Song: “Give Me Your Eyes” (Brandon Heath)

Discussion Questions:

- Trait theory says that effective leaders possess a similar set of traits or characteristics. Which do you think is hardest for psychopathic corporate leaders to “fake” and why?
- Psychologist Dr. John Clark thinks that organizations are actually unwittingly selecting psychopaths. What are some of the examples he gives from the career section of the newspaper?
- Can you think of any biblical examples of a psychopathic leader? Why do you think this person might have been a psychopath?
- Are there specific Bible verses that speak to this situation (i.e., with respect to being an authentic leader and caring for coworkers)?
- What is the issue (problem) Brandon Heath sings about? How might this apply to leaders and ineffective leadership?
- “Give me your eyes” and “give me your heart” suggest a different approach to leadership. What is it?

Bible Verse Parallels:

- “I am the good shepherd; the good shepherd lays down His life for the sheep. He who is a hired hand, and not a shepherd, who is not the owner of the sheep, sees the wolf coming, and leaves the sheep and flees, and the wolf snatches them and scatters them. He flees because he is a hired hand and is not concerned about the sheep” (John 10:11-13).
- “But it is not this way among you, but whoever wishes to become great among you shall be your servant; and whoever wishes to be first among you shall be slave of all” (Mark 10: 43-44).
- “Do not be deceived, God is not mocked; for whatever a man sows, this he will also reap” (Galatians 6:7).
- “Do nothing from selfishness or empty conceit, but with humility of mind regard one another as more important than yourselves; do not merely look out for your own personal interests, but also for the interests of others” (Philippians 2:3-4).
- “Remember those who led you, who spoke the word of God to you; and considering the result of their conduct, imitate their faith” (Hebrews 13:7).

**APPENDIX D:
SELECTED MEDIA AND DISCUSSION POINTS FOR HUMAN RESOURCES**

Primary Illustration: Recruiting

Other Illustrations: Job Description, Succession Planning

Example: High Line Power Workers (Running Time – 2:42)

<https://www.youtube.com/watch?v=oBJyyEAW-6g>

This video is part of a larger documentary. The man in the video explains how he climbs off the side of a helicopter onto live electrical wires in order to service the electrical system.

Companion Song: “Do Something” (Matthew West)

Discussion Questions:

- Imagine you are a HR manager for this utility company, what are some of the job qualifications you would need to list in a recruitment ad for a high power line worker such as this?
- Why would developing inside candidates be so relevant to this job? What would happen if there was no plan to replace hurt, retired, or high power line workers that quit?
- It is usually illegal to ask about physical handicaps or past illnesses. However, why would you need to know if an applicant had any physical or mental issues that may interfere with their ability to perform this job?
- Are there specific Bible verses that speak to this situation (i.e., with respect to work and doing jobs well)?
- In the words of “Do Something,” for what were we created?
- How does being “God’s hands and feet” suggest we go about our jobs? In the context of work? What does being “the salt of the earth” imply?

Bible Verse Parallels:

- “Like an archer who wounds at random is one who hires a fool or any passer-by” (Proverbs 26:10).
- “Can the blind lead the blind? Will they not both fall into the pit? The student is not above the teacher, but everyone who is full trained will be like their teacher” (Luke 6:39-40).
- “May the favor of the Lord our God rest on us; establish the work of our hands for us—yes, establish the work of our hands” (Psalm 90:17).
- “Now you are the body of Christ, and each one of you is a part of it. And God has placed in the church first of all apostles, second prophets, third teachers, then miracles, then gifts of healing, of helping, of guidance, and of different kinds of tongues” (1 Corinthians 27-28).

Primary Illustration: Performance Appraisal

Other Illustrations: First Impression Error, Evaluation Bias

Example: *Britain's Got Talent* (Running Time – 5:49)

<http://www.youtube.com/watch?v=RxPZh4AnWyk&feature=related>

This is the *Britain's Got Talent* episode where Susan Boyle first appeared. She is initially laughed at for her appearance but her amazing performance leaves everyone speechless.

Companion Song: “Jesus, Friend of Sinners” (Casting Crowns)

Discussion Questions:

- As the judges listen to Susan Boyle sing, you see their faces change from skepticism to sheer joy. What does this say about their initial appraisal of Susan based upon her appearance versus their appraisal of her actual performance?
- If you were the manager of the *Britain's Got Talent* organization, what is one way that you could reduce the bias inherent in this performance appraisal process?
- At the end of the song, one of the judges commented that they had all been cynical and that Susan's outstanding performance was “the biggest wake-up call ever.” How might such cynicism hurt an organization financially (i.e., if managers overlook talent or unfairly appraise employees based upon things not related to job performance)?
- How does the initial evaluation of Susan compare to the judgment of the woman described in John 8:1-8?
- Are there specific Bible verses that speak to this situation (i.e., with respect to judging and evaluating the work of others)?
- Consider “Jesus, Friend of Sinners.” Compare and contrast how the world judges against how Christ judges.
- Why are people so quick to be “double-minded” and slow to “put down our signs?”
- What advice does the song offer for evaluating others?

Bible Verse Parallels:

- “Do not judge so that you will not be judged. For in the way you judge, you will be judged; and by your standard of measure, it will be measured to you” (Matthew 7:1-2).
- “Therefore you have no excuse, everyone of you who passes judgment, for in that which you judge another, you condemn yourself; for you who judge practice the same things. And we know that the judgment of God rightly falls upon those who practice such things. But do you suppose this, O man, when you pass judgment on those who practice such things and do the same yourself, that you will escape the judgment of God?” (Romans 2:1-3).
- “Therefore let us not judge one another anymore, but rather determine this—not to put an obstacle or a stumbling block in a brother's way” (Romans 14:13).
- “Do not speak against one another, brethren. He who speaks against a brother or judges his brother, speaks against the law and judges the law; but if you judge the law, you are not a doer of the law but a judge of it” (James 4: 11).

Primary Illustration: Discipline Policy

Other Illustration: Termination

Example: Dr. Evil Fires Mustafa (Running Time – 2:15)

<https://www.youtube.com/watch?v=htRHj3tyYyo>

An evil villain in the Austin Power's films, Dr. Evil kills one of his henchmen because of a failure to properly perform his job.

Companion Song: "O Sacred King" (Matt Redman)

Discussion Questions:

- There are four grounds for dismissal: unsatisfactory performance, misconduct, lack of qualifications, and a change of job requirements. Which reason do you think Dr. Evil considered as the ground for Mustafa's "dismissal"?
- Dismissals are never pleasant; however, there are things managers can do to ensure they are fair. Which of the steps do you think Dr. Evil failed to properly manage? What could he have done to make it fairer?
- Dismissals often result in harmful psychological and physical health outcomes for employees who lose their jobs, as well as for the survivors who face uncertainty. What are some ways in which Dr. Evil's remaining employees' personal and work lives might be impacted by the way he "dismissed" Mustafa?
- Are there specific Bible verses that speak to this situation (i.e., with respect to training the behavior of individuals in our charge)?
- According to "O Sacred King," who does God discipline? Why do you think He does it?
- Matt Redman sings, "I don't take what you give lightly." What does the song indicate results from a right response to discipline?

Bible Verse Parallels:

- "Behold, how happy is the man whom God reprove, so do not despise the discipline of the Almighty" (Job 5:17).
- "He is on the path of life who heeds instruction, but he who ignores reproof goes astray" (Proverbs 10:17).
- "Whoever loves discipline loves knowledge, but he who hates reproof is stupid" (Proverbs 12:1).
- "Now no chastening seems to be joyful for the present, but painful; nevertheless, afterward it yields the peaceable fruit of righteousness to those who have been trained by it" (Hebrews 12:11).
- "All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness" (II Timothy 3:16).
- "Those whom I love, I reprove and discipline; therefore be zealous and repent" (Revelations 3:19).

Primary Illustration: Integrity Testing

Example: *Courageous* (Running Time – 6:27)

<https://www.youtube.com/watch?v=-lehzul9XZg>

In this clip from the movie *Courageous*, Javier is tested by his current employers when he applies for a promotion. He is asked to lie about inventory and knows that his potential promotion depends on whether he is willing to or not.

Companion Song: “Slow Fade” (Casting Crowns)

Discussion Questions:

- A simple way to explain the difference between honesty and integrity is to say that honesty is doing the right thing while integrity is doing the right thing when no one is looking. Why then is it so important to screen job applicants for integrity?
- You have to be very careful when administering an integrity test because some applicants may feel that their privacy was violated or that they were wrongfully discriminated against. Based on this video, do you think what the owner did could have been considered illegal? Was the way in which the test was administered honest?
- The owner mentions at the end that six people before Javier had failed the test. Why do you think Javier’s kind of integrity is so rare? What could the owner do to promote a more honest workforce?
- Are there specific Bible verses that speak to this situation (i.e., with respect to training the behavior of individuals in our charge)?
- In the song illustration, what does the phrase “slow fade” imply? Does (and why does) every single choice matter?

Bible Verse Parallels:

- “He who walks in integrity walks securely, but he who perverts his ways will be found out” (Proverbs 10:9).
- “Blessed are the pure in heart, for they will see God” (Matthew 5: 8).
- “Let us not lose heart in doing good, for in due time we will reap if we do not grow weary” (Galatians 6:9).
- “Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth” (II Timothy 2:15).

Primary Illustration: Discrimination

Example: Sheldon Gets Called to HR (Running Time – 2:35)

<https://www.youtube.com/watch?v=Vi2LSZLt3Qo>

In this clip from *The Big Bang Theory*, Sheldon is called into HR for showing inappropriate pictures to his assistant. In an effort to explain away his assistant's claims of sexual harassment, Sheldon digs himself into a hole by discriminating against both women and people of color.

Companion Song: "Colored People" (DC Talk)

Discussion Questions:

- How is what Sheldon says about women being "egg salad sandwiches" and "slaves to their biological urges" considered limiting to women (aside from it being offensive)?
- Sheldon claims to have led his assistant "away from a life of sexual promiscuity by making her look at pictures of disease-ridden genitalia." Explain why this behavior can be considered sexual harassment. Be sure to answer this question with the correct terminology.
- At one point in the conversation, Sheldon refers to his African American HR administrator as a "slave." Although his comment was not malicious, we all know it was inappropriate. Using this scenario, explain why it is important for an organization's HR department to provide training as part of its diversity management program.
- Are there specific Bible verses that speak to this situation (i.e., with respect to training the behavior of individuals in our charge)?
- What does DC Talk's song suggest about how we deal with others, particularly those that, on the surface, might seem quite different from us?
- How different are we? What do the song lyrics indicate about our position vis-à-vis others?

Bible Verse Parallels:

- "You shall not wrong a stranger or oppress him, for you were strangers in the land of Egypt" (Exodus 22:21).
- "But the LORD said to Samuel, 'Do not look at his appearance or at the height of his stature, because I have rejected him; for God sees not as man sees, for man looks at the outward appearance, but the LORD looks at the heart'" (I Samuel 16:7).
- "In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets" (Matthew 7:12).
- "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit" (Matthew 28:19).
- "For by one Spirit we were all baptized into one body, whether Jews or Greeks, whether slaves or free, and we were all made to drink of one Spirit" (I Corinthians 12:13).
- "I solemnly charge you in the presence of God and of Christ Jesus and of His chosen angels, to maintain these principles without bias, doing nothing in a spirit of partiality" (I Timothy 5:21).
- "But the wisdom from above is first pure, then peaceable, gentle, reasonable, full of mercy and good fruits, unwavering, without hypocrisy" (James 3:17).

**APPENDIX E:
STUDENT ASSIGNMENT TO IMPROVE CONCEPT AWARENESS SKILLS**

Name _____

Using your own words, briefly explain the class topic you selected to illustrate (3 to 5 sentences).

Explain what is going on in your media illustration (3 to 5 sentences).

How does what is happening relate to your topic (3 to 5 sentences)?

If you were in charge of this situation, would you change anything? Why or why not? (3 to 5 sentences)

Explain some of the interesting things you discovered about this topic on your own. Be sure to include citations (or just attach a copy of what you read).

If you discovered a video, please list the full URL (link) below. If you are presenting some other form of media (e.g., cartoon, article, case), please attach a copy.