

Mark's Story

Mark lived in Bergen County his whole life. He attended one of the many K-12 districts the county has to offer and attained a 3.25 GPA as a finance major at one of our state universities. For the past two years, Mark has had a dream job working for Reuters, a company with 157 years of history for delivering the kind of reliable financial data that is needed for companies to compete today. His role has been preparing the financial news flashes that report quarterly earnings and finalized acquisitions. The priority here is speed and accuracy. In a recent meeting with his editor, Mark has learned that his function will now be outsourced to Asia. Next month, he will travel with other members of his team to set up Reuter's new office in Bangalore. After that, he will use periodic trips as well as ongoing video conferencing to train new Indian recruits to assemble the data and construct the tables that drive these "flashes." Mark is unsettled by what lies ahead. He knows nothing about India, their language, their cultures, their politics. Working with a team of people is hard enough, even when those people have very similar backgrounds. But India presents a whole new set of challenges. And what happens after Bangalore is established? What kinds of new roles will he be asked to take on? He already knows of some members of his team who have been asked to work more on projection and analysis stories. This responsibility is entirely out of Mark's comfort zone. But he did everything right. He worked hard in school, got good grades. Now he's looking at the prospect of more travel and telecollaboration while developing new language and cultural understandings on the fly. Where did it all go wrong?

Questions to Consider:

After hearing Mark's story, what trends will shape the world in which our students will work and live?

What skills will our students need to succeed in that future?

What type of learning environments would best support the development of those skills?