



## LESSON 4

### School to World

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#### LESSON DESCRIPTION

This lesson explores the connection between learning about other cultures and future career choices. Students begin by recognizing the skills they have today. These skills are identified as their human capital. Students look at various positions and decide what careers they might like to have in the future. Once they have chosen a career, they identify a list of the skills required to perform in that career. The lesson finishes with students preparing a resume for the future and an action plan to achieve the necessary skills.

#### OBJECTIVES

As a result of this lesson, students will be able to:

1. Define human capital, with examples;
2. Identify a variety of international career choices;
3. Determine what skills they need to be successful in the international workplace.

#### TIME REQUIREMENT

Two class periods.

#### MATERIALS

- Handout 1: My Skills, Interests, and Strengths**
- Handout 2: Careers with an International Flavor**
- Visual 1: Louise Reynolds' Resume**
- Handout 3: People Profiles**
- Handout 4: My Resume for an International Future**
- Handout 5: My Action Plan for the Future**
- International Careers Website: <http://globalcareers.indiana.edu>

#### PROCEDURES

1. Ask students who in the class likes to play Monopoly. Choose a student who responds positively and ask him or her who tends to win the game. (Students will probably say, "the person with the most money.") Ask them how players earn money in Monopoly. (Answer: "by collecting rent on

property a person owns.") Explain that owning property in Monopoly is similar to having a lot of human capital. Explain that human capital consists of the skills, education, and knowledge that allow people to work more effectively. The more human capital people have, the more money they tend to earn when they put their labor to work. Ask the students who has the more valued skills, a doctor or a cook, a scientist or a truck driver? Ask them which skills are more highly valued and why. A person who has highly valued skills tends to earn a higher income than someone without those skills. Who earns a higher wage, a doctor or a cook at McDonald's? Explain that today's lesson will help students identify the skills (human capital) which they possess. Students will then identify careers they might want in the future and the skills which are needed in those careers.

2. Pass out **Handout 1: My Skills, Interests, and Strengths**. Give students a few minutes to complete the handout. Once they are finished, allow them to share their skills with the rest of the class. Students may want to add skills they missed. Pass out **Handout 2: Careers with an International Flavor**. Discuss the list. Ask the students if any of their interests or skills would prepare them for one of the careers on this list. Refer to the discussion of more highly valued skills. Brainstorm skills needed for certain positions on the list. (Examples would include education, special training, proficiency in other languages, attention to detail, ability to communicate clearly.) Pass out **Handout 3: People Profiles**. Discuss the background that these people have and point out that many of them started with the same skills as the students in the class. Have students choose a career. They may choose from the list or any other career they wish.
3. Show **Visual 1: Louise Reynolds' Resume**. Discuss the resume. Discuss the function of a resume. (A resume is designed to highlight the skills, experience, training, or personal characteristics of a job applicant.) Discuss the parts of a resume. (Education, Skills, Experience, Accomplishments, References.) Pass out **Handout 4: My Resume for an international Future**. Have students complete the activity for the next day. Point out that they may want to pretend to apply for a job listed in **Handout 2: Careers with an International Flavor**.
4. Have students share their resumes for an international future with the rest of the class. Discuss the positions that students are striving for. Discuss the skills needed to gain those careers. Ask students if they feel they may achieve their own goals. Pass out **Handout 5: My Action Plan for the Future**. Have students complete the activity on their own or in small groups. Discuss the types of resources available to attain these skills.

#### CLOSURE

Review the concept of human capital. Explain that human capital is the skills, training, education, and characteristics that people have when they use their labor. Explain that, in order to work in various careers, people must have the human capital to perform the job. Review the resources that are available to students that will help them gain the human capital they need to be successful in the future.

**ASSESSMENT**

Student resume: A successful student resume should include skills that directly relate to the career the student has chosen. The resume should also be realistic in terms of the education required for the position.

**EXTENSION/CONNECTION**

1. Students can use the Global Careers Website (<http://globalcareers.indiana.edu>) to explore additional international opportunities, meet Hoosiers doing international work, and learn more about their international futures.

HANDOUT 1

MY SKILLS, INTERESTS, AND STRENGTHS

What kinds of activities make you happy?

What personal characteristics are you most proud of?

What kinds of skills do you have that may help you in the future? Don't just think of things you do in school. Think of things you do outside of school.

Which of these interests and skills would help you in an international setting? (Some examples would be: like to meet people, like to see new things, like to taste new foods, like to travel to other countries, learn things quickly, have studied another language.)

## **HANDOUT 2**

### **CAREERS WITH AN INTERNATIONAL FLAVOR**

- Translator for Toyota in Princeton
- Engineer for General Motors Corporation in Sweden
- Tour guide for English Educational Tours in Japan
- Teacher at the U.S. School in Taipei
- Peace Corp Volunteer working in Tanzania
- Archeologist in Turkey
- Agribusiness owner of firm shipping frozen meat to Asia
- Economic educator working for junior Achievement in Tajikistan
- Flight attendant on a Northwest Airlines flight to South Korea
- English teacher in Bogota, Colombia
- Sales representative for Caterpillar, Inc., in Brazil
- Mechanic for Cummins Engine in South Africa
- Architect for a firm in India
- Communication specialist for the U.S. Embassy in Germany
- Journalist covering a war in Eastern Europe
- Receptionist for a Japanese firm in Lafayette
- Veterinarian managing a training program in Poland
- Professor teaching economics in Austria
- Red Cross employee working in Guatemala
- Latin American trade specialist at Indiana Department of Commerce in Indianapolis
- Global shipping specialist at Delco Remy America in Anderson
- Import manager for Tokheim Corporation in Fort Wayne
- English as a Second Language Teacher for new immigrants in Goshen
- Social worker in Muncie working with immigrant refugee groups
- Engineer with company in South Bend working with Chinese engineers over the Internet
- Evansville economic developer trying to attract European industrial investment

## VISUAL 1

### LOUISE REYNOLDS' RESUME

**Louise Reynolds**

1234 Any street

Any town, IN 47000

317-555-1234

#### **Objective**

To obtain a position within the sales field that uses my international communication and organization skills.

#### **Education**

**Indiana University, South Bend**

B.A. in Management, Minor in Spanish

Anticipated Graduation, May 2000

#### **Experience**

**Assistant Tour Leader**

Sunshine International Tours, Summer 1999

Assisted in translating for high school students traveling to Latin America.

Participated in language and cultural training to prepare students for travel in Spanish-speaking countries of Central and South America. Acted as a chaperone for a summer travel experience for high school students.

**ESL Daycare Teacher**

Prairie View Daycare Center, Prairie View Lutheran Church, August 1997-May 1999

Taught Spanish-speaking children, ages 2-6, how to speak English. Organized outings to local businesses, allowing students to learn how to function in an English-speaking environment.

Provided awareness programs to local civic groups about problems facing non-native English speakers in the community.

**Customer Service Representative**

Lees Inn, July 1994 January 1997

Assisted with Customer Reservations and Guest Services. Used computer and office skills to complete office-related projects. Acted as interpreter for local firms during annual conference events.

#### **Accomplishments**

Honors Spanish Award from Indiana University, South Bend

Sunday School Teacher for seven years at Prairie View Lutheran Church

President of Junior Achievement International Business.

#### **References**

Furnished upon request.

HANDOUT 3:

**PEOPLE PROFILES**

Alexandra Schlegel

Alex was raised in Indianapolis, Indiana. Alex's training for a rewarding international career began in earnest in 1996. As an economics major and Latin American Studies minor at Northwestern University in Evanston, Illinois, she spent a semester of her junior year abroad with the Catholic Learning Program in Chile. During that time, Alex studied at the Catholic University in Valparaiso, Chile, and lived with a Chilean family. In Chile, Alex conducted an independent research project on the wines of Chile (Chile is now the third largest wine exporter to the U.S.). The summer after Alex returned from Chile, she began an internship with the Import-Export Bank of the United States. When Alex graduated from Northwestern University in 1997, she worked briefly in New York but later, in the spring of 1998, decided to join the Peace Corps in Guatemala.

During her two-month Peace Corps training, Alex lived with Guatemalan families and received in-depth language instruction. As part of her training, Alex learned how to be self-sufficient while living overseas, an invaluable skill in any context.

Currently, Alex lives in her own two-room house in the Guatemalan town of Salama. Each day she travels by pickup truck or bus to small villages, where she works with out-of-school youth teaching them basic business development skills. In addition, she works with women weavers and agricultural workers, helping them start their own businesses. All this is done with the goal of creating self-sufficiency for the indigenous people of Guatemala, who are poor and often illiterate. Alex also presents a popular workshop on self-esteem. Those who participate receive a special certificate. Alex loves her work and has made many friends among the Guatemalans and other Peace Corps volunteers. The Peace Corps describes its work as "the toughest job you'll ever love!" Alex seconds that view. Alex will finish her job with the Peace Corps in August 2000. Afterwards, she plans on returning to graduate school and then continuing work with the developing countries of Latin America. Whatever Alex decides to do, her Peace Corps background will be of invaluable assistance.

Kenny Jackson

Kenny Jackson grew up in rural Tippecanoe County in the early 1960s. He began "twisting wrenches" at age six because his father wasn't very good at repairing the family's farm equipment. Kenny was the kid who could fix anything. During his high school days at Southwestern High School, he worked at Jim Romack's Texaco service station in Lafayette. His formal training began at that time. Kenny attended a 12week training program sponsored by Romack and Texaco. While working at the station, Kenny took advantage of every opportunity to attend training programs. He learned the newest and best techniques at these schools, while learning tried-and-true methods from the older mechanics at work.

Kenny spent 21 months in the army beginning in the fall of 1968. He was trained in the driving school at Fort Sill, Oklahoma, and operated a Caterpillar bulldozer part of the time. After his

service, Kenny went to work for an International Harvester dealer in Wingate, Indiana, and began farming. In 1988, Kenny left farming to work at Caterpillar as a technician, putting together the engines Caterpillar produces in Lafayette. Since then he has acquired a number of skills and held many different types of positions at Caterpillar. The company has come to appreciate Kenny's many skills and his willingness to learn. In addition to possessing extensive computer and telecommunications skills, Kenny is also a certified welder, plasma cutter, equipment operator, and mounting specialist. All of these skills have made Kenny extremely valuable to Caterpillar.

Kenny's job at Caterpillar takes him all over the world, including such places as the Philippines, the Dominican Republic, and Scandinavia. He never knows when his next call to an exotic country will come. Kenny believes this to be one of the many exciting parts of his job. He also believes that a willingness to learn new skills is a major reason that he has had such wonderful international career opportunities.

### Dennis Kelley

Dennis Kelley was born in Michigan City on June 30, 1950. He received a traditional Midwestern upbringing. He has fond memories of playing basketball with his friends, eating barbecue and corn on the cob at family reunions, and fishing with his parents. As a young man, he set his sights on seeing the world and knew that education was the main vehicle for attaining that goal. Dennis graduated from DePauw University in Greencastle, Indiana, with a bachelor's degree in political science and history. In 1974, he added a master's degree from the American School of Management at Thunderbird University in Arizona. Upon graduation from Thunderbird, Kelley found the ship that would transport him on his journey around the world. The "ship" was Cummins Engine Company. His first stop was a post in Teheran, Iran, where he worked providing customer service to the Saudi Arabian and Kuwaiti markets. The Middle East prepared him for his next challenge, China.

Dennis arrived in China as a young 28-year-old trying to negotiate deals with his older Chinese counterparts, who mistook him for a baggage handler. Over the years, he managed to help arrange joint ventures with Chinese companies to manufacture engines in China. Today, Dennis heads a private company called Pacific World Trade, Inc. With offices in both Indianapolis and Beijing, his company sells U.S. products all over Asia, including China, and sells Asian products in the U.S. as well. He spends three to four weeks a year in Asia, traveling everywhere from Chongqing, China, to Manila, Philippines.

Source: This profile is condensed from an article by Kodjo Francisco, *Indiana Global*, September 1998, pp 9-12.

**HANDOUT 4**

MY RESUME FOR AN INTERNATIONAL FUTURE

Name:

Address:

Career Objective(s):

Education:

Experience:

Accomplishments:

**HANDOUT 5**

**MY ACTION PLAN FOR THE FUTURE**

A career I choose for the future is:

The special training and skills (human capital) I need for this career are:

Where I can gain the skills I need for this career:

What I should be doing now to prepare for this career: