

M O D U L E C



沟通英语—工程与工业沟通技能培训

Communication for Engineering and Industrial Careers

[美] Agency for Instructional Technology 著
South-Western Educational Publishing



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万水沟通英语系列丛书

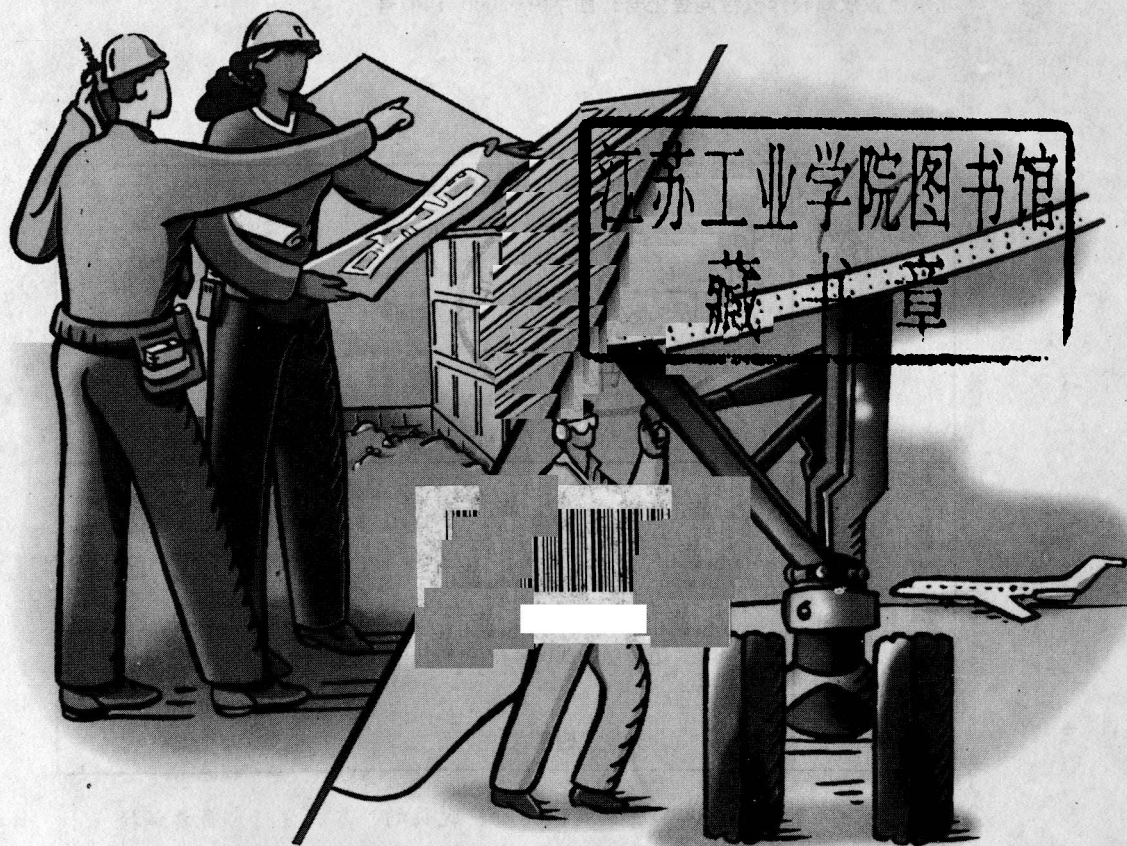
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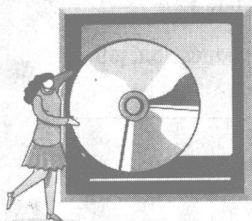
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Introduction 简介

A Video Lesson 录像课



Looking Ahead 内容展望

What This Lesson Is About

In this lesson, you will visit Black Diamond in Salt Lake City, Utah. You will see employees from a variety of backgrounds working together to manufacture top-quality equipment for hard-core climbers and skiers. You will learn about the skills and training they need to get and hold their jobs. Then you will imagine that you are applying for a job at the company and will prepare a résumé and cover letter to introduce yourself.

- ☒ To succeed in any career, you need to communicate well.
- ☒ Good communication means knowing how to listen, speak, read, and write.
- ☒ To qualify for a job, you must have skills—and you must communicate them in your job application.



With their lives hanging in the balance, hard-core rock climbers trust the top-quality equipment made by the employees of Black Diamond.

Materials

This lesson uses three videodisc or videocassette segments: Chapter 10, **Introduction**, Chapter 20, **Black Diamond**, and Chapter 30, **Profiles**, of the videodisc for *Communication for Engineering and Industrial Careers*. You will need to make a copy of the following forms for each student: **How Good a Communicator Am I?** (page 10) and **My Skills Collection** (page 11). This lesson uses the template files **GoodCom** and **Collect**.

Preview

What This Lesson Is About

This lesson features video segments to introduce students to the importance and use of communication skills in the engineering and industrial fields.

Upon completing this lesson, students will be able to

- explain why communication is critical for success in their career area.
- describe their communication strengths and weaknesses.
- prepare a résumé and cover letter.

- Ask students to read **What This Lesson Is About**.

Special Needs: Limited English Proficiency

If students are prepared for the message to be presented, their comprehension will be enhanced. This idea applies to a video as well as to any other medium. As you preview the video for this lesson, consider working up an outline of the story for use in class. Display the outline on the chalkboard or an overhead transparency while the video is showing.

Key Words

- Discuss the terms in the **Key Words** section.

Development

Viewing the Videodisc—Introduction

- Tell students they are about to see the first of three videodisc or videocassette segments for this lesson. The segment introduces students to a workplace with various jobs in the engineering and industrial fields.
- Ask students to read **Viewing the Videodisc—Introduction**. As they watch the video, have them look for ways in which communication skills are used.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (7:00)

Introduction



Search 254, Play To 12843

Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. (These questions appear as still frames at the end of **Introduction** on the videodisc.)

Post-Viewing Questions

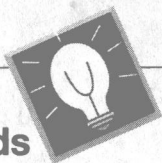


Search Frame 12844

Possible answers are:

1. In any occupation a lot of time is spent talking and listening to co-workers, customers, and supervisors.
2. With all the information that is needed to operate new machines and follow or develop procedures, reading is essential. At the same time, the writing of such things as pre-maintenance charts is a major means of communicating.
3. When employees communicate effectively, they can come up with new solutions, help each other complete tasks, and follow safety and other rules more effectively.

Key Words



communication—an exchange of information or ideas between one person (the sender) and another (the receiver), using speech, writing, and body language (gestures, actions, and facial expressions); senders and receivers often exchange roles, since communication is a two-way process 沟通; 交流

cover letter—a letter of inquiry or application that accompanies the résumé of a person applying for a job 附信

résumé—a brief summary of an individual's education, job history, skills, and activities 简历

Getting Started 进入正文

Viewing the Videodisc—Introduction

You are about to watch the first of three segments of a videodisc or videocassette about engineering and industrial careers and the important role that communication plays in this field. As you view the segment, look for ways in which the employees use listening, speaking, reading, and writing skills in the workplace.

Post-Viewing Questions

After you have watched the video, answer the following questions:

- 1 Why are good listening and speaking skills important to worker success in your occupational area?
- 2 Why are good reading and writing skills important to worker success?
- 3 How does effective communication contribute to making companies safer, more profitable, and more efficient?

Be prepared to share your answers with the class.

When a new product is developed, five working process parts will be given to Thor Femenias, quality assurance engineer, for product testing. "If they break unusually high or unusually low, then we need to communicate with the various people on the floor that there's something going on with the process."





Company Profile

Company Name: Black Diamond Equipment, Ltd.

Location: Salt Lake City, Utah

Mission Statement:

To design, manufacture, and distribute innovative products of impeccable workmanship, high-performance design, and exemplary durability; to stay responsive to the changing needs of our primary mountaineering and backcountry skiing-related markets; to share the company's success with its employees; to create a safe, personally fulfilling work environment for all employees; and to champion the preservation of our mountain environments.

Company Products and/or Services:

Designing, manufacturing, distributing, and retailing climbing, mountaineering, and backcountry ski equipment, including carabiners, protection, harnesses, pitons, Telemark bindings and boots, and tents and packs. Brand names include Black Diamond, Scarpa (boots and footwear), and Bibler tents.

Clients and Customers:

Black Diamond products are available through outdoor specialty retail shops throughout North America, by direct mail order, at two company-owned retail stores, and from independent distributors and retailers overseas. Black Diamond holds the number one market share in North America, Japan, Australia, and Hong Kong.

Number of Employees:

205

Unique Features:

Black Diamond is majority employee-owned and gives a significant percentage of its profits to nonprofit groups involved with protecting and maintaining access for climbing, mountaineering, and backcountry skiing. Black Diamond has the strongest brand name throughout the world for its markets and has been named Small Business of the Year for Utah (1995), REI's vendor of the year (1994 and 1995), and A-16's vendor of the year (1995).

Communicating on the Job

Some people think that reading and writing skills are important only in such careers as journalism and advertising. They imagine that speaking skills are a concern only for actors, TV newscasters, and teachers. And they assume that listening skills are essential mainly for counselors and psychotherapists. The fact is that all of these skills are important in all jobs.

Communication is a key to job success. You learn by listening and reading. You share information with others by speaking and writing. Communication is also the most important tool in building relationships with other people and in resolving differences when they arise. In short, you will spend a great deal of your time on the job communicating with co-workers, supervisors, and customers. Experts have found that the average worker spends three-fourths of on-the-job communication time listening and speaking and one-fourth reading and writing.

Communicating on the Job

- Ask students to read **Communicating on the Job**.



Viewing the Videodisc— Black Diamond

- Tell students they are about to see the second video segment, which shows how some workers in their field use communication skills in the workplace.
- Ask students to read **Viewing the Videodisc—Black Diamond**. Then, as they watch the video segment, have them think about what skills they would need to be a member of the work team portrayed.

- Show the **Black Diamond** segment (Chapter 20) of the videodisc. (10:20)

Black Diamond



Search 12849, Play To 31487

Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Have students work as a class to answer the **Post-Viewing Questions**. (These questions appear as still frames at the end of the **Black Diamond** segment on the videodisc.)

Post-Viewing Questions



Search Frame 31488

Possible answers are:

1. Many workers are involved in making a safe, high-quality product. Effective communication (knowing what customers will buy, describing problems, coming up with solutions, making last-minute adjustments) makes the completion of a project possible.
2. Answers should relate to listening, speaking, reading, and writing.
3. He means that good communication skills are essential not only for doing the job but for writing a résumé, completing a job application, and doing well in an interview.

Application

Viewing the Videodisc—Profiles

- Tell students they are about to see the third of three video segments for this lesson. The segment shows students something of

Viewing the Videodisc—Black Diamond

You are about to watch the second of three video segments. You will see how communication is used in a typical work setting by people who have the kind of job that you may hold in the future. You will see them working together as a team.

As you view the segment, ask yourself,

“What skills would I need to be a member of this work team?”

Post-Viewing Questions

After you have watched the video, answer the following questions:

- 1 Why are communication skills important at Black Diamond?
- 2 What skills would you need to be part of the work team at Black Diamond?
- 3 Peter Metcalf says that “without good communication skills you can’t even get a job at Black Diamond.” What does he mean?

Be prepared to share your answers with the class.



After the engineer has finalized the specifications of a new product, the “specs” are turned over to Lance Rushton, Black Diamond’s master machinist and die mold maker, who takes the geometry and programs it into the computer that controls the tool.

Trying It Out 实践演练

Viewing the Videodisc—Profiles

You are about to watch the third video segment. You will learn more about the people you met in the Black Diamond segment: what they do, what they earn, what kinds of skills they need, and how they developed their skills through training and experience.

As you view the segment, imagine that you are planning to apply for a job with this company. Which position would you like to have?

Post-Viewing Questions

After you have watched the video, answer the following questions:

- 1 Which of the profiled jobs appeals to you? Why?
- 2 What formal training, skills, and experience would a person need to apply for that job?
- 3 How would a person in that job use communication skills?

Be prepared to share your answers with the class.

Put Yourself in the Picture

In the last video segment, you saw brief visual profiles of three employees at Black Diamond—their education, training, experience, skills. Now you will have a chance to profile yourself by creating a résumé. A résumé is a written profile that gives a prospective employer a quick snapshot of you: what you know, what you've done, and what you could do for the company. Look over the sample résumé on page 7.

Many employers use résumés to screen applicants. One classified ad may bring hundreds of responses, and only a few of those who respond are called for interviews. Why? Because the employer has selected only those résumés of persons with the qualifications that most nearly meet the requirements of the job. Applicants who don't communicate clearly on paper may never have the chance to make up for it in an interview.

To prepare your draft résumé, type it neatly or print it by computer. Be sure to include the following information in your résumé.

- **Contact information**—your name, address, and telephone numbers
- **Qualifications**—job-related skills (including communication skills) and personal qualities that you would bring to the job
- **Education**—where and when you attended school, diploma or degrees received, honors
- **Work experience**—where you have worked, when and for how long you worked at each job (starting and ending dates), what tasks you did on the job, and major accomplishments
- **Activities**—work-related and volunteer activities that demonstrate personal interests or qualities such as leadership, collaboration, and career commitment

the background of the people they saw in the **Black Diamond** video segment.

- Ask students to read **Viewing the Videodisc—Profiles**. Then, as they watch the video segment, have them think about the position they would like to have.
- Show the **Profiles** segment (Chapter 30) of the videodisc. (6:02)

Profiles



Search 31493, Play To 42340

Post-Viewing Questions

- Ask students to tell you what they saw in the segment.
- Then have students work as a class to answer the **Post-Viewing Questions**. (These questions appear as still frames at the end of the **Profiles** segment on the videodisc.)

Post-Viewing Questions



Search Frame 42341

Answers to all questions will vary.

Put Yourself in the Picture

- Ask students to read **Put Yourself in the Picture**, then prepare a self-profile (a draft résumé). Tell them to follow the general format of the sample résumé on page 7.

Neatness Counts (And So Does Honesty)

Most job applications ask for your address and phone number; information on your education, previous employment, and salary; and a list of references. If it sounds like the information you include on a résumé, you're right. But one big difference is that you will probably complete the job application by hand. Here are a couple of tips:

- **Neatness counts.** Carefully print the information required by the application.
- **And so does honesty.** Information on your application must be consistent with your résumé. Don't omit any information asked for, and be sure to check that all information provided is correct.

- Have each student proofread his or her typed résumé, get feedback from another student, then revise and improve it.

Writing the Cover Letter

- Ask students to read **Writing the Cover Letter**.
- Have students follow the instructions to prepare and revise a cover letter for submission with the résumé. Remind them to examine the sample cover letter (page 8) before they start.
- Have students keep their résumés and cover letters in their portfolios.

Minding Your Manners and Making Your Mark

Including a cover letter with your résumé shows a prospective employer that you have good business manners. It can give you an immediate advantage over other job candidates. If you are called in for an interview, you have a second opportunity to “mind your manners” and make your mark.

Immediately after the interview, send a follow-up letter to your interviewer that thanks him or her for the interview, repeats how the employer could benefit if you were hired, and expresses your continuing interest in the job. The follow-up letter keeps your name in front of the employer and may lead to a job offer.

When you are satisfied that your profile is complete, prepare a neatly typed copy of it, using a computer if you have access to one. Proofread it carefully to be sure that you have no spelling or typing errors.

Ask another student to review your résumé and to offer suggestions for improvement. Then make any changes that you believe will improve it.

You will revise your résumé many times during your career as you add new information to it or adapt it to a new career field. Nevertheless, the basic format remains essentially the same.

Writing the Cover Letter

Always send a cover letter with your résumé. The letter provides an opportunity for you to demonstrate your writing skills and to highlight the most relevant points in your résumé. The cover letter also describes how this job fits into your career plans. And using a cover letter to send a résumé is common courtesy.

In preparing your cover letter, follow the standard business-letter format. A sample cover letter appears on page 8. Type your letter neatly or print it by computer. Make it brief and to the point, no more than three or four short paragraphs. In general, the letter should

- express your interest in a specific position or, if you are making an exploratory inquiry, in the company or field.
- highlight the specific skills (including communication skills) that you would bring to the job or company.
- state that you are available for an interview and give a telephone number or numbers where you can be reached.

Choose one of the jobs profiled in the Black Diamond video segment or another position that might be available in the company. Then,

- imagine that you are applying for that position.
- read the sample cover letter reproduced on page 8.
- with the requirements of the position in mind, compose a similar cover letter to accompany your résumé.
- prepare the letter on a computer or typewriter.

Address your letter to Black Diamond, 3219 Wasatch Road, Salt Lake City, UT 21339 (the address is fictitious). Be sure that the letter contains no errors, and ask for feedback from a classmate. Revise it as necessary, based on the feedback you receive.

Keep your résumé and cover letter in your portfolio. If you prepared them on a computer, also keep a disk containing the files in your portfolio.

Sample Résumé

Tracy L. Robinson
406 West End Avenue/Apt. 1
Pittsburgh, PA 15221-6754 [412] 555-0249

QUALIFICATIONS

- Proficient in WordPerfect, Microsoft Word for Windows, and PageMaker
- Pre-press capabilities: layout, typesetting, opaquing, stripping, and plate burning
- Strong skills in graphic arts and design

EDUCATION

Art Institute of Pittsburgh, Pittsburgh, PA
Associate Degree: Specialized Technology, 1994
Major: Visual Communications

Taylor Alderdice High School, Pittsburgh, PA: 1992 graduate

EMPLOYMENT HISTORY

Pica Printing, Pittsburgh

1994–present

Art Director/Production Coordinator

Responsible for all pre-press work including layout, typesetting, shooting negatives, opaquing, stripping, and plate burning. Experience on five different computer systems.

Community Gazette, Pittsburgh
Graphics Coordinator

1993–1994

Responsible for output of magazine—overseeing all typesetting, layout, design, and advertising sales.

ACTIVITIES

Art Coordinator, Shadyside Boys Club (volunteer) (1994–present)

Member, Typographers Union, Local #22

Coach, West End Little League softball team (1992–present)

References available upon request

Sample Cover Letter

Tracy L. Robinson
406 West End Avenue/Apt. 1
Pittsburgh, PA 15221-6754 [412] 555-0249

October 14, 1999

Mr. Ralph Collins
Metropolitan Lithography, Inc.
6934 Ross Street
Pittsburgh, PA 15219

Dear Mr. Collins:

To follow up on our telephone conversation, I am submitting my résumé for your consideration in filling the position in your Layout and Design Department.

As you will see from my past employment, I have worked in the art production field for more than four years. I have been responsible for hundreds of printed pieces—books, magazines, tabloids, and many others, and I am experienced in every aspect of printing, from concept to finished piece. In addition, I have developed—through formal training and volunteer work—a range of skills in illustration, design, and photography that would be useful in this position.

I shall be glad to meet with you at your convenience and provide samples of my work. If you require any additional information or wish to schedule an interview, please call me at 555-4466 between 9 a.m. and 5 p.m. or at home (555-0249) after 6 p.m.

Thank you for your consideration.

Sincerely,

Tracy L. Robinson
Enc.: Résumé

Summing Up 总结归纳

How Good Are YOU?

Are you an effective communicator? Use your copy of the form **How Good a Communicator Am I?** to test your skills. Check the box that represents your answer to each question: *Always*, *Often*, *Occasionally*, or *Never*. Be honest and objective.

When you have answered all the questions, add up your score (*Always* = 4; *Often* = 3; *Occasionally* = 2; *Never* = 1). If your total is between 65 and 80, you probably have excellent communication skills. If your total is between 40 and 64, your skills are good, but you can improve them somewhat. If you scored 40 or below, you need to improve your communication skills in many ways. It will be worth the effort!

Going Further 1 深入学习 1

Be a Skills Collector

In **Summing Up**, you took inventory of your “collection” of communication skills. In this activity, you will use that inventory to determine which skills you need to upgrade and to develop some ideas for improving them.

On your copy of the form **My Skills Collection**, you will see that each statement from the **How Good a Communicator Am I?** form has been summarized in a few words. For example, the first statement (“When someone tells me something I don’t understand, I ask that person to clarify the meaning”) has been boiled down to “Clarify when confused.” The numbers listed on the two forms are the same, so you can refer to the **How Good a Communicator Am I?** form if you are not certain what the shorter version means.

On the **My Skills Collection** form, copy your ratings from the **How Good a Communicator Am I?** form. Use the first column (*Strengths*) to check those skills on which you scored 3 or 4; use the second column (*Need Improvement*) to check those skills on which you scored 1 or 2. Then focus on the skills that have checks in the second column and think of ways you can improve them and make them into strengths. Use the third column to record these ideas. For example, if you have a 1 (*Never*) or 2 (*Occasionally*) for the first statement, you might write in the third column: “Ask questions when I don’t understand.”

When you have finished, look again at the scores in the first (*Strengths*) column. Are there some, particularly those with ratings of 3, that you could improve? Use the third column to note ideas for these areas, too.

Keep both forms in your portfolio for future reference.

Conclusion

How Good Are YOU?

- Distribute copies of the form **How Good a Communicator Am I?** (page 10).
- Ask students to read **How Good Are YOU?** and then complete the **How Good a Communicator Am I?** form as directed.
- If hardware and software are available, you may wish to have students complete this activity on the computer.

Note: Statements on this form (as well as the form used in the next activity) are grouped by general skill area. You may wish to point out to students that listening and reading are essentially “receiver” activities, while speaking and writing are “sender” activities. Have students analyze their scores further by determining whether they are relatively weak or strong in receiver or sender situations. Have them identify jobs in which receiver skills are most important and ones in which sender skills are most important.

Extension 1

Be a Skills Collector

- Distribute copies of the **My Skills Collection** form (page 11).
- Ask students to read **Be a Skills Collector**, then complete the **My Skills Collection** form as directed.
- If hardware and software are available, you may wish to have students complete this activity on the computer.
- Have students keep their **How Good a Communicator Am I?** and **My Skills Collection** forms in their portfolios.



How Good a Communicator Am I?

Your Name _____

Always
4

Often
3

Occasionally
2

Never
1

Listening

1. When someone tells me something I don't understand, I ask that person to clarify the meaning.
2. I let others know that I understand the emotions they are feeling when they are speaking to me.
3. I don't simply hear what people say; I also think about what they say to me.
4. When people speak to me, I notice their facial expressions, their gestures, and their tone of voice.
5. I look at people when they speak to me so that they know I am listening.
6. When someone explains something to me, I remember most of the details.
7. Even when I disagree with what someone is saying, I listen to all that person has to say.

Reading

8. I read for pleasure.
9. I read to learn about new things.
10. I read to get the information I need to solve problems and get things done.
11. When I start to read, I know what information I hope to find.
12. Before I read a book or magazine article, I inspect it to get a sense for whether or not it contains the information I need.

Speaking and Writing

13. When I write or speak, I think about why I am writing or speaking and about my audience.
14. Before I write or speak, I plan.
15. Before I leave a message on an answering machine, voice mail, or e-mail, I plan what I am going to say.
16. I am careful not to use words that might offend or hurt people.
17. When I speak with someone from another culture, I remember that body language varies from culture to culture.
18. After I write something, I carefully read it back to myself to make sure I said what I meant to say and that the writing is clear.
19. After I write something, I ask someone else to read it and to suggest ways I can improve it.
20. After I write and get feedback, I rewrite.

My Skills Collection

Your Name _____

Scores 3, 4
Strengths

Scores 1, 2
Need Improvement

What I Will Do
to Strengthen Weakness

Listening

1. Clarify when confused
2. Empathize; respond
3. Think while listening
4. Read body language
5. Maintain eye contact
6. Retain information
7. Hear people out

Reading

8. Read for pleasure
9. Read to learn
10. Read to do
11. Plan before reading
12. Skim and scan for content

Speaking and Writing

13. Know purpose and audience
14. Plan before speaking
15. Plan messages
16. Choose words carefully
17. Be culturally sensitive
18. Review and proofread
19. Ask for feedback
20. Revise and rewrite

Extension 2 and 3

- Ask students to complete, as a homework or out-of-class assignment, one or both of the activities outlined in *Going Further 2* and *Going Further 3*.
- Have students share their results with the class. Encourage them to keep copies of their work in their portfolios.

Going Further 2 深入学习 2

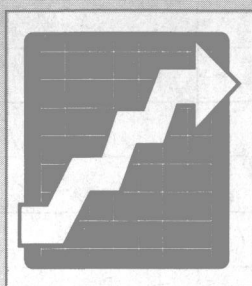
What Kind of Job Do You Really Want?

When you wrote your cover letter to apply for a job at Black Diamond, you may have thought, "This really isn't the kind of job I want." If you could design a job to fit your skills and interests, what would it be?

You can get some ideas from a publication of the U.S. Department of Labor called *Occupational Outlook Handbook*. This reference book describes in detail more than 250 occupations that account for 110 million, or 87 percent, of the nation's jobs. It also includes brief descriptions of 79 additional jobs representing 5 percent of the workforce. The handbook is revised every two years using current labor market information.

To explore an occupation that interests you, consult the *Occupational Outlook Handbook*. Your teacher may have a copy in the classroom; if not, your school or public library will have a copy. You can also access it through the Internet at <http://stats.bls.gov/ocohome.htm>.

Getting Technical



If you go looking for a job between now and 2005, one of the best places to look will be in the technical field. According to the Bureau of Labor Statistics, employment in technical occupations will rise at a faster pace than overall employment during the last decade of the 20th century and the first five years of the 21st.

You will find that the detailed listings include the following sections for each occupation:

- **Nature of the Work**—what workers do on the job and how technology is changing what they do and how they do it
- **Working Conditions**—typical hours worked, the workplace environment, extent of physical activity and travel required
- **Employment**—the number and geographic distribution of jobs that the occupation provided and key industries employing workers in the occupation
- **Training, Other Qualifications, and Advancement**—sources and length of required training, education, skills, and experience and paths for advancement
- **Job Outlook**—rate of increase in jobs due to growth or replacement as a result of turnover; factors that may affect growth or decline
- **Earnings**—typical earnings and benefits of workers at various levels in the occupation

The book also gives sources of additional information for each occupation—organizations or agencies that can provide more information on your career choice. And most of the listings include related jobs that are similar to the one described and therefore might also be possibilities for you.

Among the high-growth jobs in engineering and industry are these: data-processing equipment repairer; maintenance repairer; auto mechanic; patternmaker; computer/office machine repairer; heating, air conditioning, and refrigeration technician; glazier; painter/paperhanger; sheetmetal worker; insulation worker; bricklayer/stonemason; carpenter; electrician.

Choose an occupation that interests you and carefully read its description in the *Occupational Outlook Handbook*. Then try writing a job description for the position. Include the job title, requirements, (education, experience, and skills), duties and responsibilities, and salary or hourly wage. A sample job description is included below; refer to it for format and style.

When you have completed your job description, answer the following questions:

- 1 Are you qualified for this job (or will you be qualified when you graduate)? Why or why not?
- 2 In what areas will you need additional or improved skills?
- 3 Does this position still appeal to you? Why?

Be prepared to share with the class your job description and your answers to the questions.

Job Description

Job Title: Injection Mold Designer

Salary: \$21.00/hour

Duties and Responsibilities:

Operate computer-aided design (CAD) system and peripheral equipment.

Review work order and procedural manuals to determine critical dimensions of design.

Calculate figure to convert design dimensions to resizing dimensions specified for subsequent production processes.

Confer with engineering and design staff to determine design modifications.

Requirements:

High school diploma or GED equivalent; engineering degree preferred but not required. Five years' experience in injection mold design and CAD/CAM, 3-D mold design. Candidate should have basic knowledge of mold-making techniques and the ability to quote design and mold.

Going Further 3 深入学习 3

Check out the Job Market via the Web

What jobs are available today in your career field? How much do they pay? Where are they located? How much education and experience do they require? You can find a listing of available positions, get brief job descriptions of those that interest you, and submit an application by visiting the U.S. Department of Labor (DOL) America's Job Bank site on the World Wide Web (<http://www.ajb.dni.us>).

At the DOL home page, click on the America's Job Bank button, then choose the option "About America's Job Bank" for details and instructions. Then choose "Search Keyword" to begin your search. Use the first letters (three or more) of the job title: "computer," for example, calls up listings for computer programmer, teacher, operator, and service technician. You may limit your search geographically to a state or a city.

Jobs that match your keyword appear on a screen like this:

Title	Location	Salary	Ed	Exp	P/F
ENTRY LEVEL COMPUTER	MARLBORO MA	not provided	12y	0y	F
COMPUTER SERVICE TEC	NEWTON MA	13.00/hour	14y	2y	F
COMPUTER PROGRAMMERS	PITTSFIELD MA	40000.00/year	14y	3y	F

The first three columns give the job title, location of the opening, and the salary. The fourth column gives the number of years of education required (12 is high school graduation; 14 is attendance at a two-year community college or technical school; 16 is college graduation). The fifth column shows required years of experience in a similar job, and the sixth column indicates whether the position is full- or part-time.

By clicking on a position that interests you, such as "computer service tec," you will receive a more detailed listing, like this one:

JOB ORDER:MA2416438 LOCATION:NEWTON,MA DOT CODE:828261022
TITLE:COMPUTER SERVICE TEC SALARY:13.00 per hour EDUCATION:14
years EXPERIENCE:2 years HOURS:40 hours/week DURATION:Part time,
permanent

Job Description

2448862 3 MO.POSITION-VALID LICENSE+VEHICLE REQUIRED CERTIFIED IN A+,IBM,HP,COMPAQ-KNOWLEDGE OF DIGITAL,SUN,OSF, WINDOWS 95/NT,NOVELL ALSO GOOD WITH HIGH END + PC BASED SERVER PRODUCTS. PROVEN EXCELLENT COMMUNICATIONS + CUSTOMER RELATIONS SKILLS A MUST. CALL FIRST-MAIL OR FAX RESUME

If you indicate that you want to apply for the job, the following screen appears:

If you meet the employer's requirements and wish to apply for this job, please enter your name below. To apply you must be a U.S. Citizen or an individual authorized to work in the United States.

Job Number: MA21416438 Name: Social Security Number:
Once entered, you should print this panel and attach it to your resume/
statement of qualifications and either fax or mail them both to the employ-
ment service order holding office at:

MAIL: MASS. DEPT. OF EMP & TRNG
P.O. BOX 1849
46 SUMMER STREET
PITTSFIELD, MA, 01202
FAX: (413)-784-1733

Please do not call this office. They will review your information and send it to the employer. If the employer is interested, you will be contacted directly.

After filling in the job number, your name, and your Social Security number, you may print it out and send it to the address given.

Surfing Safari

You can continue your job hunt by visiting other job-listing services on the World Wide Web. A great place to start is the interactive list of job search sites sponsored by Stanford University (<http://rescomp.stanford.edu/jobs/websearch.html>). This site allows you to search America's Job Bank, Career Magazine, CareerSite, CareerMosaic, CareerWeb, Internet Job Locator Search, JobCenter, The Monster Board, Online Career Center, Recruiters Online Network, TopJobs USA, and Usenet Search. If you are unable to access the Stanford site, search for these job listing sites using an on-line search engine such as Infoseek at <http://www.infoseek.com> or AltaVista at <http://www.altavista.com>.

