

Job Opportunities within Wireless Technology Related Fields

Purpose: The objective of this activity is to allow the student to explore job opportunities that require the use of wireless technology. The students will learn how lucrative the jobs are, the working conditions, the feelings of self-fulfillment experienced by people in the field, education requirements, promotion and advancement opportunities, etc.

Overview: The number of jobs that require the use of wireless technology are far more abundant than most people think. Besides the obvious police officer, fire fighter, air traffic controller jobs that students see using wireless technology on local TV broadcasts; other, less obvious users of wireless technology exist. In fact it would probably be more difficult to find a job that does not in some way depend on wireless technology. During this activity, the students explore job opportunities that they might consider as future employment.

Time: One class period to discuss wireless technology in the workplace. One class period to review interview questions prepared by the students for their interviews. One class period for in-class student presentations reporting to the class the results of their interviews.

Skills Required:

- Writing
- Speaking
- Interviewing
- Organization
- Socialization

Materials and Tools: Comprehensive list of potential interviewees. The local chamber of commerce, service groups, high school and community college guidance counselors, community career counseling organization, government economic development departments, and the Internet may be a good source of potential interviewees and companies that would support the effort.

Preparation: Discuss with the students the ways that wireless technology is used in the job market. Additionally, students should be instructed in the proper way to prepare for and conduct an interview. Students should be instructed in the value of open-ended question techniques and the need to avoid questions that lead to yes/no, black and white short answers.

Background:

What to do and how to do it:

1. Have the students choose jobs and interviewees that they find interesting. Students should schedule interviews informally with telephone or e-mail contact and then formally by letter.
2. Task the students to develop a list of at least 15 open-ended questions that they will ask during the interview. The students should prepare the questions in a format that will allow them to take notes during the interview.
3. Review with the students the importance of proper dress and decorum for the interview and the importance of punctuality and preparedness.
4. Monitor the student's progress as the interview date approaches.
5. After the students accomplish the interview, assign a summary paper of the results of the interview that will be presented to the rest of the class.

Data Analysis:

The student can produce career advertisement posters of the jobs they investigated for display in the classroom or school library. The posters should emphasize the use of wireless technology in the position.

Activity questions: Prepare a list of questions that all students answer to help facilitate the comparison of the different jobs investigated.

1. How is wireless technology used in the job?
2. What kind of wireless technology is used on the job?
3. What training did the interviewee have to go through to use the technology?
4. Is there continuing education required to remain current in the use of the technology?
5. Was the interviewee prepared by a primary and secondary education to meet the challenges of the current job?
6. How did they feel about going to school when they were your age?
7. How do they feel about the need for going to school now?
8. How much does the interviewee make in their job (ask for a salary range)?
9. What kind of additional education is required to maintain or advance in their jobs?
10. Did the interviewees like their job? Would you like to do their job?

Adaptations for special needs:

There should be no accommodation required for this activity.