

Gas Tungsten Arc Welding

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Gas Tungsten Arc Welding

Grade Levels: 9-12
Course Code: 495560

Prerequisite: None

Course Description: This instructional program prepares individuals to apply technical knowledge and to unite or separate metal parts by heating, using a variety of techniques and equipment. Emphasis of this course will be the use of gas tungsten arc welders.

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Unit 1: Practicing Occupational Orientation

Hours: 18

Terminology: Assembly drawing, AWS, Combustible, EPA, Fumes, Lens, OSHA, Shield, Ventilation

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology related to occupational orientation	1.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to gas tungsten arc welding [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
1.2 Outline standard safety work practices	1.2.1 Demonstrate proper use of eye and ear safety protection	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
	1.2.2 Show the ability to follow standard safety precautions when operating welding equipment			Comprehends written information, and applies it to a task [1.3.8]	
	1.2.3 Demonstrate the usage, storage, and disposal of hazardous welding materials following EPA, OSHA, and AWS regulations and requirements			Comprehends written specifications, and applies them to a task [1.3.9]	
	1.2.4 Relate correct applications, training, and penalties associated with each of the EPA, OSHA, and AWS regulations and requirements		Science	Reads and follows instructions to operate technical equipment [1.3.19] Follows safety guidelines [1.4.15]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.3 Describe time or job cards, reports, or records and the importance of good record keeping	1.3.1 Prepare and maintain accurate, clear, legible, and concise records or job cards	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]	
	1.3.2 Justify why it is important to file documents in a timely manner for the benefit of common shop business and planning operations			Adds and multiplies to prepare an inventory [1.1.40]	
	1.3.3 Show how supplies and inventory are managed			Adds and subtracts to determine inventory [1.1.41]	
		Personal Management	Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]	
			Writing	Records data [1.6.16]	
1.4 Identify basic housekeeping duties related to welding	1.4.1 Perform proper organization of the shop (e.g., tools, work area, and storage) on a daily basis, according to customer service standards and customer and worker safety procedures	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
				Applies information to job performance [1.3.4]	
				Personal Management	Integrity/Honesty/ Work Ethic
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]	

Unit 2: Interpreting Drawing and Welding Symbols

Hours: 35

Terminology: Base metal, Centerline, Detail drawing, Dimension lines, Fillet weld, Hidden edge lines, Lap joint, Leader line, Object line, Orthographic projection, Plug weld, Print, Root opening, Welding Procedure Specification (WPS), Working drawings

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology related to drawing and welding symbols	2.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to gas tungsten arc welding [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
2.2 Identify examples of standard elements used on a drawing or sketch	2.2.1 Apply basic elements of a sketch or drawing — line development, dimensions, and materials	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]	
	2.2.2 Demonstrate welding skill using the Welding Procedure Specification (WPS)		Reading	Locates pertinent information in documents — such as manuals, graphs, and schedules — to perform tasks [1.3.18]	
2.3 Identify welding symbol information	2.3.1 Discuss basic welding symbols (e.g., fillet weld, plug weld, and lap weld) and where they are used	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8] Locates pertinent information in documents — such as manuals, graphs, and schedules — to perform tasks [1.3.18]	
			Science	Applies knowledge to complete a practical task [1.4.3]	
2.4 Describe how to fabricate simple parts from a drawing or sketch	2.4.1 Perform basic fabrication of simple parts using components (e.g., materials, dimensions, and machine application)	Foundation	Reading	Uses appropriate materials and techniques as specified [1.3.20]	

Unit 3: Demonstrating Gas Tungsten Arc Welding (GTAW)

Hours: 55

Terminology: AC, Automatic welding, Collett, Conductivity, Contact tube, DC, DCEP, Deoxidizer, Downhill, Electrode lead, Flux, Groove weld, Horizontal position, Hydrogen embrittlement, Nozzle, Postflow, Preflow, Silicon-controlled rectifier, Sinusoidal wave, SMAW, Step-down transformer, Tack weld, Tensile strength, Torch, Vertical position, Welding rod, Weld pass, Workpiece

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terminology related to gas tungsten arc welding	3.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to gas tungsten arc welding [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
3.2 Identify the theoretical principles of gas tungsten arc welding	3.2.1 Apply the principles of gas tungsten arc welding when making minor repairs	Foundation	Reading	Uses appropriate materials and techniques as specified [1.3.20]
3.3 Outline steps to perform safety inspections of equipment and accessories	3.3.1 Perform inspection of gas tungsten arc welding equipment, shielding gas equipment, and accessories (clothing, hand tools, and base metal) on a daily basis	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
3.4 Identify minor external repairs to equipment and accessories	3.4.1 Perform minor repairs to gas tungsten arc welding equipment, such as changing cups and collets	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
3.5 Describe setup details for gas tungsten arc welding operations and base metal preparation on carbon steel, aluminum, and stainless steel	3.5.1 Demonstrate proper use of protective clothing and accessories	Foundation	Listening	Listens to follow directions [1.2.6]
	3.5.2 Use proper electrode, and properly adjust polarity and current		Reading	Comprehends written specifications, and applies them to a task [1.3.9] Follows written directions [1.3.13]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.6 Outline how to operate gas tungsten arc welding equipment	3.6.1 Demonstrate the proper operation of gas tungsten arc welding equipment 3.6.2 Discuss the correct application of welding material as it pertains to gas tungsten arc welding 3.6.3 Demonstrate the use of correct filler metals, tungsten electrodes, and shielding		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.7 List steps to perform single pass fillet welds, all positions	3.7.1 Demonstrate weld fillet welds in all positions		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.8 Identify 1G-groove welds on carbon steel	3.8.1 Perform 1G-groove welds in the flat position		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.9 Label 1F-2F welds on aluminum	3.9.1 Demonstrate how to weld 1F-2F groove welds in the flat position, following guidelines		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.10 Describe a 1G weld on aluminum	3.10.1 Demonstrate how to weld 1G-groove welds in the flat position		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.11 Name parts of 1F-3F welds on stainless steel	3.11.1 Perform 1F-3F groove welds in the flat position		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]
3.12 Identify 1G-2G welds on stainless steel	3.12.1 Perform 1G-2G welds in the flat position		Foundation	Science	Applies knowledge to complete a practical task [1.4.3]

Unit 4: Career and Technical Student Organizations (SkillsUSA/HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business meeting, Career, Competency, Critique, Cultural diversity, Customer, Equity issue, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organization, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade union

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terminology related to student organizations	4.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
4.2 Outline a self-assessment, and identify individual learning styles	4.2.1 Show individual strengths	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]	
	4.2.2 Show areas in need of improvement	Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]	
4.3 Describe self-motivation techniques, and establish short-term goals	4.3.1 Prepare a list of short-term goals	Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement [3.5.4]	
	4.3.2 Discuss ways to change or improve lifestyle, appearance, and behavior	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]	
4.4 Give examples of individual time-management skills	4.4.1 Prepare and maintain a time journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	
	4.4.2 Outline ways to improve time-management skills	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3] Recognizes/Defines a problem [4.4.8]	
4.5 Predict future occupations	4.5.1 Research the Internet to explore career opportunities in specified fields of study	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Writing	Summarizes written information [1.6.17]	
	4.5.2 Prepare a presentation on a specified career area	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, and surveys [4.1.10]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.6 Identify the customer	4.6.1 Differentiate between external and internal customers		Interpersonal	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]
	4.6.2 Identify factors that contribute to poor customer relationships			Decision Making	Shows initiative and courtesy in meeting and working with customers [2.3.8] Evaluates information/data to make the best decision [4.2.5]
4.7 Identify the benefits of doing a community service project	4.7.1 Outline ways to become involved in the community		Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	4.7.2 Develop a community service project			Interpersonal	Teamwork
4.8 Describe effective communication with others	4.8.1 Note personal barriers to listening		Thinking	Problem Solving	Recognizes/Defines a problem [4.4.8]
	4.8.2 Relate a personal plan to overcome barriers to listening				Revises plan of action indicated by findings [4.4.9]
4.9 Give locations for a shadowing activity	4.9.1 Summarize and relate an experience of job shadowing		Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
4.10 Identify the components of an employment portfolio	4.10.1 Present parts of a portfolio		Foundation	Writing	Completes form accurately [1.6.7]
	4.10.2 Compile a personal employment portfolio for an interview				Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
4.11 List proficiency in program competencies	4.11.1 Construct an interpersonal competency assessment		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
4.12 Describe how to measure/modify short-term goals	4.12.1 Discuss how to pursue short-term goals		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
4.13 Identify stress sources	4.13.1 Prepare a list of personal stress sources		Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	4.13.2 Outline techniques to cope with individual sources of stress				Thinking

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.14 Identify characteristics of a positive image	4.14.1 List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]
	4.14.2 Note behaviors and traits that lead to a negative image	Personal Management	Self-esteem	Comprehends the importance of a positive self-concept [3.5.1] Develops/Initiates a plan for self-improvement [3.5.4]
		Thinking	Decision Making	Identifies pros and cons to assist in the decision-making process [4.2.7]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
4.15 Describe how team skills can be applied to a group project	4.15.1 Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
4.16 Outline how to observe and critique a meeting	4.16.1 Attend a formal meeting held in the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	4.16.2 Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]
4.17 List business meeting skills	4.17.1 Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
	4.17.2 Demonstrate with role-playing appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3] Influences group behavior [2.4.8]
4.18 Outline a survey for employment opportunities	4.18.1 Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
	4.18.2 Perform an Internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
4.19 Select a professional journal for review, and develop a three- to five-minute presentation	4.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
4.20 Identify customer expectations	4.20.1 List customer expectations 4.20.2 Discover the consequences of unmet customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1] Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]	
4.21 List parts of a job application	4.21.1 Prepare a job application from various businesses in the community 4.21.2 Demonstrate a mock job interview	Foundation	Reading Speaking Writing	Determines what information is needed [1.3.10] Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14] Completes form accurately [1.6.7]	
4.22 Outline your employment portfolio	4.22.1 Construct a personal employment portfolio	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
4.23 Identify supervisory and management roles in an organization	4.23.1 Prepare an organizational chart 4.23.2 Outline the responsibilities of managers and supervisors	Foundation Interpersonal Thinking	Writing Leadership Creative Thinking	Produces neat, legible document from typewriter or computer [1.6.15] Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Develops visual aids to create audience interest [4.1.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.24 Outline safety issues	4.24.1 Research safety issues in a given career area	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Follows safety guidelines [1.4.15]
		Personal Management	Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]

Glossary

Unit 1: Practicing Occupational Orientation

1. Assembly drawing — a drawing that shows a product completely assembled with all subassemblies and parts
2. AWS — American Welding Society; has represented best practices and advancements since 1919 in the science, technology, and application of welding and allied processes, including joining, brazing, soldering, cutting, and thermal spray
3. Combustible — flammable; easily ignited
4. EPA — Environmental Protection Agency; leads the nation's environmental science, research, education, and assessment efforts; works to develop and enforce regulations that implement environmental laws enacted by Congress; responsible for researching and setting national standards for a variety of environmental programs, and delegates to states and tribes the responsibility for issuing permits and monitoring and enforcing compliance; can issue sanctions and take other steps to assist the states and tribes in reaching the desired levels of environmental quality when national standards are not met
5. Fumes — vapor, gas, or smoke
6. Lens — specially treated glass or plastic through which a welder may look at an intense flame without being injured by the harmful rays or glare
7. OSHA — Occupational Safety and Health Administration; a government agency in the Department of Labor to maintain a safe and healthy work environment
8. Shield — an eye and face protector; enables a person to look directly at the electric arc through a special lens without being harmed
9. Ventilation — the admission of fresh air flow

Unit 2: Interpreting Drawing and Welding Symbols

1. Base metal — metal to be welded, cut, or brazed
2. Centerline — the center of a radius, circle, or cylinder
3. Detail drawing — a drawing that shows the shape and size of each small part of an assembly
4. Dimension lines — lines placed about .5" away from the outer edge of the object; a long, thin arrowhead appears at each end
5. Fillet weld — metal fused into a corner formed by two pieces of metal whose welded surfaces are approximately 90 degrees to each other
6. Hidden edge lines — lines hidden from view by material in front of them; made up of a series of 1/8" dashes usually about .02" thick
7. Lap joint — a joint in which the edges of the two metals to be joined overlap
8. Leader line — the size of a corner radius or size for a hole is given by using a line that points to the edge of the circle and leads the reader out to a clear area on the drawing where a diameter or dimension is given
9. Object line — the solid black outline of the object
10. Orthographic projection — a method of making a working drawing and projecting the size from one view to another
11. Plug weld — a weld made through and in a round hole that has been cut into one piece of metal that is lapped over another piece
12. Print — a copy of a drawing or plan; previously referred to as a *blueprint*
13. Root opening — the space at the bottom of the joint between the pieces being welded
14. Welding Procedure Specification (WPS) — a document that lists all the variables and procedures required to perform a specific weld; done to ensure the acceptable repeatability of the weld when performed by trained and qualified professional welders
15. Working drawings — detail or assembly drawings used to produce a part or product

Unit 3: Demonstrating Gas Tungsten Arc Welding (GTAW)

1. AC — alternating current
2. Automatic welding — welding with equipment that needs only occasional or no monitoring and no manual adjustments during the process
3. Collett — part used to hold an electrode in the torch body
4. Conductivity — the ability of a conductor to carry current
5. Contact tube — the part of the welding gun that transfers the electrical current from the welding gun to the electrode wire
6. DC — direct current
7. DCEP — direct current that flows from the electrode to the work
8. Deoxidizer — a substance that, when added to molten metal, removes either free or combined oxygen
9. Downhill — welding with a downward progression
10. Electrode lead — electrical conductor between the welding machine and the electrode holder
11. Flux — material used to prevent, dissolve, or help remove oxide and other undesirable surface substances
12. Groove weld — welding rod fused into a joint that has the base metal removed to form a V, U, or J trough at the edge of the metals to be joined
13. Horizontal position — weld performed on a horizontal seam that is at least partially on a vertical surface
14. Hydrogen embrittlement — a low-ductility condition that occurs in metals due to absorption of hydrogen
15. Nozzle — device that directs a shielding medium or gas
16. Postflow — the timed flow of shielding gas after the arc is extinguished; protects the hot electrode and weld area from oxidation
17. Preflow — the flow of shielding gas that begins before the arc is struck
18. Silicon-controlled rectifier — a semiconductor device with three terminals that can be switched from conducting through the use of signals controlled by logic gates
19. Sinusoidal wave — in alternating current, a plot of time against amperage flow; an AC sine wave pattern
20. SMAW — shielded metal arc welding; also known as *manual metal arc welding* (MMA) or informally as *stick welding*; a manual arc welding process that uses a consumable electrode coated in flux to lay the weld; an electric current, in the form of either alternating current or direct current, from a welding power supply; used to form an electric arc between the electrode and the metals to be joined
21. Step-down transformer — a device used to reduce a higher voltage to a lower voltage; as the voltage decreases, amperage increases, and vice versa

22. Tack weld — small weld used to temporarily hold components together
23. Tensile strength — maximum pull stress in pounds per square inch or megapascals that a specimen will withstand
24. Torch — mechanical device that a welder holds during gas welding and cutting and from which issue the gases that are burned to produce heat; the device held during some arc welding processes
25. Vertical position — type of weld in which the welding is done in a vertical seam and on a vertical surface
26. Welding rod — metal rod that is melted into the weld metal
27. Weld pass — single progression of a weld or surfacing operation - the result of a pass is a bead, layer, or spray deposit
28. Workpiece — the part that is to be welded, brazed, cut, or surfaced

Unit 4: Career and Technical Student Organizations (SkillsUSA/HOSA)

1. Assess — to determine the value, significance, or extent; to judge
2. Assessment — a tool used to determine value, significance, or extent
3. Behavior — the actions one takes; how one conducts oneself
4. Business meeting — a planned gathering of individuals (occupational, work, trade, or organizational) that is methodical, systematic, and for a common purpose
5. Career — a chosen pursuit; the general course of progression of one's working life
6. Competency — the knowledge that enables one to comprehend and complete a task
7. Critique — a critical review or commentary
8. Cultural diversity — integrated existence of ethnic groups based on their values, beliefs, and behavior patterns (social, educational, economic, religious, and artistic values)
9. Customer — one who buys goods or services
10. Equity issue — a point of matter affecting the justice and fairness for all concerned
11. Expectation — eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government — the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image — the public's opinion or concept of something
14. Interview — a formal, in-person meeting in which the assessment of the qualifications of an applicant is determined
15. Job application — a form or document used by an employer when hiring prospective employees
16. Journal — a personal record of occurrences, experiences, or reflections kept on a regular basis
17. Management — the person or people who control or direct a business or other enterprise
18. Mentor — a wise or trusted counselor or teacher
19. Organizational chart — a chart that reflects the structure through which individuals cooperate systematically to conduct business
20. Parliamentary procedure — a body of rules governing a meeting

21. Portfolio — a portable case for holding materials — such as photographs, drawings, or other materials — that represent a person's work
22. Presentation — a performance; a formal introduction; the process of offering for consideration or display
23. Professional organization — a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized businesses that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside the United States
24. Résumé — a brief account of one's professional or work experience and qualifications often submitted with a job application
25. Self-motivation — to take action, move forward of one's own volition
26. Short-term goals — goals or targets that are reachable within a short period of time
27. Stress — an extreme pressure, strain, or difficulty
28. Task — a function to be performed
29. Trade union — a labor union, especially one limited in membership to people in the same trade