

**SECRETARIAL SCIENCE
ADMINISTRATIVE ASSISTING
(SSAA) III**

COURSE # 5019

CREDITS 12.5

**Passaic County Technical Institute
2017**

I. COURSE DESCRIPTION:

Secretarial Science and Administrative Assisting III (SSAA)

The Secretarial Science and Administration Assisting III curriculum infuses standards throughout the curriculum to provide quality education not only in technical (CTE) skills but in employability skills with reinforcement of academic (ELA, Math) skills. Emphasis is placed on areas of instruction which are designed to prepare students to perform the duties of administrative assistants and/or secretaries. Topics of instruction include: Accounting/Entrepreneurial Skills, Workplace Readiness Skills and The Job Search Process.

Students will continue to acquire advanced *Microsoft Office* skills. Students will use advanced features of *Word*, *Excel*, and *PowerPoint* to create, edit, and design documents. Additionally, they will become acquainted with coordinating meetings, projects, and conferences, including teleconferencing and web meetings. Students will prepare for the skills required to become *Microsoft Specialist (MOS) Office* certified.

Unit 1 and Unit 2 – Administrative Accounting and Automated Accounting

Administrative Accounting supports accountants and other financial staff by performing some of the basic accounting duties. This includes preparing deposits, processing payments, creating financial reports, assisting with the budget planning, preparing and submitting tax forms and maintaining financial databases and spreadsheets. Students will demonstrate foundational financial skills, perform math computations, manage petty cash funds, exhibit an understanding of basic accounting terminology, use basic accounting software, demonstrate an understanding of journal and ledger entries, prepare and demonstrate understanding of payroll data, journal accounts receivable and accounts payable, prepare and interpret financial statements, prepare bank deposits and reconcile bank statements.

Unit 3 - Workplace Readiness Skills

Students will exhibit effective written and verbal skills, display effective listening skills and follow direction accurately. They will demonstrate ethical awareness, demonstrate problem solving and critical thinking skills, and learn how to display appropriate interpersonal skills and a willingness to assist others.

Students will learn practical application of basic communication and organizational skills with emphasis on fundamentals of writing, time management, critical thinking skills for day to day business operations, use and maintain office equipment, including copier, fax, and scanner. At the conclusion of this unit students will participate in an in school job shadowing experience

Unit 4 - The Job Search Process

In this unit student will have an opportunity to analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. Students will use a career planning process that includes self –assessment and personal development as a way to gain initial entry into the workplace. Students will develop a personal resume and cover letter, practice the process of preparing for a job interview, and determine proper business attire for the interview and the workplace.

II. Units:

PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, NJ

Career and Technical Education Curriculum Unit Planner

Content Area:	Secretarial Science & Administrative Assisting III	Grade(s)	11
Unit Plan Title:	Unit 1 – Administrative Accounting		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers			
9.3.12. BM.5 Implement systems, strategies and techniques used to manage information in a business.			
9.3.12. BM- BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.			
9.3.12. FN- ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.			
9.3.12. FN- ACT.3 Process, evaluate and disseminate financial information to assist business decision making.			
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.			
9.2.12. A.9 Demonstrate how exemptions and deductions can reduce taxable income.			
9.2.12. B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.			
9.2.12. B.6 Design and utilize a simulated budget to monitor progress of financial plans.			
9.2.12. C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.			
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.			
8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.			
8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.			
8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.			
8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			

English Language Arts Standards

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Essential Questions (3-5)

How is a payroll calculated?

What are purchase orders and invoices used for: and how are they prepared?

How is a business checking account maintained in an office environment?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTS

Personal Financial Literacy 2E Joan S Ryan South-Western Publishing 2012 ISBN: 0-8400-5829-2

Junior Achievement-Personal Financial Literacy

Business Math Using Excel 2E-Burton and Shelton South-Western Cengage Learning 2011 ISBN 0-538-73119-

Short & Informational Texts (3-5)

“How to Create a Payroll Register” www.thebalance.com/how-to-create-a-payroll-register-398808

“How to manage your checking account” www.money-rates.com

“Five Things You Should Know About Money and Budgeting” www.moneymanagement.org

“Purchase Orders and Invoices-What Is the Difference” www.zipbooks.com/blog/purchase-orders-invoices-whats-difference/

Expected Proficiencies of the Unit

Identify and describe financial terms used in media

Identify business checking account needs

Maintain a business checking account : prepare a check, deposit slip, checkbook register and bank reconciliation

Maintain a budget

Identify payroll deductions and taxes

Prepare payroll

Purchase supplies; secure bids; compare prices

Prepare and interpret invoices

Prepares and issues purchase orders

Prepares and maintains financial systems and records including receiving, receipting, recording, disbursing

Formative & Summative Assessments

Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students

Formative

Case studies

Summative

Internet-based research projects and presentations

Dollar and Sense Simulation activities Quizzes <i>My Caert</i> Lesson Modules	Performance based projects <i>My Caert</i> Lesson Assessments Teacher Generated Assessments
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<p>“Dollar and Sense Banking, Credit and Budgeting” “HR Block Budget Challenge” “On Your Own-Financial Literacy Simulation” www.practicalmoneyskills.com www.usmint.com www.econedlink.org www.jumpstart.org PBS-<i>Your Life, Your Money</i> (DVD) and www.pbs.org/wned/ American Financial Services Association Education Foundation-<i>Money SKILL</i> www.moneyskill.org <i>Hands On Banking</i> (DVD) and www.handsonbanking.org Higher Education Student Assistance Authority (HESAA)-<i>Real Money 101</i> www.hesaa.org Canvas www.Khoot.com</p>	
Suggested Time Frame:	9 weeks

Content Area:	Secretarial Science & Administrative Assisting III	Grade(s)	11
Unit Plan Title:	Unit 2 - Accounting/Automated Accounting		
NJSLS Addressed in this unit			
9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers			
9.3.12. BM.5 Implement systems, strategies and techniques used to manage information in a business.			
9.3.12. BM- BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.			
9.3.12. FN- ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.			
9.3.12. FN- ACT.3 Process, evaluate and disseminate financial information to assist business decision making.			
English Language Arts Standards			

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Essential Questions (3-5)

What is accounting?

What is accounting information used for?

What is the basic accounting equation?

How are accounts classified as to assets, liabilities, or owner's equity?

What are "revenues" and "expenses"?

How are business transactions journalized and entered into a ledger?

How are financial statements prepared?

Why does a business maintain a petty cash fund?

How can financial statements be used to make business decisions?

How are accounting records utilized for planning and control of business operations?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTS

Century 21 Accounting 8E-Gilbertson, Leham and Ross- South Western Cengage 2006 ISBN 0-538-97296-3

Business Math Using Excel 2010 2E-Burton and Shelton South-Western Cengage Learning 2011 ISBN 0-538-73119-2

Short & Informational Texts (3-5)

"Debit Credit Rules" www.accountingexplained.com

"What are Journal Entries and How to Make Them" www.about.com/businessfinance

"Primary Users of Accounting Information" www.smallbusiness.chron.com

Expected Proficiencies of the Unit

Identify business goals-profit

Demonstrate the need for profit

Company actions with profits/losses

Identify net worth, cash flow, income statements, and computerized record keeping

Identify strengths and weaknesses of businesses by reviewing financial statements and reports

Effectively use the accounting equation

Journalize transactions

Prepare basic accounting statements-income statement and balance sheet

Use fundamental accounting concepts and principles through the use of automated accounting

Use automated accounting to prepare and interpret financial statements

Use automated accounting to perform financial analysis and comparison

Use automated accounting to prepare and maintain a budget Use automated accounting to maintain a business checking	
Formative & Summative Assessments	
Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students	
Formative Assessments: Case studies Simulation activities Quizzes <i>My Caert</i> Lesson Modules	Summative Assessment: Internet-based research projects and presentations <i>My Caert</i> Lesson Assessments Performance based projects
Resources	
<u>Business Math Using Excel 2010</u> 2E-Burton and Shelton South-Western Cengage Learning www.MoneyInstructor.com <u>Business Math Using Excel 2010</u> 2E-Burton and Shelton South-Western Cengage Learning www.knowlegematters.com Canvas Microsoft Office Excel “Virtual Business-Accounting” www.virtualbusiness.com	
Suggested Time Frame:	18 weeks

Content Area:	Secretarial Science & Administrative Assisting III	Grade(s)	11
Unit Plan Title:	Unit 3 - Workplace Readiness Skills		
NJSLS Addressed in this unit			
9.3 Career and Technical Education – 21st Century Life Skills			
9.3.12. BM.3-Explore, develop and apply strategies for ensuring a successful business careers			
9.3.12. BM.4-Identify, demonstrate and implement solutions in managing effective customer relationships			
Career Ready Practices			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			

- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

English Language Arts Standards

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Essential Questions (3-5)

- How does self-management affect employability?
- What does it mean to have good character and how does it affect employability?
- Why are appropriate interpersonal skills important in the workplace?
- What are some good work habits that are necessary to be successful in the workplace?
- What are effective ways to communicate as a team?
- How can positive attitudes impact critical thinking and problem solving?
- Why is honesty important in the workplace?
- Why is harassment and discrimination prohibited in the workplace?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTS
Soft Skills for the Workplace Goodheart-Wilcox Company Inc. 2018 ISBN: 978-1-62126-826-7

Short & Informational Texts (3-5)

- “Tomorrows Workforce-What Students Need” www.educationworld.com
- “Internships Help Students Prepare for the Workplace” www.edweek.org
- “12 Qualities Employers Are Looking for When They Are Hiring” www.forbes.org
- “What Do Employers Want From Their Employees?” www.americasjobexchange.com

Expected Proficiencies of the Unit

- Determine time management components
- Meet deadlines and identify consequences of not meeting deadlines
- Determine cost of misused time
- Differentiate between constructive vs. negative criticism
- Identify the benefits of maintaining positive attitude
- Identify and implement stress management techniques
- Identify the process of conflict resolution and identify conflict resolution techniques
- Develop self-management skills

Define problem solving
 Recognize problem-solving methods of learning
 Define professional etiquette
 Cite examples that show respect for company workspace
 Identify guidelines for digital devices in the workplace
 Define communication and the communication process
 Explain the importance of language and its effects on communication
 Describe teams in the workplace
 List the steps of the conflict-resolution model
 Describe leadership in the workplace
 Cite examples of factors that make up a diverse workplace
 Discuss cultural awareness, cultural intelligence, and cultural competency
 Describe how clear and successful communication across different cultures can be accomplished in the workplace
 Identify benefits of diversity for a business organization

Formative & Summative Assessments

Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students

Formative

Case studies
 Quizzes
 My Caert Lesson Modules

Summative

My Caert Version 2.0 Curriculum, Content and Assessment for CTS
 In My Caert Lesson Assessments
 Performance based projects

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

Suggested Time Frame: 7 weeks

Content Area:	Secretarial Science & Administrative Assisting III	Grade(s)	11
Unit Plan Title:	Unit 4 - The Job Search Process		
NJSLS Addressed in this unit			
9.2 Career Awareness, Exploration and Preparation 21st Century Life and Careers			
9.2.12. C.1 Review career goals and determine steps necessary for attainment.			
9.2.12. C.2 Modify Personalized Student Learning Plans to support declared career goals.			

- 9.2.12. C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12. C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12. C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12. C.9 Analyze the correlation between personal and financial behavior and employability.

English Language Arts Standards

- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Essential Questions (3-5)

- What is a resume?
- What information is included in a resume?
- Why do I need a resume?
- What is the proper attire for a job interview?
- What are some questions that are commonly asked at job interview?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTS

Short & Informational Texts (3-5)

- Writing a resume, the shouts "Hire Me"* www.NewYorkTimes.com
- "Resume and Cover Letter Articles" www.themuse.com
- "10 Best Job Interview Tips for Job Seekers" www.livecareer.com
- "Best Answers for the Top Ten Interview Questions" www.thebalance.com
- "How to Dress For an Interview" www.monster.com

Expected Proficiencies of the Unit

- Analyze skills and abilities required in a variety of career options and relate them to one's own skills and abilities.
- Use a career planning process that includes self-assessment, personal development as a way to gain initial entry into the workplace.
- Demonstrate job seeking skills.
- Assess personal, education and career skills that are transferrable among various jobs.
- Describe a resume, cover letter and portfolio.
- Explain how to apply for a job online and in person.
- Discuss the process of preparing for a job interview.
- Define post-interview protocol.

Describe the hiring process.
Determine proper business workplace attire.

Formative & Summative Assessments

Formative Assessments

Quizzes
My Caert Lesson Modules

Summative Assessments

My Caert Lesson Assessments
Performance based projects-Personal Resume and Cover Letter

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
Teacher generated resume examples and handouts

Suggested Time Frame: 2 weeks

III. Instructional Strategies

Instructional strategies are based on instructional goals and student's IEP (Individual Education Plan). A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

Individualized Instruction
Teacher Directed Instruction
Differentiated Instructions
Life Skill Applications
Peer Tutoring
Cooperative Learning Activities
Interdisciplinary Collaboration projects
Job Shadowing
Collaborating with teammates to complete projects
Watching and responding to videos and presentations
Brainstorming

To determine whether the learning objectives have been met, a combination of formal and informal assessment methods is used.

Formal Assessment:

Multiple-choice exam

Calculations

Short-answer assessments

Accounting problem solving exam

Teacher generated projects

Performance Based Assessment

Oral presentations

Teacher observations

Questioning

Quiz

Microsoft Office Projects and Assessments

IV. Scope and Sequence -Secretarial Science Administrative Assisting III:

SKILLS TO BE LEARNED	I = Introduce D = Develop in Depth R = Reinforce M = Master
Apply Financial Terms Used in Media	R, D
Maintain a Business Checking Account - Prepare a check, deposit slip, checkbook register and bank reconciliation	R, M
Interpret, create and manage a business budget	I, D, M
Determine the Sources of Credit Through the Use of Credit Cards	I, D

Calculate gross pay, payroll taxes, deductions and net pay	I, D, M
Identify Business Goals-Profit	I, D
Identify Net Worth, Cash Flow, Income Statements, and Computerized Record Keeping	I, D
Identify Strengths and Weaknesses of Businesses by Reviewing Financial Statements and Reports	I, D
Effectively use the accounting equation	I, D
Journalize accounting transactions	
Prepare basic accounting statements-income statement and balance sheet	I, D
Identify Time Management components	R, M
Establish and meet Deadlines	R, M
Identify Consequences of Not Meeting Deadlines	R, M
Determine Cost of Misused Time	R, M
Differentiate Between Constructive Vs. Negative Criticism	R, M
Identify the benefits of maintaining positive attitude	R, M
Identify and utilize stress management techniques	D, R, M
List the steps of the conflict-resolution model	I, D, M
Identify and apply the process of conflict resolution utilizing effective conflict resolution techniques	I, D, M
Develop self-management skills	D, R, M
Define and utilize Problem-Solving Methods of learning	I, D, R, M
Practice professional etiquette in the workplace	R, D, M
Identify and adhere to guidelines for using digital devices in the workplace	R, D, M
Define communication and the communication process	R, D, M
Describe how clear and successful communication across different cultures can be accomplished in the workplace	I, D, M
Describe teams and leadership in the workplace	R, D, M
Participate in teams to accomplish various work related tasks	R, D, M
Cite examples of factors that make up a diverse workplace	I, D, M
Identify benefits of diversity for a business organization	I, D, M
Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities	R, D, M

Use a career planning process that includes self -assessment, personal development as a way to gain initial entry into the workplace	I, D, M
Demonstrate job seeking skills	R, D, M
Assess personal, education and career skills that are transferrable among various jobs	I, D, M
Describe a resume, cover letter and portfolio	I, D, M
Explain how to apply for a job online and in person	I, D, R, M
Discuss the process of preparing for a job interview	I, D, R, M
Define post-interview protocol	I, D, M
Describe the hiring process	I, D, M
Determine Proper Business Workplace Attire	I, D, M

V. Course Textbooks, Instructional Resources & Software:

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Junior Achievement-Personal Financial Literacy

Century 21 Accounting 8E-Gilbertson, Leham and Ross- South Western Cengage 2006 ISBN 0-538-97296-3

Business Math Using Excel 2010 2E-Burton and Shelton South-Western Cengage Learning 2011 ISBN 0-538-73119-2

Soft Skills for the Workplace Goodheart-Wilcox Company Inc. 2018 ISBN: 978-1-62126-826-7

VI.

Student Handout

Course Description

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Unit 1 and Unit 2 – Administrative Accounting and Automated Accounting

Administrative Accounting supports accountants and other financial staff by performing some of the basic accounting duties. This includes preparing deposits, processing payments, creating financial reports, assisting with the budget planning, preparing and submitting tax forms and maintaining financial databases and spreadsheets. Students will demonstrate foundational financial skills, perform math computations, manage petty cash funds, exhibit an understanding of basic accounting terminology, use basic accounting software, demonstrate an understanding of journal and ledger entries, prepare and demonstrate understanding of payroll data, journal accounts receivable and accounts payable, prepare and interpret financial statements, prepare bank deposits and reconcile bank statements.

Unit 3 - Workplace Readiness Skills

Students will exhibit effective written and verbal skills, display effective listening skills and follow direction accurately. They will demonstrate ethical awareness, demonstrate problem solving and critical thinking skills, and learn how to display appropriate interpersonal skills and a willingness to assist others.

Students will learn practical application of basic communication and organizational skills with emphasis on fundamentals of writing, time management, critical thinking skills for day to day business operations, use and maintain office equipment, including copier, fax, and scanner. At the conclusion of this unit students will participate in an in school job shadowing experience

Unit 4 - The Job Search Process

In this unit student will have an opportunity to analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. Students will use a career planning process that includes self –assessment and personal development as a way to gain initial entry into the workplace. Students will develop a personal resume and cover letter, practice the process of preparing for a job interview, and determine proper business attire for the interview and the workplace.

Proficiencies

Upon successful completion of this course, the student will be able to:

1. Maintain a business checking account - prepare a check, deposit slip, checkbook register and bank reconciliation
2. Interpret, create and manage a business budget
3. Determine sources of credit
4. Determine the sources of credit through the use of credit cards
5. Identify payroll deductions and taxes
6. Understand the benefits provided from paying taxes
7. Identify business goals-profit
8. Identify net worth, cash flow, income statements, and computerized record keeping
9. Identify strengths and weaknesses of businesses by reviewing financial statements and reports
10. Effectively use the accounting equation
11. Journalize accounting transaction
12. Prepare basic accounting statements-income statement and balance sheet
13. Determine time management components and identify consequences of not meeting deadlines
14. Differentiate between constructive vs. negative criticism
15. Identify the benefits of maintaining positive attitude
16. Utilize stress management techniques
17. Identify the process of conflict resolution
18. Identify conflict resolution techniques
19. Develop self-management skills
20. Define problem solving
21. Recognize problem-solving methods of learning
22. Define professional etiquette
23. Cite examples that show respect for company workspace
24. Identify guidelines for using digital devices in the workplace
25. List the steps of the conflict-resolution model
26. Describe leadership in the workplace
27. Cite examples of factors that make up a diverse workplace

28. Discuss cultural awareness, cultural intelligence, and cultural competency
29. Identify benefits of diversity for a business organization
30. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities
31. Use a career planning process that includes self -assessment, personal development as a way to gain initial entry into the workplace
32. Assess personal, education and career skills that are transferrable among various jobs
33. Describe a resume, cover letter and portfolio
34. Explain how to apply for a job online and in person
35. Discuss the process of preparing for a job interview
36. Define post-interview protocol
37. Describe the hiring process
38. Determine proper business workplace attire

