

Intro to Summer Internship Program



Student Workbook



Student Name: _____

Student ID: _____

Everett Public Schools

3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org

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Intro to Internship Overview



Congratulations, you have completed your summer internship application and are now ready to complete your Intro to Internship workbook!

Intro to Internship is a self-directed designed to help you prepare for a successful internship experience. After completing all Intro to Internship assignments, you will be eligible for an internship placement.

The goal of Intro to Internship is to help you develop three essential skills:

1. Representing a professional self

During your internship you should gain confidence in conducting yourself in a professional manner. This includes, but is not limited to:

- Maintaining confidentiality regarding information accessed on any patients, clients, members, customers, employees, and products or services associated with the internship site,
- Reporting to the internship on time,
- Using appropriate written and oral expression in all interactions with managers, employees, the public and clients,
- Observing all established safety and sanitation codes,
- Engaging in positive, ethical, legal behavior,
- Accepting responsibility and accountability for decisions and actions taken while at the internship site, and
- Ensuring that all interactions with guests, patients, clients, members, customers, the public and fellow employees are conducted with dignity and respect toward every person.

2. Developing a Growth Mindset

Learn to hear and then reject that fixed mindset “voice” in your head:

- As you approach a challenge, that fixed mindset voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure”.

A growth mindset would say, “I would never know what I can really do, if I don’t try.”

Fail forward - take your failure and learn from it. You are stronger after you’ve picked yourself up and moved passed a failure.

- As you hit a setback, the voice might say, “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.”

A growth mindset would say, “Ok, that didn’t work, let’s try it a different way. Maybe someone could give me some advice on how I can get to it.”

- As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.”

A growth mindset would say, “That sounds like a great idea. It was my fault, what can I do to fix it?” It’s not easy to admit a mistake. No one is perfect. Take that helping hand when it’s given to you.

- Having a growth mindset is realizing you have a choice in how you interpret challenges, setbacks, or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you!

3. Learning to Navigate the Workplace Culture

It is critical to be able to identify and articulate the workplace culture and to pay attention to cues — read surroundings, dynamics, verbal and non-verbal messages, be socially, professionally and emotionally aware of all interactions.

- Begin to create, build and enhance your “personal brand” and understand the overlays with company brand as well as the differentiators.
- Begin to establish, build and nurture business relationships inside and outside of the organization.

- Begin, on a personal level, to know yourself, your values and priorities; begin to establish your personal mission for your career with goals and objectives.
- To stay positive and optimistic and not allow yourself to be engaged in negative drama, set the example of exemplary leadership, be the role model in a positive and credible manner.
- To take on risk and push out of your comfort zone at times. Try new approaches that may require a different way of thinking or working; welcome change and allow yourself to make mistakes and embrace them as learning experiences.
- To stay true to yourself — understanding your own values, needs and goals requires constant re-evaluation and follow up including continuous assessment of alignment with organizational culture and personal decision-making.

Intro to Internship has nine assignments that you will be expected to complete. In addition to completing the Intro to Internship Workbook, you will be expected to participate in a mock professional interview with the Worksite Learning Coordinator.

Questions and Support

We are ready to help to make your internship a success. Please contact us if you need help:

District Worksite Learning Coordinator

Email: careerconnected@everettsd.org

Phone: 425-385-4081

Your Career Specialists

Cascade Career Center: 425-385-6030

Everett Career Center: 425-385-4473

Jackson Career Center: 425-385-7028

Sequioa Career Center: 425-385-5147

Internship Program Timeline

Preparation for Summer Internship



March

April

May

1-to-1 support from district throughout internship program

Student Tasks (March – April)

- ☐ Students apply to Summer Internship Program.
- ☐ Students engage in professional development activities (Student Workbook) with Worksite Learning Coordinator.



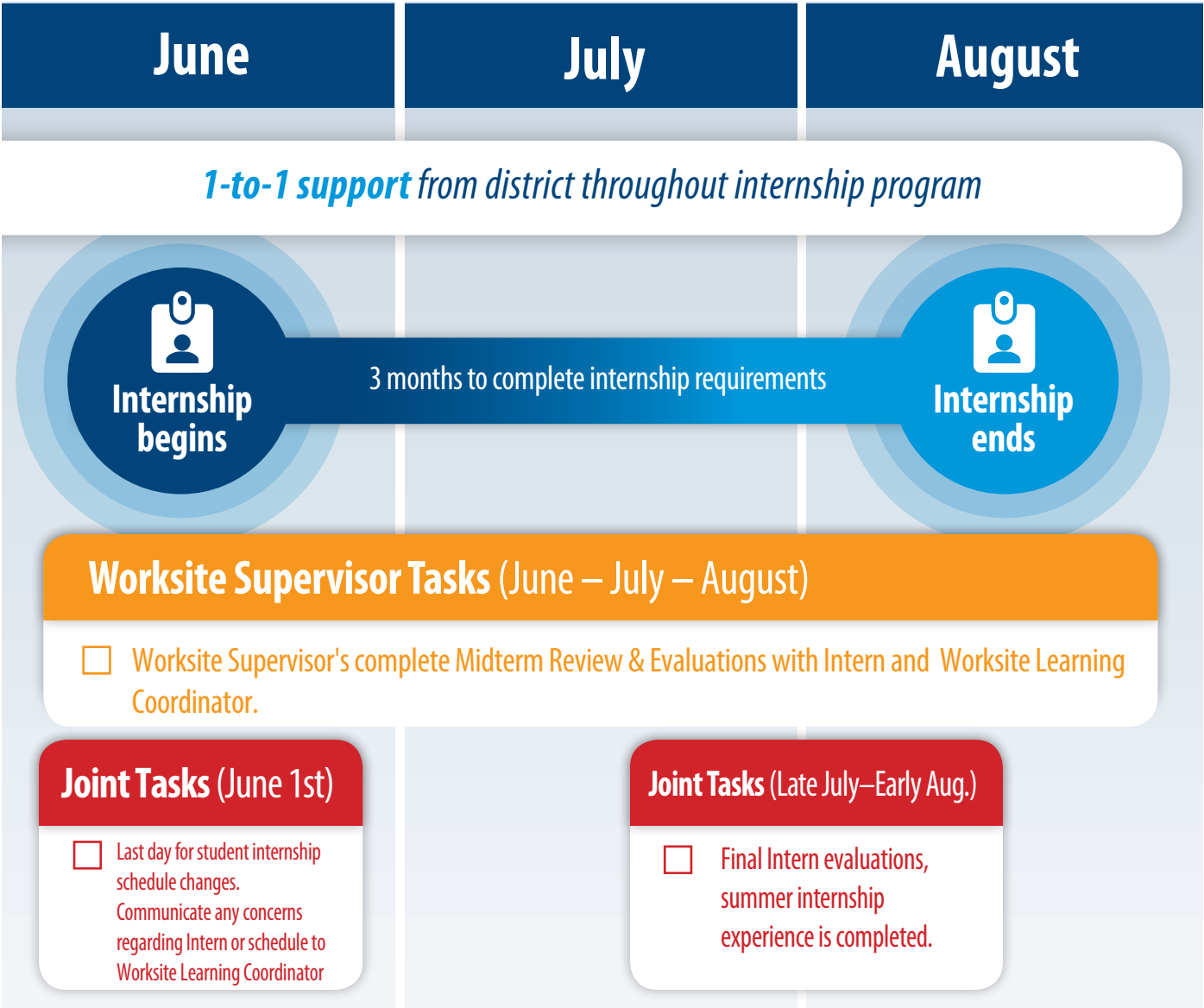
Student Tasks (May)

- ☐ Complete Intro to Internship workbook
- ☐ Practice interview with Worksite Learning Coordinator
- ☐ Internship host interview candidates.



Everett Public Schools (EPS) internship program provides students the opportunity to earn high school credit and gain meaningful experience in a career of interest. After completing the Intro to Internship workbook during spring semester, Interns are expected to complete approximately 90 hours of unpaid or 180 hours of paid worksite experience for a 0.5 Semester Credit.

Schedule for Summer Internship



Intro to Internship Program Checklist



1. Getting Started



▼ RECORD DATE COMPLETED

_____ Complete Online Application found at:

- > www.everettsd.org
- > [Go to Summer Internship Program under the Students tab](#)

2. Program Familiarization



▼ RECORD DATE COMPLETED

_____ Pick-up Intro to Internship Workbook from you Career Counselor or online at:

- > www.everettsd.org
- > [Go to Summer Internship Program under the Students tab](#)
- > [Go to the Welcome page](#)

_____ Read the Intro to Internship Goals.

_____ Review the Program Timeline.

_____ Review the Intro to Internship Program Checklist.

3. Preparing for The Practice Interview



▼ RECORD DATE COMPLETED

* BRING THESE ITEMS TO YOUR PRACTICE INTERVIEW

_____ Complete Why Internships? Why Now? **ASSIGNMENT.***

_____ Complete Career Plan **ASSIGNMENT.***

_____ Complete Personal Experience **ASSIGNMENT.***

_____ Complete Writing a Resume **ASSIGNMENT.***

_____ Complete Writing a Cover Letter **ASSIGNMENT.***

_____ Read and Complete Preparing for an Interview **ASSIGNMENT.***

4. Scheduling the Practice Interview



▼ RECORD DATE COMPLETED

_____ Contact Worksite Learning Coordinator:
careerconnectedeverettsd.org to schedule your practice interview.

Record interview information here:

Date: _____

Time: _____

Location: _____

5. Final Steps in Preparing for The Practice Interview



▼ RECORD DATE COMPLETED

_____ Read the Top Ten Things to do to Prepare for your Interview.

_____ Practice answering the questions found on Preparing for the Practice Interview Assignment.

6. Worksite Readiness Evaluation by Mentor



▼ RECORD DATE COMPLETED

* BRING THIS ITEM TO YOUR PRACTICE INTERVIEW

_____ Have a mentor or teacher complete Worksite Readiness Evaluation (Mentor/Teacher) **ASSIGNMENT.***

7. Practice Interview



▼ RECORD DATE COMPLETED

_____ Bring the above seven **ASSIGNMENTS** to your Practice Interview.

8. Preparing For the Acceptance Interview



▼ RECORD DATE COMPLETED

* BRING THESE ITEMS TO YOUR ACCEPTANCE INTERVIEW

_____ Complete Worksite Readiness Evaluation (Self Evaluation) **ASSIGNMENT.***

_____ Write a professional Email **ASSIGNMENT.***

_____ After receiving your Professional Email, the Worksite Learning Coordinator will inform you of the date, time and location of your Acceptance Interview.

Record this information here:

Date: _____

Time: _____

Location: _____

9. Acceptance Interview



▼ RECORD DATE COMPLETED

_____ Bring the Worksite Readiness Evaluation (Self Evaluation) that you completed on yourself to the interview.

_____ If your Acceptance Interview is successful, the Worksite Learning Coordinator will inform you of your next steps in your internship journey.

Why Internships? Why Now?

ASSIGNMENT

Purpose – You will understand the importance of an internship experience and how it can support you be successful in the future.

Directions – Read the New York Times article It takes a Mentor (page 10), watch the video: Success in the New Economy and answer the questions below:

Resources – It Takes a Mentor Article (page 10).
Video: Success in the New Economy (web search "Success in the New Economy" (permission granted by Substance Media Inc <http://substance.agency>)

Why does it takes a mentor to illustrate the importance of internship experiences?

What does Success in the New Economy suggest as the key factors leading to success after high school?



It Takes a Mentor

Thomas L. Friedman
September 9, 2014
The New York Times



The New York Times
NYTIMES.COM

Used with Permission:
https://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?_r=0

With millions of students returning to school — both K-12 and college — this is a good time to review the intriguing results of some research that Gallup did over the past year, exploring the linkages between education and long-term success in the workplace. That is: What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track? According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out. Successful students had one or more teachers who were mentors and took a real interest in their aspirations, and they had an internship related to what they were learning in school.

“We think it’s a big deal” where we go to college, Busteed explained to me. “But we found no difference in terms of type of institution you went to — public, private, selective or not — in long-term outcomes. How you got your college education mattered most.”

Graduates who told Gallup that they had a professor or professors “who cared about them as a person — or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning — were twice as likely to be engaged with their work and thriving in their overall well-being,” Busteed said.

Alas, though, only 22 percent of college grads surveyed said they had such a mentor and 29 percent had an internship where they applied what they were learning. So less than a third were exposed to the things that mattered most.

*“We think it’s a big deal” where we go to college, Busteed explained to me.
“But we found no difference in terms of type of institution you went to.”*

Gallup’s data were compiled from polls of parents of 5th through 12th graders, business leaders and interviews with teachers, superintendents, college presidents, principals, college graduates, Americans ages 18 to 34, and students in grades 5 through 12. All told, “we

collected the voices of close to one million Americans in the past year alone,” said Busteed, who added that he found the results “alarming” — not only because too few students are getting exposed to the most important drivers of workplace engagement, but because there is also a huge disconnect in perceptions of the problem.

Busteed said that 96 percent of the college provosts Gallup surveyed believed their schools were successfully preparing young people for the workplace. “When you ask recent college grads in the work force whether they felt prepared, only 14 percent say ‘yes,’ ” he added. And then when you ask business leaders whether they’re getting enough college grads with the skills they need, “only 11 percent strongly agree.” Concluded Busteed: “This is not just a skills gap. It is an understanding gap.”

Successful students had one or more teachers who were mentors and took a real interest in their aspirations.

This comes at a time when our country faces creative destruction on steroids thanks to the dynamism of technology and growing evidence that climbing the ladder of job success requires constant learning and relearning. Therefore, the need for schools to have a good grasp of what employers are looking for and for employers to be communicating with schools about those skills is greater than ever.

Some help may be on the way from Washington. Last year, President Obama quietly asked Vice President Joe Biden to oversee an overhaul of the government’s education-to-work programs after hearing from one too many employers across the country that, as one White House official put it, “they were having trouble hiring workers for some of their fastest-growing jobs,” such as operating sophisticated machine tools or software testing and debugging.

As they dove into the problem, said Byron Auguste, a White House deputy national economic adviser, they found that the success stories shared a lot of the same attributes that Gallup found to be differentiating. In successful programs, said Auguste, “students got as much applied, hands-on experience as possible, whether

in a classroom or on a job site. Schools, colleges and training centers had close partnerships with regional employers, industry groups and skilled trade unions to stay up to date on job-relevant skills. And students or working learners got a lot of coaching and guidance to understand how to trace a direct path between their training today and careers tomorrow.”

The key now is to scale those insights. The Labor Department has awarded \$1.5 billion in the last three years to more than 700 community colleges to develop employer-validated training programs for new careers like natural gas field work and cybersecurity. Later this month, another \$500 million is set to be awarded as part of a kind of race-to-the-top for whoever can build the best community college-industry group partnership anywhere in the country where new industries are finding gaps in the kind of workers they need.

Employers used to take generalists and train them into specialists for their industry. But fewer employers want to do that today or can afford to in a globally competitive economy, especially when they fear they’ll train someone who will then leave for a competitor. So everyone wants employees out of college or technical schools who are as ready to plug and play as possible. That’s why government has a role in fostering more and more employer-educator partnerships — this is the new, new thing — which businesses, small and large, can benefit from, as well as all would-be employees.

Career Plan

ASSIGNMENT

Purpose – To research and identify careers related to your interests.

Directions – Research two careers of interest using at least two online resources.

Resource – Naviance's Career Tab would be a good place to start, or your school Career Center.

Top career interest:

Description of career, including main duties and responsibilities:

What are the educational and/or training requirements for this career?

What are two specific ways you could prepare for this career while still in high school?

1) _____

2) _____

Career Pros:

1) _____

2) _____

Career Cons:

1) _____

2) _____

Do you think this career could be a good fit for you? Why or why not?

Secondary career interest:

**Description of career, including
main duties and responsibilities:**

**What are the educational and/or
training requirements for this career?**

**What are two specific ways you
could prepare for this career
while still in high school?**

1)

2)

Career Pros:

1)

2)

Career Cons:

1)

2)

**Do you think this career could be a
good fit for you? Why or why not?**

Professional Experience

ASSIGNMENT

Purpose – To demonstrate your readiness to be an Intern by providing concrete, relevant examples of your experiences.

Directions – Complete the chart below, list academic and non-academic experiences that relate to your career interest.

Academic Work

(Classes, skills, certificates earned, etc.)

Non-Academic Work

(Community service, volunteer work, part-time jobs, chores, etc.)

Writing a Resume

ASSIGNMENT

Purpose – To document your experiences in an industry-recognized manner that demonstrates your capabilities to a potential supervisor.

Directions – Read through this Resume Writing Document in its entirety. Then, go back and follow steps #1 through #10.

- **Combination:** Brings together the best of the functional and chronological formats. It stresses relevant skill areas and also shows work history. It is a useful format when you have work experience that does not directly relate to the jobs for which you are seeking. Work and other experiences are labeled with the skills they require.

Whichever format you choose, resumes should be targeted for best results, highlighting experiences and skills relevant to the specific positions for which you apply.

What is a resume?

A resume is a personal advertisement of your professional self. A resume is not an all-inclusive list of your experiences or accomplishments. Rather, a quality resume is a marketing document that paints a picture of you as a close match for a specific position (job, internship, scholarship, special program) to which you are applying.

There are many ways to write a resume using different styles and formats. What you include and how you choose to present it depends on your experiences, major accomplishments, and the position you are seeking. Do not be limited by the resume sample provided in this workbook. Personalize your resume to reflect you!

Resume Formats:

- **Chronological:** Lists work experience and achievements in chronological order starting with the most recent and working backward. This format is most effective when your degree and work experience are pertinent to the jobs for which you are applying.
- **Functional:** Highlights skills and knowledge in relation to jobs for which you are applying. Education and experience are still included. This is a good format for the applicant with little relevant work. Volunteer experiences, class projects, campus activities, etc. are emphasized in this format.

Ready to begin writing your resume? Follow steps #1 through #10.

STEP #1

Your Giant List of Life (since about the age of 12...)

Write down as many different things you've done with a few details per "thing" if possible. Dig deep into your memory and feel free to have fun with this first step. Take as much time as you would like knowing that even skills and experiences you may view as irrelevant, may make a big difference in the eyes of a potential supervisor. Remember, this is your personal advertisement of your professional self. Save your "Your Giant List of Life" document in a secure, digital space. Remember, you will continue to add to this list as you get older, so always keep it!

STEP #2

Actually Starting Your Resume

Open a WORD document and title it: "Resume for Opportunity [Blank]". Copy and Paste "Your Giant List of Life" into this document.

STEP #3

What/Who is this Resume for?

Research the “What/Who” (industry, business, or organization) online and make a list of the types of work that is done there, as well as the types or personality traits “What/Who” is looking for in an employee.

Examples of Potential Opportunities:

1. Burger Man Restaurant Crew Member:

*Food Service – Teamwork – People Skills –
Efficiency – Cleaning – Fast & Hard Working*

2. Internship in the Music Field:

*Music Education – Types of Music Previously
Played – Computer Skills – Band Management*

3. Volunteer at Children’s Museum:

*Childcare – Education – Creativity
– Team Leader – Mentoring*

STEP #4

Deleting the Unnecessary

Now, choose which industry/site to which you are going to tailor your resume. Create one resume for each unique opportunity. Re-save your “Resume For Opportunity [Blank]” in order to label with the name of the experience. For example: “Resume for Opportunity at Children’s Museum”. Finally, delete all items that seem irrelevant to the “What/Who” this resume is for.

STEP #5

Grouping Your List

Now, sort your remaining information from the deletion process into these three categories: Skills, Education and Experiences. Try to balance how many items are listed in each category by attempting to make every section “look” fairly even. Again, this is YOU on a piece of paper! So however you would like to represent your abilities and experiences within these three categories is up to you!

Here is a list of action words to help you describe your experiences:

Accepted	Developed	Installed	Reorganized
Achieved	Devised	Integrated	Reported
Adapted	Diagnosed	Interpolated	Researched
Adjusted	Digitized	Interviewed	Retrieved
Administered	Directed	Investigated	Reviewed
Advised	Discovered	Justified	Revised
Allocated	Displayed	Keynoted	Scheduled
Analyzed	Dissected	Led	Screened
Appraised	Distributed	Logged	Served
Approved	Drafted	Made	Set forth
Arranged	Earned	Maintained	Shaped
Assembled	Edited	Managed	Simplified
Assessed	Effected	Mapped	Solved
Assigned	Empowered	Measured	Sorted
Assisted	Encouraged	Mediated	Sparked
Balanced	Enforced	Modeled	Strengthened
Budgeted	Engineered	Moderated	Supervise
Built	Enlarged	Monitored	Supplemented
Calculated	Enlightened	Motivated	Systematized
Catalogued	Enlisted	Navigated	Trained
Checked	Established	Negotiated	Transcribed
Clarified	Estimated	Nominated	Transformed
Classified	Evaluated	Observed	Translated
Collected	Examined	Operated	Unified
Communicated	Executed	Ordered	Utilized
Compared	Expanded	Organized	Valuated
Compiled	Experienced	Originated	Validated
Composed	Experimented	Overcame	Verified
Computed	Explained	Participated	Weighed
Conceived	Facilitated	Performed	Wrote
Conducted	Financed	Persuaded	
Confronted	Formed	Pioneered	
Constructed	Formulated	Planned	
Consulted	Founded	Predicted	
Contracted	Generated	Prepared	
Controlled	Governed	Presented	
Converted	Grouped	Presided	
Conveyed	Guided	Prioritized	
Coordinated	Handled	Produced	
Correlated	Headed	Programmed	
Counseled	Implemented	Promoted	
Created	Improved	Protected	
Critiqued	Improvised	Provided	
Decorated	Increased	Quantified	
Defined	Indexed	Questioned	
Delegated	Informed	Recognized	
Demonstrated	Initiated	Recommended	
Designed	Innovated	Reconciled	
Detailed	Inspected	Recorded	
Determined	Inspired	Recruited	

STEP #6

Adding Calendar Dates

Once re-sorted into 3 categories of Skills, Education and Experiences, then add in all the calendar dates to the items listed under your Education and Experiences. (See resume format suggestions above...)

Examples:

1. Teacher's Assistant , Everett High School, 2016 – Current
2. Day Care Assistant, Mukilteo YMCA, 2013 – 2015

STEP #7

Writing the Objective

Describe yourself simply in one, position-appropriate phrase. Then write “seeks” and follow it with the opportunity you are going for in this resume. This sentence is going to go right at the top of your resume, following your name and contact information, so that the reader immediately knows the purpose of your resume.

Example:

“Experienced member of Future Business Leaders of America seeks opportunity with the Everett Economic Alliance in order to contribute to the building of a prosperous local business community”.

STEP #8

Adding to your Name and Contact Information

Add your first and last name, home address phone number and email address using the format found below. Use a slightly larger type size, bold or Italics to highlight this information for the reader.

Sue Patate
3900 Broadway
Everett, WA 98201
425-385-4000
suepatate@everettsd.org

STEP #9

Add the Finishing Touches

Using the provided sample and Resume Checklist found in this workbook to review your resume for final edits. Apply all the finishing touches to your resume to really stand out.

STEP #10

Save it, Save it, Save it!!

Save all documents related to your resume in at least two locations (your Google drive, or a thumb drive). Saving your resume materials in two locations ensures you will always have access to it when you need to edit it, or when another opportunity presents itself.

Resume Checklist



Content



- ☐ Name and contact info is at the top of the page, highlighted by slightly larger type size, bold, or italics font (first and last name, address, phone number and email address).
- ☐ All entries highlight a capability or accomplishment.

Writing Style



- ☐ Text contains brief, concise language with no unnecessary words.
- ☐ Text includes absolutely no errors in grammar, spelling or punctuation.
- ☐ Repetition of words and phrases is kept to a minimum.
- ☐ Sentences and phrases begin with action verbs.
- ☐ Verb tense is consistent (current jobs in present tense, past jobs in past tense).

Organization



- ☐ The best assets are listed first.
- ☐ The dates of experiences are easy to find and are consistently formatted.

The Objective



- ☐ Briefly indicates the sort of position, title, and possible area of specialization you want.
- ☐ Language is specific and employer centered (not self-centered) and avoids broad or vague statements.

Skills



- ☐ Computer skills: software applications, languages, hardware and operating systems.
- ☐ Language skills: fluency, and the ability to read and write at basic, intermediate, or advanced levels.
- ☐ Anything else related to your targeted position.

Education



- ☐ Highest level of education or training is listed first from most current backward. Include type of degree, name, and location of the institution, date or anticipated date of graduation.
- ☐ List any other programs, relevant educational coursework, extracurricular education, training courses and any travel.
- ☐ Major, minor, or areas of concentration, especially any relevant CTE classes.
- ☐ GPA (if higher than 3.0), including honors, awards and scholarships.

Experiences



- ☐ Include all paid, volunteer, intern, or work-based experiences that are relevant to your objective.
- ☐ Start with the most recent experience and use a chronological format.
- ☐ List the Position/Title you held, then the Organizational/Group name you worked with.
- ☐ Also, list the responsibilities in order of each item's relative value to the future employer.

Overall Appearance



- ☐ Resume is inviting and easy to read.
- ☐ No more than two typestyles appear on the resume and the typestyles are conservative.
- ☐ Bold, italics and underlining are kept to a minimum and used consistently.
- ☐ Margins and line spacing keep the page from looking too crowded.
- ☐ Resume is no more than one page.

Sue Patate

EMAIL IS DIRECT AND
PROFESSIONAL

3900 Broadway
Everett, WA 98201
(425) 385 - 4000

LARGE BOLD NAME

suepatate@gmail.com

OBJECTIVE

A highly motivated student, who seeks to gain experience and knowledge through an internship at a local nursery.

EXPERIENCE

2012 - Present

Owner, Grass Cuts, Everett, WA

- Promotion and advertising, including creating a social media presence
- Fertilizing, weeding, de-mossing, mowing and cleaning up leaves in the fall.
- Researched, designed and constructed planted flower beds, significantly improving appearance.

ALL LOCATIONS AND DATES FORMATTED THE SAME WAY

2017-2018

Volunteer, Snohomish Conservation District, Lake Stevens, WA

- Built rain gardens for neighborhoods
- Assisted with promotions at Spring Fair and events

Assisted with habitat restoration for salmon

2016 - 2017

VICE PRESIDENT, GREEN THUMB CLUB, Cascade High School, Everett, WA

- Helped in recruiting club members, and training them in the school garden.
- Planted and grew vegetables to donate to local food bank
- Organized fundraiser for plant starts

EDUCATION

2015 - Present

Cascade High school, Everett, WA

- Cumulative GPA 3.3
- Specialized courses: AP Environmental Science, Engineer Your World
- Anticipated graduation: June 2019

ONLY INCLUDE IF ABOVE 3.0

SKILLS

- Great professional customer service skills
- Organized and can work independently
- Bilingual - can speak Spanish

SKILLS SPECIFIC TO INDUSTRY

RESUME IS NO MORE THAN
1 - PAGE!

Writing a Cover Letter

ASSIGNMENT

Purpose – To write a professional letter that communicates your interests and qualifications to a prospective supervisor.

Directions – Read through this document entirely. Then, begin writing your cover letter using the example included in this workbook as a guide.

that number is set up with a professional sounding message. There is little sense giving your home phone number if you are not going to be there to answer it.

Special Note: The email address you choose to use for these opportunities needs to read and sound professional to the viewer. Addresses like flamingbattlerockets@gmail.com or fluffykittens98@yahoo.com do NOT create a professional impression of you to your future potential employer.

What is a cover letter?

A cover letter is a single-page letter you include in your application and resume. Your cover letter needs to:

- Introduce you, giving the reader a feel for the type of person you are,
- Reference the position or type of position you are applying for,
- Match the skills and experiences with the skills and experiences required for the position.
- Encourage the reader to review your resume, and
- End with a call for action, such as requesting an interview.

How long should the cover letter be?

A cover letter should be no more than one page. It is meant to be a summary of the highlights from your resume, with the addition of your personal voice and individual traits.

Resume Header

At the top of the letter, type out your name and contact details, including your mail and phone number. Make sure you will be able to answer the phone at the number you provide and that the voicemail at

Under your own name and contact details, type the Contact Name, Position, Place of Employment, and the Site's Mailing Address.

To finish the header, type the date you anticipate sending the letter in between the two sets of contact details.

Customizing your cover letter

Your cover letter needs to show that you know what the job involves and what the organization requires. To do this, you need to be as specific as you can about your skills and the qualities that match the job or the organization's needs. You should never use the same cover letter for different positions or different companies.

Find out WHO to address the letter to. Avoid addressing your letter "To Whom it May Concern." When addressing your letter, don not use the person's first name. Use either "Mr." or "Ms."

Research your business!

The more information you know about the company or organization to which you are applying, the better. If you know the name of the company, look for information online. If they have a website, check it out, especially their "About Us" page. Also, research the industry in general so that you can continue to customize your application with specifics.

Name of the Job you are going for

At the start of the cover letter, explain which job you are applying for. You can do this in the opening paragraph: "I am applying for the 5th grade Reading/Writing internship position at Penny Creek Elementary School".

List your relevant skills

Your cover letter should include a brief summary of your skills and experiences that match the job description you seek. Your cover letter needs to try to address as many skills as possible that you think would be on the "desirable" list for this business or organization. Remember that if you say you have a skill or experience, you need to show how you have used it or how you got it (example: if you say you are an experienced baby-sitter, mention some specific instance of where you have done it before).

Summarize why you are the right match for the job

After listing your skills and experiences, you should explain why this means you are suited for the position you are seeking.

Speak their "language"

Familiarize yourself with what the business or organization does and how it talks about itself. This can give you ideas about what to mention in your cover letter. For example, if there is a tool or software skill the job requires – such as computer-aided design (CAD) or cash handling – mention it in your cover letter.

Double-check everything

If you mention a company's name, make sure you get it right. If you mention places you have worked before, make sure you get their names right, too! Mistakes on cover letters are worse than typos. Do not cut and paste your resume into your cover letter. Try to re-word the information in your resume, rather than just repeating it. Keep your cover letter brief, intentional and reflective of you as a person. Have someone proof read your final copy.



Sue Patate ← **YOU**

3900 Broadway
Everett, WA 98201

(425) 385 - 4000 ← **YOUR PHONE**

suepatate@gmail.com ← **PROFESSIONAL EMAIL**

April 20, 2018

Tom Thumb ← **NAME OF CONTACT**

General Manager ← **TITLE OF CONTACT**

Pink Rose Nursery

P.O. Box 2000 ← **PLACE OF BUSINESS AND
MAILING ADDRESS**
Everett, WA 98201

**TYPE OF POSITION YOU'RE
APPLYING FOR**

Dear Tom Thumb,

RELEVANT EXPERIENCE

I am applying for an internship position in your nursery. I am excited to use my skills and experience working with plants to learn more about the business.

I have five years of experience landscaping, a business that I started. Fertilizing, weeding, de-mossing, moving and cleaning up leaves in the fall. I gain great satisfaction seeing my work in my neighborhood. Joining my high school's Gardening Club, I have learned how to successfully start plants, helped organize plant sales, and have learned how to effectively work in a team environment.

I can work independently, and very eager to learn. I appreciate any time that I am able to spend at your business to gain experience and work in an environment that I greatly enjoy.

Thank you for considering my application, resume, and cover letter. I look forward to hearing from you soon, and sharing my experience and skills.

CALL TO ACTION

Sincerely,

Sue Patate

Sue Patate

← **TYPED NAME UNDER
SIGNED NAME**

Practice Internship Interview

ASSIGNMENT

Purpose – To demonstrate readiness to be an Everett Public Schools Intern through participation in a practice professional interview.

Directions – During your practice interview you will be asked six questions. In order to help you prepare, you have been provided these questions in advance. Read over the interview questions and take notes on what you hope to communicate to your interviewer. Additionally, review the information on the next page describing how to prepare for a professional interview.

Please introduce yourself and describe who you are in our school community.

Describe your post-graduation plan. How would this internship help you be successful with your future?

Describe the type of internship you are applying for (or would like) and why you believe it is a good fit for you?

What experiences have you had and personal strengths you possess that make you a qualified candidate for a position in the field? (Make sure to highlight any related classes you have taken or volunteer experiences you have had.)

Describe one personal challenge you have faced and what you did to overcome that challenge.

Anything else that you would like to share, that you would like us to know about you?

Top Ten Things to do to Prepare for a job interview.

1

Put your interview time and location on your calendar.

Set an alarm, if necessary, to remind you to get your clothes together the day before, and another alarm to remind you to go to the interview.

2

Think about why you want the position.

What is your current post graduation plan? How could this opportunity help you prepare to make a better decision to become better qualified to pursue that goal?

3

Research your career interests or Worksite Internship.

Show that you have used your resources to learn about the jobs that you are interested in: the skills and education required to hold them.

4

Organize your interview materials.

Make sure your resume and cover letter is neat and organized. Bring multiple copies of them in a folder.

5

Update your resume.

Include a clear objective that shows the type of internship experience you are seeking. List the relevant classes you have taken. Include all extra-curricular, employment, leadership and volunteer experience. Proofread for grammar and punctuation. Plan to leave your resume with your interviewer.

6

Write a cover letter.

Share why you are seeking an internship in this particular field. Include what you hope to learn from the experience and how it will support your future plans. Proofread for grammar and punctuation. Plan to leave your cover letter with your interviewer.

7

Decide on your interview attire.

Select clothes that are conservative, fit properly, cover everything they should, pressed (i.e. wrinkle-free), without holes or rips and clean. Pay attention to shoes belts, jewelry, etc. No JEANS or LEGGINGS PLEASE! Also, pay attention to general grooming – look professional throughout!

8

Before you enter the interview room, turn off your cell phone and put it completely away.

Enough said?

9

Greet your interviewer with a smile and a web-to-web handshake.

Make a positive first impression. Make eye contact, smile and shake hands as you introduce yourself.

10

Just do your best and be proud of all you have accomplished.

Interviews can be difficult, but the more you practice, the better you will get at participating in them.

Worksite Readiness Evaluation (Mentor/Teacher)

ASSIGNMENT

Purpose – Use this form for your mentor/teacher evaluation. Please bring this completed and signed form to your [Practice Interview](#).

Student Name:

Student ID:

School:

Career Pathways (Check all that Apply)

- ☐ Engineering & Manufacturing
 ☐ Energy & Sustainability
 ☐ Communication & Information Technology
☐ Health Sciences and Medical Careers
 ☐ Business & Professional Services
 ☐ Education Careers

General Evaluation

SCALE: 4 = Exceeds expectations 3 = Meets Expectations 2 = Approaching Expectation
 1 = Just Beginning shows some signs of growth and willingness to learn NE = No Evidence

ESSENTIAL SKILLS	EVALUATION	COMMENTS
Representing a Professional Self		
Writes in a Professional Manner		
Speaks in a Professional Manner		
Demonstrates Punctuality		
Meets Attendance Standards		
Gives Timely Notice of Absences		
Maintains Appropriate Personal Hygiene & Dress		
Meets Deadlines		
Growth Mindset		
Shows Initiative (Self-Starter)		
Looks for Opportunities to Grow		
Asks for Feedback		
Reacts Appropriately to Constructive Criticism		
Demonstrates Enthusiasm & Positive Attitude		
Navigating the Workplace Culture		
Demonstrates Appropriate Worksite Behavior		
Follows Direction and Asks for Clarification		
Cooperates with Colleagues/Co-Workers		
Responds Appropriately to Supervisors		
Demonstrates Problem Solving and Critical Thinking		
Demonstrates Active Listening Skills		

Additional Comments:

Mentor/Teacher Signature:

Date:

Student Signature:

Date:

Worksite Readiness Evaluation (Self Evaluation)

ASSIGNMENT

Purpose – Use this form for your self evaluation. Bring the completed and signed form to your practice interview.

Student Name:

School ID:

School:

Career Pathways (Check all that Apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Engineering & Manufacturing | <input type="checkbox"/> Energy & Sustainability | <input type="checkbox"/> Communication & Information Technology |
| <input type="checkbox"/> Health Sciences and Medical Careers | <input type="checkbox"/> Business & Professional Services | <input type="checkbox"/> Education Careers |

General Evaluation

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ESSENTIAL SKILLS	EVALUATION	COMMENTS
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Demonstrates Appropriate Worksite Behavior		
Follows Direction and Asks for Clarification		
Cooperates with Colleagues/Co-Workers		
Responds Appropriately to Supervisors		
Demonstrates Problem Solving and Critical Thinking		
Demonstrates Active Listening Skills		

Additional Comments:

Student Signature:

Date:

Write a Professional Email

ASSIGNMENT

Directions – Write a professional email to Worksite Learning Coordinator at: careerconnected@everettsd.org. This is a good way to practice sending a professional email to thank a potential employer or Internship supervisor.

Email Subject

“Intro to Internships Professional Email”

Email Body

Write two short paragraphs, 3 to 4 sentences each. The first paragraph should include an introduction of yourself and your post-high school college and career interests.

In the second paragraph, explain what you hope to gain by participating in an internship. In the last sentence, you should confirm your commitment to being the best intern “ever” / “you can be” / “on the planet”... or something similar in that vein.

Email Closing

Email closing should be professional, include your name, and phone number.





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The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Office – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104
Title IX Officer – Mary O'Brien, MO'Brien@everettsd.org, 425-385-4106
504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-
ADA Coordinator – Becky Clifford, rclifford@everettsd.org, 425-385-5250

