

Continue



### The Impact Cover Letter

**A personalized greeting** Dear Ben Roman, I have a problem. See, my idea currently isn't an idea. I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot.

**An engaging opener** But this problem only fuels my passion for creating something that can really change the world. Because from my perspective, as someone who can bring you through their own stack of mail, that's a true win.

**An explanation of why you're applying to this company** I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot.

**A nod to this part of the job description** I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot.

**Examples of making an impact** I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot. I've been following it for a while, and I've realized that I need to pivot.

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**theMUSE**

# FIRST, MIDDLE INITIAL, LAST NAME

Greater City, State Area | [emailaddress@email.com](mailto:emailaddress@email.com) | (111) 222-3333 | [LinkedIn URL](#)

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## Resume Title

Results-driven and motivated customer service enthusiast with extensive training in hospitality principles in high-pressure, fast-paced environments. Ethical professional skilled in creative problem solving, training and developing customer-facing teams, and promoting brand loyalty. Detail-oriented with exceptional instincts for meeting high expectations and delivering service standards. Dually-talented stage producer and actor with contagious love of fine arts.

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### CORE PROFICIENCIES

- Front & Back of House Operations
- Specialty Cuisines and Presentations
- Event Planning / Catering / Banquet Services
- Multicultural Guest Relations
- Bottle Service & Bartending
- Staff Training & Development
- Hospitality Steps of Service
- Inventory Controls & Purchasing
- Food and Kitchen Safety / OSHA

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### PROFESSIONAL EXPERIENCE

**FLOOR MANAGER | Restaurant Name | Year to Present**

- Champion vital front-of-house operations involving exceptional standards of service and intensive training to meet sales targets and customer expectations.
- Assist executive leadership to expedite service operations, maintain excellent customer and public relations, and drive strong profit margins.
- Train servers and host staff on menu content, customers service, expediting bottle service, upselling product, and satisfying all customer requests.
- Schedule efficient floor coverage to swiftly turn tables to meet customer demand.
- Supervise and motivate employees with effective training, development, goal setting, and constructive feedback while revealing deficiencies that may result in disciplinary actions or terminations.
- Secure financial assets by reconciling and depositing large credit card and cash receipts and verifying employee transactions against point-of-sale (POS) reports.
- Intervene with customer complaints to resolve issues and promote brand loyalty, referrals, and returned business.

**Noted Accomplishment:**

- Introduced incentives and a systematic performance management system that developed team strengths and increased productivity 25%.

*Additional Server and Hospitality Management experience in multiple high-end restaurants in the City, State area.*

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### EDUCATION AND TRAINING

**Mixology & Bartending**  
Bartending School of New York, New York, NY

**Fine Arts, Film & Theatre Acting**  
The Art Students League of NYC, New York, NY | School of Performing Arts, Helsinki, Finland

General Studies, Forrest Park Community College

**Women's Public Engagement Grant Proposal Template**

**Executive Summary**

The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant. The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant.

**Background**

The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant. The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant.

**Objectives**

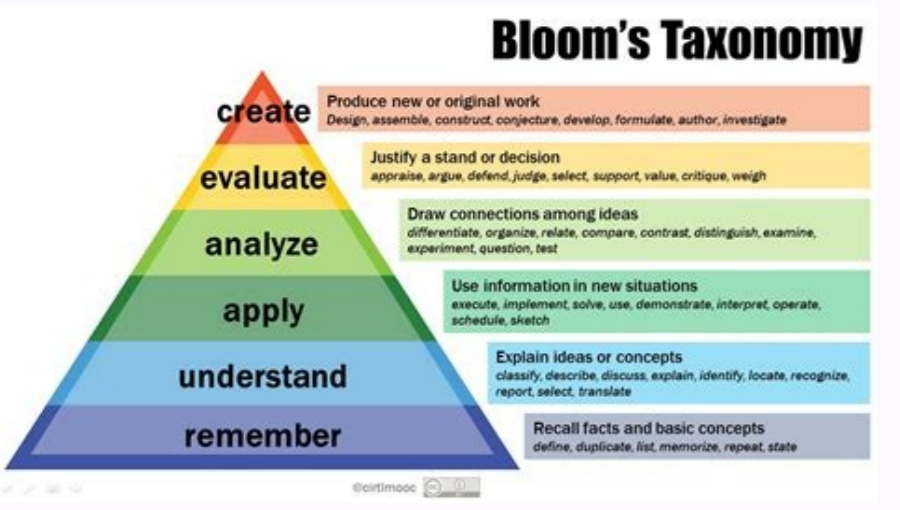
The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant. The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant.

**Methodology**

The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant. The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant.

**Conclusion**

The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant. The purpose of this proposal is to provide information regarding the grant proposal and the project that will be funded by the grant.



**john smith**

1234 Main St - Anytown, State - 123456  
**CELL:** (123) 555-5555 - **E-MAIL:** [jsmith@johnsmith.com](mailto:jsmith@johnsmith.com)

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**PROFILE**

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**EDUCATION**

**Bachelor of Arts**  
 Magnificus University, Ivy League, NY 12345  
 Graduated 2008

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**SKILLS**

Certification 1	Fancy Software 1	Software 2
Fancy Software 2	Fancy Software 4	Software 5

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**EXPERIENCE**

**Company 1**  
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**Company 2**  
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**Internship**  
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Download the Guide pdf icon(PDF ~ 233 KB) When developing a work plan and an evaluation plan, you can use the SMART approach to make sure your information is used. SMART stands for: Specific Measurable Attainable/Achievable Relevant Time bound Before you decide on the content to cover in your course, endow your course with a strong internal structure conducive to student learning. Alignment among three main course components ensures an internally consistent structure. Alignment is when the OBJECTIVES articulate the knowledge and skills you want students to acquire by the end of the course ASSESSMENTS allow the instructor to check the degree to which the students are meeting the learning objectives INSTRUCTIONAL STRATEGIES are chosen to foster student learning towards meeting the objectives When these components are not aligned, students might rightfully complain that the test did not have anything to do with what was covered in class, or instructors might feel that even though students are earning a passing grade, they haven't really mastered the material at the desired level. Aligning these three components is a dynamic process, since a change in one necessarily affects the other two. One way to approach course design is to start from the learning objectives, then move on to the other two components, and revisit the cycle iteratively as needed. Articulating your learning objectives will help: YOU select and organize course content, and determine appropriate assessments and instructional strategies. STUDENTS direct their learning efforts appropriately and monitor their own progress. More information on how clear learning objectives support students' learning. (pdf) We, as instructors, often have a good idea of what we want to accomplish in a given course: we want to cover certain topics, or we want to teach students certain ideas and skills. We should also think in terms of what we want the students to be able to do at the end of the course. It is very helpful to articulate learning objectives by completing this prompt: "At the end of the course, students should be able to \_\_\_\_." Learning objectives should break down the task and focus on specific cognitive processes. Many activities that faculty believe require a single skill (for example, writing or problem solving) actually involve a synthesis of many component skills. To master these complex skills, students must practice and gain proficiency in the discrete component skills, writing may involve identifying an argument, enlisting appropriate evidence, organizing paragraphs, etc. problem solving may require defining the parameters of the problem, choosing appropriate formulas, etc. Breaking down the skills will allow us to select appropriate assessments and instructional strategies so that students practice all component skills. Learning objectives should use action verbs. Focusing on concrete actions and behaviors allows us to make student learning explicit, and communicates to students the kind of intellectual effort we expect of them. Sample learning objectives for a math class might be: "State theorems" (implies memorization and recollection) "Prove theorems" (implies applying knowledge) "Apply theorems to solve problems" (implies applying knowledge) "Decide when a given theorem applies" (involves meta-cognitive decision-making skills) Using action verbs enables you to more easily measure the degree to which students can do what you expect them to do. Learning objectives should be measurable. Because learning objectives should guide the selection of assessments, they cannot be vague. All of learning objectives we've exemplified are measurable in that they point to a clear assessment that can easily check whether students have mastered that skill (e.g., asking students to state a given theorem, giving students a thesis statement to prove, asking students to solve a textbook problem that requires the application of a theorem, or asking students which theorem they would use in a given situation). Some learning objectives that are typically vague but are often used include: "Understand X" "Obtain a working knowledge of X" "Gain an

appreciation for X" These objectives can be clarified by asking questions: "What would students do differently if they really 'understand' or 'appreciate' X?" Articulating your learning objectives at the appropriate grain can be challenging at first. Here are some resources to help: One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy of Educational Objectives. (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al., 1956.) Bloom's Taxonomy (Tables 1-3) uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome. Organizing measurable student outcomes in this way will allow us to select appropriate classroom assessment techniques for the course. There are three taxonomies. Which of the three to use for a given measurable student outcome depends upon the original goal to which the measurable student outcome is connected. There are knowledge-based goals, skills-based goals, and affective goals (affective: values, attitudes, and interests); accordingly, there is a taxonomy for each. Within each taxonomy, levels of expertise are listed in order of increasing complexity. Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques. The course goal in Figure 2--"student understands proper dental hygiene"--is an example of a knowledge-based goal. It is knowledge-based because it requires that the student learn certain facts and concepts. An example of a skills-based goal for this course might be "student flosses teeth properly." This is a skills-based goal because it requires that the student learn how to do something. Finally, an affective goal for this course might be "student cares about proper oral hygiene." This is an affective goal because it requires that the student's values, attitudes, or interests be affected by the course. Level of Expertise Description of Level Example of Measurable Student Outcome Table 1: Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals 1. Knowledge Recall, or recognition of terms, ideas, procedure, theories, etc. When is the first day of Spring? 2. Comprehension Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation. What does the summer solstice represent? 3. Application Apply abstractions, general principles, or methods to specific concrete situations. What would Earth's seasons be like in specific regions with a different axis tilt? 4. Analysis Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables. Why are seasons reversed in the southern hemisphere? 5. Synthesis Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints. If the longest day of the year is in June, why is the northern hemisphere hottest in August? 6. Evaluation To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations. What would be the important variables for predicting seasons on a newly discovered planet? Level of Expertise Description of Level Example of Measurable Student Outcome Table 2: Bloom's Taxonomy of Educational Objectives for Skills-Based Goals Perception Uses sensory cues to guide actions Some of the colored samples you see will need dilution before you take their spectra. Using only observation, how will you decide which solutions might need to be diluted? Set Demonstrates a readiness to take action to perform the task or objective Describe how you would go about taking the absorbance spectra of a sample of pigments? Guided Response Knows steps required to complete the task or objective Determine the density of a group of sample metals with regular and irregular shapes. Mechanism Performs task or objective in a somewhat confident, proficient, and habitual manner Using the procedure described below, determine the quantity of copper in your unknown ore. Report its mean value and standard deviation. Complex Overt Response Performs task or objective in a confident, proficient, and habitual manner Use titration to determine the Ka for an unknown weak acid. Adaptation Performs task or objective as above, but can also modify actions to account for new or problematic situations You are performing titrations on a series of unknown acids and find a variety of problems with the resulting curves, e.g., only 3.0 ml of base is required for one acid while 75.0 ml is required in another. What can you do to get valid data for all the unknown acids? Organization Creates new tasks or objectives incorporating learned ones Recall your plating and etching experiences with an aluminum substrate. Choose a different metal substrate and design a process to plate, mask, and etch so that a pattern of 4 different metals is created. Level of Expertise Description of Level Example of Measurable Student Outcome Table 3: Bloom's Taxonomy of Educational Objectives for Affective Goals Receiving Demonstrates a willingness to participate in the activity When I'm in class I am attentive to the instructor; take notes, etc. I do not read the newspaper instead. Responding Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure I complete my homework and participate in class discussions. Valuing Internalizes an appreciation for (values) the objectives, phenomena, or activity I seek out information in popular media related to my class. Organization Begins to compare different values, and resolves conflicts between them to form an internally consistent system of values Some of the ideas I've learned in my class differ from my previous beliefs. How do I resolve this? Characterization by a Value or Value Complex Adopts a long-term value system that is "pervasive, consistent, and predictable" I've decided to take my family on a vacation to visit some of the places I learned about in my class. To determine the level of expertise required for each measurable student outcome, first decide which of these three broad categories (knowledge-based, skills-based, and affective) the corresponding course goal belongs to. Then, using the appropriate Bloom's Taxonomy, look over the descriptions of the various levels of expertise. Determine which description most closely matches that measurable student outcome. As can be seen from the examples given in the three Tables, there are different ways of representing measurable student outcomes, e.g., as statements about students (Figure 2), as questions to be asked of students (Tables 1 and 2), or as statements from the student's perspective (Table 3). You may find additional ways of representing measurable student outcomes; those listed in Figure 2 and in Tables 1-3 are just examples. Bloom's Taxonomy is a convenient way to describe the degree to which we want our students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected. It is critical that we determine the levels of student expertise that we are expecting our students to achieve because this will determine which classroom assessment techniques are most appropriate for the course. Though the most common form of classroom assessment used in introductory college courses--multiple choice tests--might be quite adequate for assessing knowledge and comprehension (levels 1 and 2, Table 1), this type of assessment often falls short when we want to assess our students' knowledge at the higher levels of synthesis and evaluation (levels 5 and 6).4 Multiple-choice tests also rarely provide information about achievement of skills-based goals. Similarly, traditional course evaluations, a technique commonly used for affective assessment, do not generally provide useful information about changes in student values, attitudes, and interests. Thus, commonly used assessment techniques, while perhaps providing a means for assigning grades, often do not provide us (or our students) with useful feedback for determining whether students are attaining our course goals. Usually, this is due to a combination of not having formalized goals to begin with, not having translated those goals into outcomes that are measurable, and not using assessment techniques capable of measuring expected student outcomes given the levels of expertise required to achieve them. Using the CIA model of course development, we can ensure that our curriculum, instructional methods, and classroom assessment techniques are properly aligned with course goals. Note that Bloom's Taxonomy need not be applied exclusively after course goals have been defined. Indeed, Bloom's Taxonomy and the words associated with its different categories can help in the goals-defining process itself. Thus, Bloom's Taxonomy can be used in an iterative fashion to first state and then refine course goals. Bloom's Taxonomy can finally be used to identify which classroom assessment techniques are most appropriate for measuring these goals. References Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). The Taxonomy of educational objectives, handbook I: The Cognitive domain. New York: David McKay Co., Inc. Gronlund, N. E. (1991). How to write and use instructional objectives (4th ed.). New York: Macmillan Publishing Co. Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1964). Taxonomy of educational objectives, the classification of educational goals, handbook II: Affective domain. New York: David McKay Co., Inc.

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