

Employment Skills Leadership Development Event (LDE)

A.) Purpose

- 1) Students will use many leadership skills including active listening, problem solving, and decision making as well as improve their written and oral communication skills.
- 2) Students will create usable materials to support their employability and assist in their current search for employment.
- 3) Students will create materials outlining their current skills, experiences and abilities and target those toward a position for which they would like to apply.

IMPORTANT NOTES -

STUDENTS MUST TARGET THEIR MATERIALS FOR A POSITION THEY PRESENTLY QUALIFY FOR, UTILIZING THEIR ACTUAL EXPERIENCE.

All materials, including cover letter, resume, etc., will result from each participant's efforts.

Job descriptions must be utilized to describe an appropriate position.

Jobs students apply for should be able to be maintained at their current age and experience level at the time of the competition.

B.) Organization and Content

- 1) Each region may enter two contestants in state event.
 - a) Each chapter may enter only one contestant.
- 2) The LDE will consist of seven parts with a total of 575 points
 - a) Initial Telephone Contact - 75 points
 - b) Cover Letter - 25 points
 - c) Resume - 100 points
 - d) Employment Application - 25 points
 - e) Personal Interview - Two Interviews @ 150 points = 300 total points
 - f) Follow-up Letter - 50 points
 - g) *Job Description - No Points Awarded
- 3) Participants are permitted to bring
 - a) Blank paper
 - b) Copies of their resume and cover letter as submitted at the designated deadline for the event
 - c) List of references
 - d) Business cards
 - e) Padfolio
- 4) Participants are NOT permitted to bring
 - a) Letters of reference
 - b) Samples of work
 - c) Pictures
 - d) Personal pages
 - e) Anything outside of the items outlined above

C.) General Procedure.

Contestants will submit the following materials by April 1st using the submission form on the Employment Skills LDE website at <https://www.mnffa.org/employmentskills>. The five items (Cover Letter, Resume, Employment Application, Job Description and Advisor Verification) must be **submitted as a single PDF document with CHAPTER NAME, STUDENT NAME as the title of the PDF.**

1) Cover Letter

- a) Cover letter must be typed. Appropriate style or format shall be used. Cover letter will be judged for consistent usage of style, not judges preference.
- b) The content of the cover letter should minimally include the job applied for, qualifications, requesting an interview, address, and phone number.
- c) Cover letter will be judged on neatness, general appearance (including proper form, punctuation, spelling and use of grammar), completeness, organization, content, and interest aroused.
- d) The cover letter is to be Times, Times New Roman or Arial 11 point minimum font. The letter is to be dated April 1. Any program can be utilized to generate the cover letter but it must be typed and submitted as a PDF file.
- e) The cover letter should be addressed to:
Mr. EM Tiffany
1928 Corn Gold Lane
St. Paul, MN 55108

2) Resume

- a) Resume must be typed. Appropriate style or format shall be used. Resume will be judged for consistent usage of style, not judge's preference.
- b) The content of the resume should be **NON-FICTITIOUS** and include the applicant's name, address, phone number, job title, education, experiences, activities, and references. The resume should be based upon actual work history.
- c) Resume will be judged on neatness, general appearance (including proper form, punctuation, spelling, and grammar), completeness, organization, content, and interest aroused.
- d) The resume should not exceed two pages in length, typed, using Times, Times New Roman or Arial 11 point minimum font. The resume should not exceed two pages total. **Resume must be non-fictitious and based upon actual work history.** Any program can be utilized to generate the cover letter but it must be typed and submitted as a PDF file.

3) Job Description

- a) Contestants will develop their own job title and job description for which they are **CURRENTLY** qualified. The job description will not be scored but is a required submission. The job description should include a description of the position the student is applying for desired qualifications for the job and work experience required.

4) Job Application

- a) The application form will be online on the Employment Skills LDE website at <https://www.mnffa.org/employmentskills>. The information listed in the application form must be accurate and up-to-date and solely the work of the student. The completed application should be printed off and included in the PDF of Employment Skills LDE materials.

5) Advisor Verification

- a) The advisor verification will be hosted on the state event webpage for participants to complete and for the student and their advisor to sign. It will serve as page 1 of the final submitted PDF document.
- b) The verification will include a statement of assurances to verify the materials are the work of the student, that they were truthful in reporting their experiences in their application materials and that the student qualifies for the position in which they are applying for.

D.) Telephone Interview

- 1) The initial telephone interview will take place prior to the event. The purpose of this interview is to determine if the student is qualified by asking questions to see if the applicant and their skills match the job requirements, and if the candidate fits the position and company.
- 2) The CDE Coordinator will schedule a time for the interview prior to the day of the event. The telephone interview judge will call the number submitted by the student at the appointed time on the schedule.
- 3) Telephone interview will be conducted for all students. The telephone interview will last a maximum of five minutes.
 - a) The student should interview with the thought that the company has already received their cover letter, resume, and job application.
 - b) Students will interview with one of the following three people:
 - i) Human, Fiscal, and Resource personnel director
 - ii) Employer's Assistant
 - iii) Employer themselves

E.) General Instructions

- 1) Contestants will be assigned times for personal interviews during the event.
- 2) Conflicts will need to be communicated to the State or Region FFA CDE Coordinator prior to completing state convention registration.

F.) Personal Interview

- 1) Each contestant will have two personal interviews on the day of the event for a period not to exceed ten minutes for each interview. Judges will have had experience in conducting employment interviews.
- 2) The interviewer will read the submitted materials prior to the interview.
- 3) The interviewers will also evaluate the contestant's grooming, dress, poise, manner, and attitude.
- 4) Questions will be phrased to assess the contestant's ability to respond immediately and effectively. Questions will focus on more in-depth questions about students' skills, work experience, availability, etc. Judges may also ask questions about leadership, problem solving, decision making and organizational skills.

5) The contestant will be judged by the interviewer on the basis of the rubric.

G.) Follow-Up Letter

- 1) The contestant will write a Follow-Up Letter (30 Points)
 - a) Participants will submit a handwritten follow up letter after the personal interview.
 - b) Paper or thank you card will be provided.
 - c) Thirty minutes will be given.
 - d) Letters to be addressed to the individual they addressed their cover letter to.

Mr. EM Tiffany
1928 Corn Gold Lane
St. Paul, MN 55108

H.) Other Information

- 1) Employment Skills LDE contestants must be certified through the same procedure as for other CDE/LDEs.
- 2) Official Dress is required.

I.) Tiebreakers : If the total contestant scores are tied after all scores have been added. The ties will be broken in the following order.

1. Highest total interview score
2. Highest telephone interview score
3. Highest follow-up letter score
4. Highest resume score
5. Highest letter of application (cover letter) score

Cover Letter Rubric

The design of the document should NOT influence scoring.

25 points total

Indicator	Strong Evidence (5-4)	Moderate Evidence (3-2)	Weak Evidence (1-0)	Points Earned
Format & General Appearance	Does not exceed 1 page; not overcrowded; acceptable margins; font/size are correct; appropriate business format; addressed to appropriate person; appropriate signature block	Does not exceed 1 page; not overcrowded; acceptable margins; font/size are correct; appropriate business format; not addressed to appropriate person; inappropriate signature block	Exceeds 1 page; margins are inappropriate; font/size is incorrect; no signature; no date or address; no inside address; not appropriate business format	
Introduction	Clearly identifies the position; clearly identifies how they heard about the position; states why they are interested; uses wording to attract readers attention	Identifies the position; does not state how they heard about the position; vaguely describes why they are interested; introduction is bland	Does not clearly identify the position they are seeking; no description of how you heard about the position; does not grab readers attention	
Skills & Experiences	Identifies 2-3 qualifications for the job; indicates how their education and experience has prepared them for the job; stated they are interested in the position; skills and experiences are consistent with resume; refers to resume	Identifies 1-2 qualifications for the job; indicates how their education and experience has prepared them for the job; vague explanation of why they are interested; skills and experiences are somewhat consistent with resume; refers to resume	Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume	
Closing	Thanks reader; provides appropriate contact information; makes appropriate provisions for follow up	Thanks reader; provides appropriate contact information, but leaves reader to pursue a follow up	Does not thank reader; no plan for follow up; does not provide any contact information	
Spelling, Grammar & Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document	

Total Points _____/25

Resume Rubric

****The design of the document should NOT influence scoring.****

100 points total

Indicator	Strong Evidence (16-13)	Moderate Evidence (12-7)	Weak Evidence (6-0)	Points Earned
Contact Information	Includes name, address, email address and phone number; name stands out; provides professional email address	Name does not stand out; email address is too casual	Missing name, address, email address or phone number; email used is inappropriate or unprofessional	
Education and Relevant Coursework	Contains complete information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; GPA listed in correct format (if appropriate)	Contains information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; inappropriate GPA listed	Information not listed in reverse chronological order; important information missing; information not listed in correct format	
Relevant Skills & Experiences	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; concise, direct and indicate one's impact and accomplishments	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; not concise or direct and do not indicate impact; written in complete sentences	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; written in complete sentences; verb tenses are inconsistent; wordy, vague, or does not indicate one's impact; irrelevant or outdated information is listed	
Achievements & Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors	Achievements and honors not listed in sensible order; inappropriate or irrelevant achievements listed; no achievement or honors are listed	
References	Listed appropriate references and provided complete contact information for references	References are listed, but not all are appropriate or not all contact information for references is included	Inappropriate references are listed; no references listed; no contact information listed	
Spelling, Grammar & Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in	Spelling, grammar, and punctuation are adequate with three to five errors in the	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document	

	the document	document		
Indicator	Strong Evidence (4)	Moderate Evidence (2-3)	Weak (0-1)	Points Earned
Format & General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style are correct and readable; headings reflect content and content substantiates headings; resume is targeted to job	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style are readable; headings don't necessarily reflect content and content substantiates headings; resume is targeted to job	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large	

Total Points _____/100

Employment Application Rubric
25 points total

Indicator	Strong Evidence (6-5)	Moderate Evidence (4-3)	Weak Evidence (2-0)	Points Earned
Consistent with Resume	Name, education, experience, and other personal information matches information provided on resume	Name, education, experience, and other personal information generally matches information provided on resume	Name, education, experience, and other personal information do not match information provided on resume	
Spelling, Grammar & Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document	
Form Completed	Entire application was completed with "N/A" indicated where appropriate	Majority of the application was completed with few blank fields	Several blank spaces and missing information; "N/A" used inappropriately	
Indicator	Strong Evidence (7-6)	Moderate Evidence (5-3)	Weak Evidence (2-0)	Points Earned
Overall Impression	Application was consistent and appropriately highlighted candidates' qualifications for the position	Application was consistent and generally highlighted candidates' qualifications for the position	The application was not consistent and did not highlight candidates' qualifications for the position	

Total Points _____/25

Telephone Interview Rubric
75 points total

Indicator	Strong Evidence (20-15)	Moderate Evidence (14-7)	Weak Evidence (6-0)	Points Earned
First Impression	Introduced self; spoke clearly and articulately with no hesitation; used appropriate tone, spoke at right pace to be clear, pronounced words clearly; exhibited confident tone, did not demonstrate nervousness	Incomplete introduction; spoke clearly and articulately, but with some hesitation; used appropriate tone, spoke at right pace, but showed some nervousness; pronunciation of words was usually clear, but sometimes vague	Did not introduce self; did not use appropriate tone, frequently hesitated when speaking; pace was too fast; appeared nervous; pronunciation of words is difficult to understand or was unclear	
Response to Questions	Used appropriate language for career: cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound "canned"; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a "theme" that overall describes their abilities	Seemed to know terms associated with career: Some holes, cited several relevant examples; but list is incomplete, knew about career, but conveyed incomplete picture; unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed or somewhat disorganized; provided some depth to description of job skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	Knew some of the language of position, but used incorrectly or did not show understanding of terms: Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed "canned" with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities	
Communication Skills	Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond questions asked. Confident: Exhibited self-confidence with body language and verbally	Persuasive: Expanded somewhat on skills for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty	Persuasive: Answered yes or no to most questions; did not expand on skill set Confident: Did not appear comfortable, nervous	

	<p>Appropriate volume: Spoke with proper volume to be heard clearly; not too loud, not too soft</p> <p>Enunciation/Grammar: Avoided words like “git” versus “get” and “agin” versus “again”; used proper words when speaking</p> <p>Concise: Avoided run-on sentences and answered with logical and organized thoughts</p> <p>Sincerity: Expressed true interest in the position they were seeking</p> <p>Poised: Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>Appropriate volume: Did not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p>Enunciation/Grammar: Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p>Concise: Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p>Sincerity: Seemed interested in the position they were seeking</p> <p>Poised: Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p>Discretion/Tact: Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>Appropriate volume: Hard to hear answers or volume too loud</p> <p>Enunciation/Grammar: Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p>Concise: Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p>Sincerity: Seemed uninterested in the position and distracted</p> <p>Poised: Demonstrated distracted mannerisms; Excessive use of “um” and “you know”</p> <p>Discretion/Tact: Shared information that may be seen as personal about someone else creating awkwardness</p>	
Indicator	Strong Evidence (15-11)	Moderate Evidence (10-6)	Weak Evidence (5-0)	Points Earned
Conclusion	<p>Posed appropriate questions of interviewer: e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p>Appropriate thanks and exit: Asked for contact information, ended call appropriately and smoothly (thanked caller, said good-bye);</p>	<p>Questions posed were somewhat appropriate: Some had no relevance to interview; incomplete inquiry of the next steps in the interview process; asked for contact information, ended interview professionally, but seemed uncertain how to end the interview</p> <p>Somewhat thanks interviewer and exit: Ended call somewhat appropriately (not sure what to do) or without thanking caller.</p>	<p>Asks no questions: Questions asked (if asked) have no relevance to next steps in the interview process; ended interview abruptly or awkwardly; exited interview unprofessionally</p> <p>Did not thank interviewer and exit: Ended call awkwardly and abruptly; did not thank caller or say good-bye, just hung up</p>	

Personal Interview Rubric
150 points total

Indicator	Strong Evidence (30-21)	Moderate Evidence (20-11)	Weak Evidence (10-0)	Points Earned
General Appearance	Professionally dress/groomed: Follows standard dress code, polished shoes, clothes pressed, conservative accessories, etc	Dress appropriately: Just not as professional and “put together”; shoes clean, but not polished; conservative accessories, etc	Disheveled: Dirty shoes, not wearing black shoes, inappropriate Accessories, etc	
First Impression	Greeting: Appropriate salutation and firm handshake Introduction: States name Body language: Smiling and pleasant, does not sit until invited, confident in manner	Greeting: Confident but uneasy, soft handshake Introduction: States name only when asked Body language: Rarely smiles, cologne or perfume is distracting	Greeting: Does not use salutation, very informal Introduction: Fails to introduce self, fails to shake hands with interviewer Body language: Obnoxious cologne or perfume, chewing gum	
Response to Questions	Used appropriate language for career: Cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound “canned”; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a “theme” that overall describes their abilities	Seemed to know terms associated with career: Some holes, cited several relevant examples; but list is incomplete, knew about career, but conveyed incomplete picture; unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications	Knew some of the language of position, but used incorrectly or did not show understanding of terms: Unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons’ abilities	
Communication Skills	Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed,	Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some	Persuasive: Answered yes or no to most questions; did not expand on skill set	

	<p>took initiative to add information beyond questions asked.</p> <p>Confident: Exhibited self-confidence with body language and verbally</p> <p>Appropriate volume: Spoke with proper volume to be heard clearly; not too loud, not too soft</p> <p>Enunciation/Grammar: Avoided words like “git” versus “get” and “agin” versus “again”; used proper words when speaking</p> <p>Concise: Avoided run-on sentences and answered with logical and organized thoughts</p> <p>Sincerity: Expressed true interest in the position they were seeking</p> <p>Poised: Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>additional information to questions asked.</p> <p>Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty</p> <p>Appropriate volume: Did not modulate volume to express answers, could hear sometimes; but was quiet when unsure of response and hard to hear</p> <p>Enunciation/Grammar: Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p>Concise: Some questions answered in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p> <p>Sincerity: Seemed interested in the position they were seeking</p> <p>Poised: Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “um” or “you know”</p> <p>Discretion/Tact: Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>Confident: Did not appear comfortable, nervous</p> <p>Appropriate volume: Hard to hear answers or volume too loud</p> <p>Enunciation/Grammar: Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p>Concise: Rambled and used run on sentences; answers were poorly organized and thoughts not clearly expressed</p> <p>Sincerity: Seemed uninterested in the position and distracted</p> <p>Poised: Demonstrated distracting mannerisms; Excessive use of “um” and “you know”</p> <p>Discretion/Tact: Shared information that may be seen as personal about someone else creating awkwardness</p>	
<p>Conclusion</p>	<p>Posed appropriate questions of interviewer: e.g., when notification of selection will occur and how. Clarified next steps, inquired as to the next step in the interview process e.g., if there will be additional interviews, etc. Asked for contact information/business card, thanked interviewer, stood and shook hands prior to exiting the room</p>	<p>Questions posed were somewhat appropriate: Some had no relevance to interview; incomplete inquiry of the next steps in the interview process; asked for contact information/business card, thanked interviewer and shook hand but seemed uncertain how to end the interview and exit</p>	<p>Asks no questions: Questions asked (if asked) have no relevance to next steps in the interview process; ended interview abruptly or awkwardly; exited without thanks or shaking hands</p>	

Follow Up Correspondence Rubric
50 Points

Indicator	Strong Evidence (10-8)	Moderate Evidence (7-4)	Weak Evidence (3-0)	Points Earned
Format	Follow-up was directed to the appropriate person with an appropriate address and salutation. The level of formality and was appropriate for the type of correspondence.	Follow-up was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality and was generally appropriate for the type of correspondence.	Follow-up was not directed to the appropriate person. No address or salutation was included. The level of formality and was not appropriate.	
Grammar, Punctuation & Spelling	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.	
Indicator	Strong Evidence (15-11)	Moderate Evidence (10-6)	Weak Evidence (5-0)	Points Earned
Content	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up	
Overall Impression	Thank you note: Follow-up was appropriate length, writing was neat and legible, completed appropriate sections of thank-you note, envelope addressed correctly	Thank you note: Follow-up was appropriate length, writing was somewhat legible, completed appropriate sections of thank-you note, envelope addressed correctly	Thank you note: Follow-up was too short, writing was illegible, did not complete appropriate sections of thank you note, envelope addressed incorrectly	

Total Points _____/50

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be Used.

- Past CDE materials and other resources are available on FFA.org.
- Open Colleges – How to Write a Resume, <http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>
- 8 Subtle Ways to Ace the Interview, <http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>
- 9 Tips to Help You Prep for a Virtual Interview, <https://learn.uvm.edu/blog/blog-business/nine-tips-to-help-you-prepare-for-a-virtual-interview>
- Sending Your Thank You After the Job Interview, http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml
- How to Accept a Job Offer, <https://www.theforage.com/blog/basics/accept-job-offer>
- How to Negotiate a New Job Offer - <https://www.payscale.com/salary-negotiation-guide/im-negotiating-new-job-offer>
- The Professional's Guide to Negotiating a Job Offer - <https://www.learnhowtobecome.org/career-resource-center/negotiate-job-offer/>
- Tips for Networking Events, <https://grad.illinois.edu/sites/default/files/PDFs/NetworkingEvents.pdf>
- How to Network Effectively: 15 Tips You Can Start Using Today, <https://blog.hubspot.com/marketing/the-ultimate-guide-to-non-awkward-effective-networking>
- References from the career centers at universities.