

INTERVIEW

ROOM ARRANGEMENT

For best results, interview judges should sit at a student desk or table so they may have a place to write. The judges and timekeeper/judge should sit in front of the student.

PREPARATION

In preparation for the State Interview event, each decathlete will prepare a one-page resumé. Just as in a real-life situation, an interviewee will prepare a resumé telling about himself/herself. Three copies of the resumé must be taken to the state competition for the Interview judges. Sample resúmes are provided in this tabbed section. Decathletes will not be asked to provide a resume at Nationals.

PROCEDURE

Fifteen minutes prior to the scheduled time for the student's interview, each student will report to an interview "holding area." Decathletes will be escorted into the arena and to a designated interview table with a panel of 2 or 3 judges. The interview will generally last between 4 and 7 minutes. The decathlete will hand each judge a copy of the prepared resumé. (*See Sample Topics – Interview Questions in this section.*)

Students are scored in the categories listed on the Interview answer form included in this tabbed section.

Points: *Each team member in the interview may earn a maximum of 1,000 points.*

JUDGING

Each student will be judged on his/her ability to do the following:

1. Informally present ideas appropriate to the topic.
2. Listen to the ideas of others, evaluate them, and adjust responses accordingly.
3. Establish and maintain rapport with members of a conversational group through voice, gesture and attitudinal posture.
4. Use voice, vocabulary and language structures appropriate to informal oral communication.

INTERVIEW

HOW INTERVIEW IS JUDGED

GENERAL

An interview has two primary functions – to give information and to get information. In the framework of the Academic Decathlon, most of the interviewing process will be devoted to your getting information from each decathlete. It is important that the interviews be as objective and consistently uniform as possible and permit all students the same opportunity to express themselves.

Remember that the students are likely to be a little nervous and apprehensive. Create an atmosphere that is as relaxed and informal as possible. The goal is to provide a setting that is conducive to the students' performing to the best of their ability.

It is the intent to pattern the interview after the guidelines that apply to an employment interview situation. Employment inquiries must be job-related. For this event the intent is to keep the interview process as "contest-related" as possible.

The interview experience should assist students in learning to present themselves in a positive manner when interviewing for a job, scholarship, or any competitive position. It should also give them the experience of learning to listen and respond in an appropriate manner.

The **objective** of the Interview event is to give students an opportunity to develop oral communication skills.

CONDUCTING THE INTERVIEW

1. Avoid asking questions regarding **race, creed, ethnic groups, national origin, ancestry, political beliefs, affiliations, mutual acquaintances**, or any questions that can be construed as same.
2. Be alert to help each student relax and talk if you sense any apprehension.
3. **After** time is called and the decathlete leaves your table, rate the student on the rating sheet/Google scoring form. It is distracting to the student to rate while he or she is speaking. If you feel that you need to make notes during the interview for rating the student, keep it to a minimum.
4. Be an "active" listener. Listen not only to what is being said, but observe how it is said; e.g., tone of voice, vocabulary, facial expression, gestures, etc.
5. Questions should be chosen from the list provided during training. Each judge should ask the same question in the same order of every student to ensure a fair and consistent competition.

SUGGESTIONS FOR THE INTERVIEW JUDGE

1. Avoid controversy in the interview. Arguing, interrupting or displaying authority will put the student on the defensive.
2. Ask questions that will generate a response and help the student to talk about himself/herself. Refrain from asking questions that elicit a single word such as “yes” or “no.” Ask open-ended questions. Certain words facilitate open-ended responses while others encourage the opposite result.

OPEN

What
When
How
Who
Where
Which

CLOSED

Is
Do
Has
Can
Will
Shall

SCHEDULE

A sample of the *Interview Schedule* is at the end of this tabbed section.

INTERVIEW – Sample Topics

Questions asked of the decathlete can be based on the following topics:

- Extracurricular activities
- Selecting a college or university
- Selecting a field of study in college or identifying a career/employment goal
- Individual and team preparation for the Academic Decathlon (*Include how the individual and school became interested and/or involved.*)
- Experiences in Academic Decathlon
- Most difficult event in the Decathlon
- Values that have strongly influenced the student's life
- Most influential person in student's life

OPEN-ENDED QUESTIONS (Sample)

- Tell me about your involvement in...
- What are some of your most memorable experiences as ...?
- How did your involvement in ... influence you?
- What skills are necessary to be on the ... (*sports, Model UN, etc.*)?
- What factors did you consider in selecting a college?
- Why did you select (*college or profession*)?
- What are (*were*) your responsibilities as ...?
- How would you go about choosing a career (*college, job, etc.*)?
- What made you decide to be on the Decathlon team?
- Tell me about your experiences in ...
- Who is or has been the most influential person in your life and why?
- How were you selected for the Academic Decathlon team from your school?
- What was the selection process?

INTERVIEW

Tips for Constructing a Resumé

A good resumé will go a long way toward helping make a good impression. A bad resumé reflects poorly on the candidate. Everyone has something to offer if (s)he will analyze his/her abilities, talents, interests, and activities and stress your strong points. First impression counts.

Content and layout of the resumé can vary widely. However, **keep your resumé simple and to no more than one page.** It has to be read quickly by the judges.

1. Your resumé **must** be typed. Use a good quality paper. Save your resumé on your computer or a flash drive so that you can change it as needed. This gives you an opportunity to add, or delete, as you think about things you would like to include about yourself.
2. The resumé should be neat. Carelessness and misspelled words are inexcusable. Have some knowledgeable persons proofread your resumé and give you tips for improving it.
3. Some things to think about including in your resumé would include: extracurricular activities in which you've been engaged in and outside of high school, special interests or hobbies you have, leadership positions you hold or have held, work experience(s), and personal goals.
4. Grades are an important part of "your" picture but not the only part. Note areas of responsibility, recognition or honors, that have come your way.
5. A demonstrated social awareness can be in your favor. If you have been participating in activities where you were recognized by awards or offices, mention these. Quality leadership is welcome everywhere.

Two sample resumé that follow are different in style. Yet each seeks to highlight strong points in a straightforward fashion. Choose the style and type which best suits your interests and emphasizes your strengths.

SAMPLE RESUME I

John W. Woodson
5485 Jones Street
Hometown, Montana 12345
Phone: 987.654.3210

OBJECTIVE

My objective is to serve in an internship in the office of the Lieutenant Governor of the State.

EDUCATION

Mountain View High School 2008-2011
Mountain View, MT
Currently a junior studying for a college preparatory seal.

AWARDS

Algebra I – Honor Student	Physics – Honor Student
Geometry – Highest Average	Latin I – Silver Medal on National Latin Exam
Algebra II – Highest Average	Latin II – Magna Cum Laude on National Latin Exam
Trigonometry – Highest Average	Academic Letter
Physical Science – Honor Student	
Biology – Highest Average	
Chemistry – Honor Student	

INTERESTS AND ACTIVITIES

Athletics: Football, Baseball, Basketball
Computer Hobbyist
Drama: Cast in four plays – “Grease,” “Alice in Wonderland,” “Titanic,” and “Dr. Jekyll and Mr. Hyde”

WORK EXPERIENCE

National Institute of Physician Recruitment and Retention Mountain View, MT, part time – Management Information Systems	2007-2008
Target Discount Store Mountain View, MT, part time – stocking and clerical	2006-2007

REFERENCES

Available upon request

SAMPLE RESUME II

Jana Smith

610 Samson Street

Chicago, IL 29577

Phone: 444.444.333

EDUCATION

Main Street High School
Lake Front Community College

2007-Present
2011

Awards and Honors

Beta Club 9, 10, 11, 12
National Honor Society 11, 12
Academic Letter 10, 11
Governor's Honors Program Nominee 10, 11
Dean's List – Lake Front Community College 12
Who's Who in American High School Students 11, 12
Varsity Letter – Mock Trial 12
Varsity Letter – Cross Country 12

SUMMARY OF QUALIFICATIONS

Exceptional academic achievement

Proven leadership ability:

Beta Club officer
Junior and Senior Class Secretary
Member of Chicago Youth Council
County 4-H president
4-H District officer for North Illinois
Student County member

High involvement in extracurricular programs:

Mock Trial Scholars Bowl
Cross Country Student Council
4-H Key Club
Junior Classical League

Expertise in law and government:

Page in state senate
Helped in political campaigns
Mock Trial team member for 3 years

Experience in serving the community:

4-H member for 5 years
Peer Tutor
Community service chair of Student Council
Key Club project chair

U.S. ACADEMIC DECATHLON INTERVIEW EVALUATION FORM


 USE NO. 2 PENCIL ONLY
 • Example
 
 1
 
 3
 
 4
 
 5

Student ID Number			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Volunteer Number		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Judge
1
2
3
4
5
6

Student:
Judge:
Room:

	Excellent	Very Good	Good	Fair	Poor	INTERVIEW	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Voice	Volume Flexibility Expressiveness	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Language Usage	Grammar Enunciation Appropriateness	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Interpersonal Skills	Rapport Interaction Involvement	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Non-Verbal Language	Movement Gesture Posture	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Manner	Assurance Enthusiasm Directness	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Listening Skills	Appropriateness of Responses Attentiveness	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Answering Skills	Clear Complete Appropriate	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Responses	Thoughtful Insightful With Conviction	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Overall Effectiveness	Purpose Achieved Interest Reception	
10 9 8 7 6 5 4 3 2 1 0	8 7	6 5	4 3	2 1 0	Appearance	Appropriate for an Interview	

Interview A								
<i>Decathlete Check-in Time</i>	Interview Time		Table 1	Table 2	Table 3	Table 4	Table 5	Table 6
9:05	9:15		1502	1302	1404	1405	1407	1408
9:16	9:26		1503	1402	1406	1504	1409	1507
9:27	9:37		1401	1403	1505	1506	1508	1509
9:38	9:48		1501	1601	1604	1605	1607	1608
9:49	9:59		1602	1603	1606		1609	
10:00	10:10							
BREAK								
10:35	10:45		1001	1002	1004	1005	1007	1008
10:46	10:56		1003	1101	1006	1104	1009	1107
10:57	11:07		1102	1103	1105	1106	1108	1109
11:08	11:18		1201	1202	1204	1205	1207	1208
11:19	11:29		1203	1301	1206	1304	1209	1307
11:30	11:40		1303		1305	1306	1308	1309
Interview B								
<i>Decathlete Check-in Time</i>	Interview Time		Table 7	Table 8	Table 9	Table 10	Table 11	Table 12
9:05	9:15		2401	2402	2404	2405	2407	2408
9:16	9:26		2403	2501	2406	2504	2409	2507
9:27	9:37		2502	2503	2505	2506	2508	
9:38	9:48		2601	2002	2604	2605	2607	2608
9:49	9:59		2602	2603	2606		2609	
10:00	10:10							
BREAK								
10:35	10:45		2001	2003	2004	2005	2007	2008
10:46	10:56		2101	2102	2006	2104	2009	2107
10:57	11:07		2103		2105	2106	2108	2109
11:08	11:18		2202	2203	2204		2207	2208
11:19	11:29		2301	2302	2206	2304	2209	2307
11:30	11:40		2303		2305	2306	2308	2309