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 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. A sample resumé is 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 provided. It is distracting to the student to rate while he or she is speaking. You may make notes during the interview for rating the student, but 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.
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.

<table>
<thead>
<tr>
<th>OPEN</th>
<th>CLOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Is</td>
</tr>
<tr>
<td>When</td>
<td>Do</td>
</tr>
<tr>
<td>How</td>
<td>Has</td>
</tr>
<tr>
<td>Who</td>
<td>Can</td>
</tr>
<tr>
<td>Where</td>
<td>Will</td>
</tr>
<tr>
<td>Which</td>
<td>Shall</td>
</tr>
</tbody>
</table>

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

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 2007-2008
Mountain View, MT, part time – Management Information Systems

Target Discount Store 2006-2007
Mountain View, MT, part time – stocking and clerical

REFERENCES
Available upon request
SAMPLE RESUME II
Jana Smith
610 Samson Street
Chicago, IL 29577
Phone: 444.444.333

EDUCATION
Main Street High School 2007-Present
Lake Front Community College 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
<table>
<thead>
<tr>
<th>LOCATION: Report to Holding Area in Commons</th>
<th>SOUTH JUDGING TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1201</td>
<td>1301</td>
</tr>
<tr>
<td>1202</td>
<td>1302</td>
</tr>
<tr>
<td>1203</td>
<td>1303</td>
</tr>
<tr>
<td>1204</td>
<td>1304</td>
</tr>
<tr>
<td>1205</td>
<td>1305</td>
</tr>
<tr>
<td>1206</td>
<td>1306</td>
</tr>
<tr>
<td>1207</td>
<td>1307</td>
</tr>
<tr>
<td>1208</td>
<td>1308</td>
</tr>
<tr>
<td>1209</td>
<td>1309</td>
</tr>
</tbody>
</table>

Each judging team is identified in the column on the right (Team IA, IB, IC, etc.). The numbers inside the grid are the assigned identification numbers for each decathlete. This schedule shows the time each decathlon team is scheduled to report to the assigned judging team for the Interview event.

Decathletes are to report to the Interview Holding Area 15 minutes prior to the time shown above for their interview.
# U.S. ACADEMIC DECATHLON INTERVIEW EVALUATION FORM

**Example:**

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Volunteer Number</th>
<th>Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>1</td>
</tr>
<tr>
<td>1 1 1 1</td>
<td>1 1 1 1</td>
<td>2</td>
</tr>
<tr>
<td>2 2 2 2</td>
<td>2 2 2 2</td>
<td>3</td>
</tr>
<tr>
<td>3 3 3 3</td>
<td>3 3 3 3</td>
<td>4</td>
</tr>
<tr>
<td>4 4 4 4</td>
<td>4 4 4 4</td>
<td>5</td>
</tr>
<tr>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
<td>6</td>
</tr>
<tr>
<td>6 6 6 6</td>
<td>6 6 6 6</td>
<td>7</td>
</tr>
<tr>
<td>7 7 7 7</td>
<td>7 7 7 7</td>
<td>8</td>
</tr>
<tr>
<td>8 8 8 8</td>
<td>8 8 8 8</td>
<td>9</td>
</tr>
<tr>
<td>9 9 9 9</td>
<td>9 9 9 9</td>
<td></td>
</tr>
</tbody>
</table>

---

**INTERVIEW**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Volume</th>
<th>Flexibility</th>
<th>Expressiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Usage</th>
<th>Grammar</th>
<th>Enunciation</th>
<th>Appropriateness</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Rapport</th>
<th>Interaction</th>
<th>Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Verbal Language</th>
<th>Movement</th>
<th>Gesture</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manner</th>
<th>Assurance</th>
<th>Enthusiasm</th>
<th>Directness</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Appropriateness</th>
<th>of Responses</th>
<th>Attentiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answering Skills</th>
<th>Clear</th>
<th>Complete</th>
<th>Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
<th>Thoughtful</th>
<th>Insightful</th>
<th>With Conviction</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Effectiveness</th>
<th>Purpose Achieved</th>
<th>Interest</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
<td>2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Appropriate for an Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7</td>
<td>6 5 4 3</td>
</tr>
</tbody>
</table>

---

**Student:**

**Judge:**

**Room:**

---

---