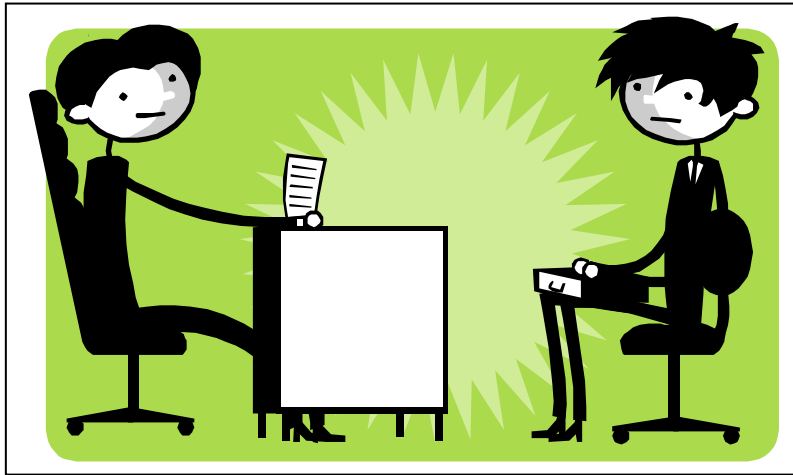


# INTERVIEW



**Wisconsin does not use a formal resumé.  
Contestants should not bring a resumé to Regional Competition.**

**Interview is a subjective test, independently scored by two judges and the scores are averaged.**

**Interview scores are NOT subject to appeal.**

**All Test Answer Sheets are the sole property of WIAD and are not released to contestants, school officials, or to the general public.**

# WISCONSIN ACADEMIC DECATHLON

## INTERVIEW PROCEDURE

The students will be judged on their ability to do the following:

1. Informally and orally present ideas and responses that are appropriate to the setting and the question asked.
2. Listen to the comments and inquiries of the interviewers and elaborate with interesting detail and vivid impressions while avoiding repetition.
3. Establish and maintain rapport with members of the interview group through voice, gesture, and attitudinal posture.
4. Use voice, vocabulary, and language structures appropriate to informal oral communication.

At a scheduled time during the competition, each student will report to a designated interview room with a panel of two judges. The student will remain there for a 7-minute period. The head judge will make introductions and welcome the contestant. Questions and conversation with the contestant will be generally limited to the following areas:

1. Studies in school
2. Activities in school
3. Activities in the community
4. Career and college plans and goals
5. Preparation and experiences in the Decathlon
6. Role models and influential persons
7. Travel
8. Hobbies
9. Challenges in life

**Note:** Wisconsin does *not* use a formal resumé.

## STUDENTS ARE SCORED IN THE FOLLOWING CATEGORIES

### DELIVERY

**Voice Projection** is the way a speaker controls volume, clarity and distinctness of voice to gain greater audibility. Voice should have a variety of rate, volume and pitch to engage interest, hold attention, and convey self-assurance.

**Non-Verbal Language** refers to the manner in which the candidate uses gestures, facial expressions and physical involvement for effective communication. It is the indirect revelation of the candidate's real self while speaking. The candidate should speak with enthusiasm and assurance, showing interest in the interviewers and confidence in his/her responses.

Through the interview process, the individual reveals:

- Problem-Solving Skills
- Analytical Skills
- Organizational Skills
- Creating/Developing Skills
- Interpersonal Skills
- Promotional Skills

Keep these skills in mind when asking questions of the candidates. Help the candidate to develop experience in answering questions that reveal these skills.

## **LANGUAGE**

**Language Usage** refers to the appropriate choice of words, proper use of grammar and correct enunciation. Language should promote clear understanding of thoughts and be appropriate for the occasion.

## **CONTENT**

**Listening Skill** — the ability to analyze and interpret “what is being asked.”

In order to answer skillfully and address the issue being considered, the candidate must listen carefully and attentively. The candidate’s response to the questions will give an indication of his/her level of attention and ability to identify, sort and process information being requested.

**Answering Skill** — the ability to:

1. address the issue being considered.
2. present information in a clear, concise manner.
3. organize information in a logical and sequential order.
4. adjust response appropriately to a variety of audiences.
5. pace conversation to convey necessary information and achieve purpose.

Order, logic, imagination, intelligence and other personal qualities are reflected in the way answers are given. A well thought-out answer engages the interviewers’ attention and gives insight into the candidate’s personal qualities, skills, goals and experiences. Relevant examples and illustrations support the answers. All information presented should be relevant to the question being asked.

**Overall Effectiveness** is measured by the:

1. nature of information provided.
2. manner in which it was communicated.
3. overall impression it created.
4. rapport established between the interviewer and candidate.



Some of the questions to consider are:

- Did the candidate provide the information requested in a skillful manner?
- Was the information relevant and meaningful?
- Was the candidate able to achieve a positive impression of his/her skills, experiences and personal qualities?

## **POINT SYSTEM**

**A maximum of 1000 points  
can be earned by each team member in the interview.**

# Recipe for Success



One part preparation and one part practice yields a great interview.

Preparation	
Strategy	Tools & Tips
Anticipate the questions you might be asked and plan your answers.	<ul style="list-style-type: none"> <li>▪ Ask yourself, "If I were the interviewer, what would I ask?"</li> <li>▪ Talk about what you know and be honest.</li> <li>▪ Prepare answers and practice them – up to a point. Avoid sounding rehearsed or overly coached.</li> <li>▪ Use the SEER model (page 64) as your guide.</li> </ul>
Present the "best you" that you possibly can.	<ul style="list-style-type: none"> <li>▪ This isn't the time to experiment with new exciting hair-do's.</li> <li>▪ Iron out the wrinkles. People can see if you've made the attempt to pull yourself together.</li> <li>▪ Remember where you're going – it's an interview, not the mall. <b>You are interviewing before professional, conservative judges.</b></li> <li>▪ Borrow something from a friend if necessary.</li> <li>▪ Relate – Be Comfortable – Be Yourself.</li> </ul>
Make your entrance and your departure purposeful, comfortable and appropriate.	<p><u>First Impressions</u></p> <ul style="list-style-type: none"> <li>▪ Walk tall and with purpose</li> <li>▪ Smile</li> <li>▪ Give a firm handshake</li> <li>▪ Greet the people you meet</li> </ul> <p><u>Lasting Memories</u></p> <ul style="list-style-type: none"> <li>▪ Say thank you</li> <li>▪ Smile</li> <li>▪ Leave with a statement that brings closure</li> </ul>
Think positively and realistically.	<ul style="list-style-type: none"> <li>▪ Use positive self-talk to psych yourself up.</li> <li>▪ Use deep breathing and visualization to calm nerves.</li> <li>▪ Keep things in perspective – it's only 7 minutes and your best attempt is all anyone can ask.</li> </ul>

## SEER Model –Thinking on Your Feet

Example 1		When you are aware of your thoughts, opinions, or the answer.
WHAT TO DO....		EXAMPLE INTERVIEW QUESTION
		<b>Tell us about your plans after high school graduation.</b>
<b>S</b>	Give a short <b>Summary</b> statement. State your position in one sentence.	<i>"After graduation I plan to attend UW-Madison to major in engineering."</i>
<b>E</b>	Then, <b>Elaborate</b> . Briefly state why/reasons for your position.	<i>"I selected UW-Madison because it's an excellent school, it's pretty close to home and my family, and it's relatively affordable. I've visited Madison and the campus a few times and I really liked the campus life."</i>
<b>E</b>	Then, give an <b>Example</b> (the more concrete, the better) to illustrate your position.	<i>"For example, I really like the Memorial Union and Union South – especially Union South. It's right across from the Engineering Campus and there seems to be a lot of activities there – you can get food there, go to club meetings, hang out, study and even get help from tutors. I really felt comfortable there."</i>
<b>R</b>	Finally, <b>Restate</b> your position. Again a one-sentence version.	<i>"So after graduation I'm really looking forward to being a student at UW-Madison and those are some of the reasons why."</i>
Example 2		When you aren't so sure of your thoughts, opinions, or the answer.
WHAT TO DO....		EXAMPLE INTERVIEW QUESTION
		<b>Tell us about your plans after high school graduation.</b>
<b>S</b>	Give a short <b>Summary</b> statement. State your position in one sentence.	<i>"That's a great question and one that I think about a lot. I'm not completely sure yet what I'd like to do after graduation."</i>
<b>E</b>	Then, <b>Elaborate</b> . Briefly state why/reasons for your position.	<i>"I know that most people can rattle off where they are going to school or what they plan to do, but I haven't quite figured that out for myself yet. There are a lot of things that I'm considering and I've talked with a lot of people about my options, but I'm still doing a lot of thinking."</i>
<b>E</b>	Then, give an <b>Example</b> (the more concrete, the better) to illustrate your position.	<i>"For example, I talked with my brother who went to the University of Minnesota-Mankato and he told me what he liked and didn't like about it. I also thought about working for awhile to save up some money to make college more affordable. Then again, who knows? If I go that route I may find something else that I really love doing."</i>
<b>R</b>	Finally, <b>Restate</b> your position. Again a one-sentence version.	<i>"So I haven't made any firm plans yet, but I think about that question all the time and I know that I will eventually figure out what's best for me."</i>