

Interview Judging Class

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Introduction

- A. What is interview judging?**
 - a. Face to face conversation between judge and exhibitor**
 - b. You are evaluating the entry, giving the exhibitor a chance to explain their project**
 - c. You are evaluating the exhibitor's ability to present their project and idea**
 - d. You are judging the entry AND the exhibitor, you will need to get the breakdown for scoring the two components from the Chair, preferably in advance**

- B. When is interview judging used?**
 - a. 4H entries, rarely in adults – which is too bad, judges often have questions when judging adult entries**
 - b. We will be dealing with indoor exhibits, not animals.**

- C. Why interview judging?**
 - a. Not only to evaluate the exhibitor's involvement in the project**
 - b. 4H encourages Public Speaking**

- c. Ask questions about why – this is especially important in artistic entries
- d. Gives the exhibitor some exposure to the interview process before they apply for a job.

D. Who should judge?

- a. You will be dealing with kids from age 7 to 17, so you need to be patient and able to talk to kids
- b. You need to be flexible and judge each exhibitor to their abilities, as much as you can tell
- c. You need to have a sense of humor, sometimes Kids DO say the darndest things!

E. How do you evaluate the exhibit and the exhibitor?

THE DANISH SYSTEM

The evaluation of the entry is made against a standard. If the work meets high standards it receives an excellent rating and a blue ribbon (general a score of 90-100)

Very good work is a red ribbon (generally a score of 80-89)

Good work is a yellow ribbon (or white, ask your chair) and a score of 70-79.

Some fairs will give a white ribbon for an entry that meets the standards to be shown, but is of only fair quality.

All entries, if all excellent, can receive blue ribbons.

PEER COMPETITION

Ranks the exhibits in a category against one another and against a standard.

MODIFIED DANISH

Some fairs will have you judge “Modified Danish” meaning that you judge each entry on the Danish system, and then, once you are done, rank the Excellent entries against each other for a 1st, 2nd, 3rd, place.

PRE- FAIR

A. How do you prepare?

- 1. Read the catalog section you are judging**
- 2. Check 4H standards, especially for things like place settings**
- 3. Do some research-**
 - i. what is new/trendy?**
 - ii. Are there new techniques in this area?**
 - iii. Are there new “ingredients” (fibers, food colorings, pans, seeds, etc)**
- 4. Try to find out what the camp project is**
- 5. Prepare some questions for the exhibitor but be fairly specific**

JUDGING BASICS

A. Show up on time!

B. Dress appropriately

- 1. Remember that you are meeting the exhibitor, dress respectfully, this is different from judging when the exhibitor is not there.**
- 2. Dress for hot and cold**
- 3. Wear your judging pin – show the exhibitor that you are trained and take this seriously**

C. Bring:

- 1. Resource material**
- 2. Magnifying glass**
- 3. Hand wipes**
- 4. Whatever you need to best judge in the department**

INTERVIEW JUDGING

A. First, the basics on how it works. You won't come into a department that is set up. You won't be able to look over all the exhibits to get a feel for things. You won't know how many things in each class.

B. Sometimes you will be busy and have a line. Sometimes you will be sitting there waiting. Keep an eye on the line, but don't shortchange an exhibitor. Ask the Chair if they have any guidelines on how long to take per exhibitor. If the exhibitor has more than one entry in your department, take time for each exhibit, don't judge all the entries as a whole.

- C. Introduce yourself to the exhibitor, maybe tell them a little about yourself and why you are qualified to judge this area, Stand up when the exhibitor comes up to you.
- D. Explain your process – let me take a minute to look at your entry, then we will talk about it.
- E. Look the exhibitor in the eye
- F. Speak clearly
- G. The first two questions (at least) should be about the exhibitor, not the exhibit. Establish some rapport.
- H. Pay attention to their answers (this is why it is good to look at the entry first)
- I. Use the answers as a springboard to help the exhibitor grow – suggestions for improvements, where to learn more, where to get other ingredients.
- J. Be positive – help the exhibitor explain by asking specific questions and if necessary, giving them possible answers
- K. Acknowledge that there is more than one way to do something.
- L. At the end – acknowledge the exhibit, mention specific parts of it that you liked.
- M. Include CONSTRUCTIVE criticism
- N. Include suggestions for growth – new techniques, recipes, etc
- O. Judge the effort, not just the final product.
- P. Include suggestions on how to learn more, youtube, classes,
- Q. Be personal – include yourself, your knowledge in your comments

- a. I know how hard it is to do this edging
 - b. I don't like orange, but I love this piece!
- R. Emphasize the learning portion of the project.

S. Thank the exhibitor for entering and coming to interview judging

- a. In some counties it is optional, so they did take extra time to come and talk with you
- b. Encourage them to come back next year
- c. If they are aging out, remind them that next year they can still show in open class.

AFTER THE EXHIBITOR LEAVES

- A. Place the entry – if using Danish method, place as to itself, at the end you will rank the whole category.
- B. Remember to write comments – yes, you have talked to the exhibitor, but they probably entered more than one thing, or maybe were nervous.

SAMPLE QUESTIONS

Ask About the Exhibitor:

How old are you?

How long have you been in 4H?

Have you done interview judging before?

Critical with younger kids who may be shy or intimidated

Also important for older kids new to 4H.

Don't assume that they have done interviews before

What else are you entering?

Is this project something that they are clearly interested in because they have other similar projects

Is this a stretch in their knowledge/abilities

Do you have any pets (especially if you see animal hair on the entry)?

How long have you been doing this (kind of entry).

Helps you gauge what level of quality you should see

Ask about their preparation of the entry

Where did you get the idea for

Was this a group project or something they did on their own

How did you learn to do.....

Did you take a class, have a friend/relative teach you
Learn on YouTube (harder because there is no one to correct mistakes)

Where did you get supplies/ingredients

How much of an effort did they have to make

Are these things around the house (did they learn by just seeing someone do it from birth?)

Did you follow pattern/recipe/instructions

If not, why not

Did you combine instructions from several sources

If you followed the instructions, would you do it that way again or would you change things?

Have you made any other things this way?

Get Specific about the entry

Why did you choose this project is pretty open ended and not so good for less experienced exhibitors

Try – did you make chocolate cake because chocolate is your favorite?

Did you take this picture on vacation?
Where will you wear this garment?
Did you make this for yourself or for a gift?
What are you going to do with this after fair?
What part of the process did you like the best?
How long did it take you to make it?
How will you take care of it after fair?
Did you get any help making this project?

Ask VERY specific questions

How hot was the oven
Did you take this with your camera or your phone?
When did you plant the marigolds?
About how much did it cost you to make this project?
These are especially important if you have some
questions about just how much of the project
the exhibitor did

And some wrap up questions

What are you going to do with this after fair
What would you change if you did this again
Will you do this again
Did you enjoy doing this? If not, why not?
How could the instructions have been better?
Did you learn a new way of doing something?
New stitch, new brush technique
How would you make it better?

UNITED STATES ACADEMIC DECATHLON
DESCRIPTORS for INTERVIEW EVALUATION FORM – Rating Scale

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

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.

Interpersonal Skills are measured by the candidate's ability to establish rapport with interviewers. The candidate's response should correspond to and interact with the interviewer's questions, and he/she should stimulate an involvement with the interviewers.

Non-Verbal Language refers to the manner in which the candidate uses gestures, facial expressions, and physical involvement for effective communication.

Through the interview process, the individual reveals:

Problem Solving Skills
Analytical Skills

Organizational Skills
Promotional Skills

When asking question of the candidate, keep these skills in mind. Help the candidate to develop experience in answering questions that reveal these skills.

Manner is measured through the candidate's ability to speak with enthusiasm and assurance while showing interest in the interviewers and confidence in their reactions. The candidate should be direct in his/her response.

Appearance refers to the appropriate attire for the candidate. The candidate follows USAD dress standards.

CONTENT

Listening Skills refers to 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 responses to the questions will give an indication of his/her level of attention and ability to identify, sort, and process the information being requested.

Answering Skills refers to the ability to 1) address the issue being considered; 2) present information in a clear and concise manner; 3) organize information in a logical and sequential order; 4) adjust responses appropriately to a variety of audiences; and 5) paces conversation to convey necessary information and achieve purpose. Order, logic, imagination, intelligence, and other personal qualities are reflected in the way answers are given. All information presented should be relevant to the question being asked.

Responses refer to the quality of the answers given. The candidate should reflect on the questions to provide thoughtful and insightful responses. 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. The candidate should speak with certainty and conviction.

Overall Effectiveness measured the 1) nature of information provided; 2) manner in which it was communicated; 3) overall impression it created, and 4) rapport established between the interviewer and candidate. Some of the questions to consider are: Did the candidate able to achieve a positive impression of this/her skill, experiences, and personal qualities?

INTERVIEW – Rating Criteria

Voice

Volume

- Don't strain to hear
- Not aware of being loud

Flexibility

- Vary Volume
- Vary tone

Expressiveness

- Lively, animated and spirited

Language Usage

Grammar

- No slang or common phrases (like, really, you know, etc.)
- Inappropriate sentence structure
- Wide range of words and phrases

Enunciation

- Proper pronouncement of words
- Words not slurred
- Understanding not strained

Appropriateness

- Combined use of Grammar & Enunciation

Interpersonal Skills

Rapport

- Attentive, but relaxed
- Smiling
- Confident

Interaction

- Acts in ways to engage others

Involvement

- Eye contact with all judges

Non-Verbal Language

Movement

- Not fidgety or distracting

Gesture

- Hand, arm and facial gestures to emphasize points
- Natural and appropriate vs. contrived or mechanical

Posture

- Erect but relaxed
- Purposeful and engaged

Manner

Assurance

- Confident, convincing and secure

Enthusiasm

- Inspired, passion for ideas

Directness

- Acts toward others to establish a relationship
- Establishes a relationship with judges

Listening Skills

Appropriateness of Responses

- Meaningful response to each question

Attentiveness

- Eye contact with questioner

Answering Skills

Clear

- Don't strain to hear
- Not aware of being loud

Flexibility

- Vary Volume
- Vary tone

Expressiveness

- Lively, animated and spirited

Language Usage

Grammar

- No slang or common phrases (like, really, you know, etc.)
- Inappropriate sentence structure
- Wide range of words and phrases

Enunciation

- Proper pronouncement of words
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- Attentive, but relaxed
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- Eye contact with all judges

What is an "Excellent" performance?

- Student is enthusiastic, confident and an effective communicator from start to finish of interview.
- Interview flows smoothly and naturally for you as well as the student.
- Student consistently uses ALL interview skills throughout the interview.
- Student left you with a strong positive impression of his/her abilities, opinions and interests.
- A meaningful encounter for you as well as the student.

OPEN-ENDED INTERVIEW QUESTIONS

Objective: Conduct an objective interview by creating the same situation for every student, (i.e., same judge asking the same set of questions to every student.) Try to develop three sets of questions to avoid unfair preparation times for students in the second and third Interview session. Second or third session students may overhear questions from students in the first session.

Directions:

1. Develop **eight questions** for the first interview period. Since each judging team will be interviewing decathletes from different categories, the judging teams do not have to use the same set of questions. **Five questions** should focus on the Student's Resume. **At least one question** should focus on the USAD academic theme for the current year. The other questions may come from each category.
2. Try to develop another **eight questions** for the second interview period and another **eight questions** for the third interview period.

NOTE: Please make sure your first 2 questions are about the student rather than the academic theme.

1. When you look at the various activities that you have been involved with during high school, which group benefited the most from your participation and why?
2. If your younger brother or sister was just starting out as a high school freshman, what advice would you pass on to him/her...something you wish someone had told you?
3. Describe the most challenging part of preparing for the Academic Decathlon.
4. Why did you pick the _____ club as an extracurricular activity?
5. What is the most important thing you have learned about yourself in the past year?
6. Describe a situation you have been in where humor has relieved a tense moment. Or describe something humorous that has happened to you, a friend or family member.
7. Describe how you manage stress.
8. Describe a new relationship or friendship that has resulted with your participation in Academic Decathlon.
9. What traits do you look for when developing new friends? Why?
10. During high school, who has been the most influential person to you and why?

Sample Questions: China and Its Influence on the World

1. The China was chosen for the theme for this year's Academic Decathlon. Why do you think this topic is suited for the competition?
2. In your study of Economics, you reviewed Microeconomics and Macroeconomics. Which of these concepts did you find most interesting and why?
3. How is Pearl Buck's *The Good Earth* related to China and Its Influence on the World? Why do you think Li Po's "*Sent to My Two Little Children in the East of Lu*" was included in the Literature selections for this year's Academic Decathlon?
4. In the field of music, you studied music from China. Which musical piece was the most interesting to you and why?
5. Your study of art included a variety of statues, jewelry, and items from everyday life. Which object did you find most interesting and why?

THE PROJECT INTERVIEW

The interview provides Senior Level II 4-H members an opportunity to reveal depth of knowledge of a total 4-H project while encouraging them to:

1. Organize materials carefully to present their 4-H project experiences effectively to judges.
2. Acquire the ability to speak convincingly to the judges.
3. Study project-related material.
4. Organize well-formed extemporaneous answers to judges' questions.

The project interview program should help youth prepare for and develop self-confidence for later job interviews.

Each participant will be given two to four minutes to present their 4-H story (project involvement, scope progress and highlights of the project) to the judges. As a judge, you will then ask questions about information revealed in the presentation and/or questions related to the particular subject matter area the participant has entered. Questions should also be asked pertaining to each participant's resume. Each participant should be critiqued on the interview by judges. Through your constructive criticism, members can be helped to grow and improve.

A member can prepare for the interview by reviewing their project plan and objectives. Members should be prepared to answer technical questions related to their project work. Members should dress appropriately for the interview and meet you in a friendly, business-like manner.

As a judge, you also have certain things to do. A judge of interviews should prepare by reviewing the resumes prepared by each participant. Each judge should prepare a list of subject matter questions to ask participants. Prior to the interview, judges should agree on which questions will be asked each participant. Different questions may be asked of individual presentations.

EXPLANATION OF SCORE CARD

A. Personal Attributes - 5 points

Does the member have a friendly, business-like approach; the ability to communicate; poise; confidence; neat; well-groomed and appropriately dressed? Scores for this category may vary between 0 and 5.

B. Project Involvement - 8 points

Does the member reveal a significant degree of project involvement in describing scope and highlights of the project? Has progress been shown in project work? From 0 to 8 points are possible.

C. Knowledge of Subject Matter - 12 points

Does the member have the ability to answer questions correctly on the subject matter covered in the project manual as well as questions concerning personal experiences? Scores may range from 0 to 12 points on this important category.

CRITERIA for JUDGING INTERVIEWS

- Present ideas and responses informally and orally that are appropriate to the setting and the questions asked
- Listen to the comments and inquiries of the interviewers and elaborate with interesting detail and vivid impressions while avoiding repetition.
- Establish and maintain rapport with members of the interview judging team through voice, gestures and attitudinal posture.
- Use voice, vocabulary and language structures appropriate to informal oral communications.

INTERVIEW JUDGES' RESPONSIBILITIES

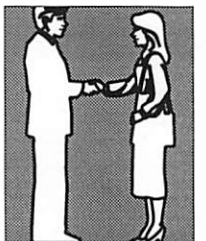
- Conduct objective, consistent and uniform interviews.
- Create a positive atmosphere.
- Be personable, attentive and responsive to the student's comments.
- Avoid controversy in the interview. Do not argue, interrupt or display authority that will put the student on the defensive. Do not be confrontational.
- Be an active listener, listen not only to what is being said, but observe **how** it is said.
- Ask pre-determined open-ended questions. Follow-up questions may be asked.
- Refrain from asking question regarding race, religion, creed, ethnic groups, national origin or ancestry, political beliefs or affiliations or any question that can be so construed.
- Help students relax and talk if you sense apprehension.
- Allow the student to complete his/her comments before moving to the next question or ending the interview.
- **Keep on schedule!!**
10 minutes per student: 1 minute preparation time + 7 minutes interview time + 2 minutes evaluation time
- After the student leaves the room, rate the student's interview performance. It is distracting to the student to be rated while he or she is speaking.

**Tennessee 4-H Interview Judging Score Card
Senior Level II**

PROJECT _____ JUDGE _____	CONTESTANT NUMBER									
	1	2	3	4	5	6	7	8	9	10
A. PERSONAL - 5 points (Appearance (grooming), attitude, ability to communicate, poise and confidence)										
C. PROJECT INVOLVEMENT - 8 points (Scope, progress and project highlights)										
D. KNOWLEDGE OF SUBJECT MATTER - 12 points (Ability to answer questions correctly on subject matter covered in project manuals and member's own experience)										
TOTAL POINTS - 25										

Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development.
University of Tennessee Institute of Agriculture and county governments cooperating.
UT Extension provides equal opportunities in programs and employment.

INTERVIEW JUDGING



INTERVIEW JUDGING

Interview judging is an educational evaluation technique. Evaluation and understanding what was learned are important parts of the educational process. Young people need and want specific feedback on their projects and exhibits. They want to know what was done well and what needs to be improved. They need to understand the educational experience, and how they may benefit from the judging experience.

Youth need and want tangible and intangible recognition. A compliment that says what was done well may be all the recognition required for completion of a task. It gives immediate feedback and has reinforcement value.

Evaluation is important and is appropriate at all levels in a program. The most effective learning takes place when the evaluation is done on a one-to-one basis, and based on realistic goals that have been set by the exhibitor.

There are several names for interview judging. Sometimes it is called “conference judging,” “face-to-face judging,” or “one-to-one judging.” The name changes based on the program and locale. In any case, interview judging is the judging process used when the judge and the exhibitor are alone for a one-on-one judging experience. It is done when the youth is present and can talk to the judge. This allows the judge to discover project goals, new skills learned, and what was gained from the experience. Both the interview and standards for the exhibit need to be considered when determining the results of the interview. The judge needs to be someone who relates well with youth and is familiar with the project or exhibit. The discussion between the two (judge and exhibitor) must focus on the learning experience associated with the project or exhibit.

Judging is done in an informal setting. The discussion should center on the goals established by the youth, the learning experiences associated with the project or exhibit, and the standards set for evaluating the finished item. Consideration needs to be given to: age of the youth, skill level, special circumstances, and opportunity for future growth. Interview judging is the most desired method of helping youth evaluate their experiences and growth.

Getting in Gear to Judge:

- Be prepared to give full concentration - get ample rest the night before.
- Be on time and check in with the appropriate person.
- Be willing to judge longer than you may have been asked. Unavoidable delays may occur.
- Keep a positive attitude. Do not let delays and schedule changes upset you.
- This is a serious event for the exhibitor, but a sense of humor often helps.
- Be tactful and concerned about the feeling of the exhibitor.
- Offer constructive criticism, but keep the educational value of the experience in mind.
- Keep your personal likes and dislikes out of the picture.
- Make decisions quickly and with confidence.

You Need to Know:

- The standards and requirements for the projects and exhibits to be judged.
- The capabilities and level of understanding of the age level to be judged.
- Are there additional judging standard or adjustments to the standards?
- Decisions are not to be based on “opinions,” but must be clear factual statements.

Judging is to be consistent among exhibitors.

The exhibitor gets the benefit of the doubt.

Exhibitors compare remarks made by the judge, so personalize remarks about the project or exhibit.

Do not use the same statements with each exhibitor.

Sometimes the exhibitor may challenge the evaluation of the judge, or be critical of a remark. This is not the usual behavior, but be prepared to take criticisms.

Clarify questions and problems with the superintendent. It is best not to guess if you are not sure about a rule or requirement. No one is expected to have all of the answers all the time.

Suggestions regarding improvements in the judging process or repeated problem with exhibits should be shared with the superintendent.

Suggested Interview Procedure:

Ask Questions:

The questions asked should test the understanding of the “why’s” as well as the “how’s.” By asking questions and encouraging active participation in the interview discussion, a better understanding of the exhibitors, their skills, and levels of ability is gained. Asking about strengths, weaknesses and areas of extreme difficulty gives the exhibitor an opportunity for self-evaluation.

Written Critique:

Judges’ comments are very beneficial for the exhibitor. The written critique gives valuable information to the exhibitor about the qualities desired and standards used for judging. This is valuable as the exhibitor continues to grow in project work.

Final Note:

There are variations in counties across the state as to the exact judging procedures. Always check rules and regulations with the department superintendent or the person handling the judging. It is always best to ask, then you can be sure of the requirements.

Interview judging gives exhibitors a sense of personal involvement and makes project work more educational.