



Examples of Conference Evaluation Questions for Personal Development

Open questions can help enrich the discussion between the 4-H'er and the evaluator. The first word of certain open questions partially determines how the 4-H'er will respond. Four standard questions are printed in bold below. In addition, you will want to ask specific questions based on the 4-H'er's goal.

As you work with young, beginning members, "what" questions help get at their knowledge level. As members mature in age and experience, "how" and "why" questions become more important in helping members think about processes and the reasons for carrying out certain practices. Some examples follow.

What questions most often lead to facts.

1. **What was your goal?**
2. **What were the most important things you learned?**
3. **What ideas or plans do you have for the future based on what you learned or discovered?**
4. What leadership skills did you gain?
5. What other cultures did you learn about?

How questions often lead to a discussion about processes or sequences or to feelings.

1. **How did you go about working toward your goal?**
2. How did you go about writing your original song?
3. How did you become interested in genealogy?
4. How could the increase in use of alcohol by teens be explained?
5. How else could you get people in your community interested in recycling?

Why questions often lead to a discussion of reasons.

1. Why is recreation important in a club meeting?
2. Why are communication skills necessary for group leaders?
3. Why did you choose to make this musical instrument?

Could questions may result in a variety of answers and do allow the 4-H'er to say, "No, I don't know," or "I don't want to talk about that."

1. Could you tell me more about your own experience of chairing this committee?
2. Could you give me some examples of traditions from the Norwegian heritage?

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