Group Interview Process Facilitation Information

Orientation Leader Interview and Selection Process

Overview

The Group Interview Process is designed to allow student applicants to demonstrate some of the skills needed to succeed as an Orientations Leader. This allows them the chance to get an idea of what the position entails, while allowing us to watch them in action. Remember, there are numerous skills that go into being a successful Orientations Leader, so instead of comparing one applicant to another, look to holistically assess the applicant's current skill set, enthusiasm and commitment to the program. Each interview station is aimed at testing for specific skills and abilities, as well as the applicant's reaction to new and (possibly) challenging situations. Some of the key things we are looking for:

- ✓ Interest in and commitment to the Orientations programs
- ✓ Teamwork abilities
- ✓ Good communication skills
- ✓ Focus on students and community
- ✓ Approachability
- ✓ Overall impressions

*Remember: **you** are the potential leaders of these students! Your enthusiasm throughout the experience will go a long way in creating a welcoming atmosphere, putting applicants at ease and thus allowing them to show us their best selves during the interview.

Each interview session is 50 minutes in length, divided into three different activity blocks (please see the schedule below, and read on for a breakdown of the sessions).

<table>
<tr><th></th><th>Blue</th><th>Green</th><th>Red</th></tr>
<tr><td>0:00</td><td colspan="3">Welcome</td></tr>
<tr><td>0:04</td><td colspan="3">Travel</td></tr>
<tr><td>0:05</td><td rowspan="3">Campus Tour</td><td rowspan="3">Lego Building</td><td rowspan="3">Mini-interviews/ Q&A Discussion</td></tr>
<tr><td>0:10</td></tr>
<tr><td>0:15</td></tr>
<tr><td>0:19</td><td colspan="3">Travel</td></tr>
<tr><td>0:20</td><td rowspan="3">Mini-interviews/ Q&A Discussion</td><td rowspan="3">Campus Tour</td><td rowspan="3">Lego Building</td></tr>
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<tr><td>0:30</td></tr>
<tr><td>0:34</td><td colspan="3">Travel</td></tr>
<tr><td>0:35</td><td rowspan="3">Lego Building</td><td rowspan="3">Mini-interviews/ Q&A Discussion</td><td rowspan="3">Campus Tour</td></tr>
<tr><td>0:40</td></tr>
<tr><td>0:45</td></tr>
<tr><td>0:50</td><td colspan="3" rowspan="3">Students leave, set up for next session</td></tr>
<tr><td>0:55</td></tr>
<tr><td>1:00</td></tr>
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As the applicants arrive, the **Shift Director** will greet them at the GIP check-in desk.
Next, the Shift Director will sign students in on the Master Attendance List and give them one of three coloured nametags (as the applicants arrive, distribute the name-tags in alternating colours i.e. 1st person –

blue, 2nd person - green, 3rd person – red, 4th person – blue, 5th person – green etc). Each colour represents what group the student is part of for the duration of the interview process. Once the previous interview session has ended, the checked-in applicants will go into Fort Camp Lounge, find their group colour sign on the wall, and introduce themselves to their Shepherds who will record the names of the interviewees on their assessment rubric. The Shepherds will facilitate introductions of group members and can run a quick icebreaker if time permits.

Once the session begins, one of the Orientations staff members (Gillian, Jessa, Derek, Jasmine, or Bowen) will welcome all the applicants in Fort Camp Lounge and give a brief introduction to the structure of UBC Orientations, the various leadership roles available through our office and the selection process format. Following the Welcome, each pair of Shepherds will take their group of students to their first station. Every 14 minutes, the Shift Director will tell the groups to rotate to their next station as per the above schedule.

Squad Leader Facilitator roles

Squad Leaders play an integral role in the selection process and are responsible for ensuring the program runs smoothly while objectively assessing the applicants. This is also a great opportunity for you to practice your leadership skills and meet future leaders, so have fun!

Squad Leaders will be pre-assigned to one of four roles for each interview[1]:

***Shift Director*:** The Shift Director acts like a host for the interview session. The Shift Director greets the applicants, signs them in, and ensures that the applicants are directed to the appropriate room to begin their interview. It is important that the Shift Director keep each station on time so that the sessions run smoothly and efficiently.

***Shepherds*:** Shepherds, working in pairs, are assigned to one group of approximately 10 applicants that they guide through the entire interview process. Shepherds answer any questions applicants may have and are responsible for providing Station Facilitators with any assistance they may need. Shepherds are also responsible for making sure their groups complete each station in the scheduled time; the Shift Director will assist by announcing when it is time to rotate. Shepherd-Partners play an integral role in evaluating applicants both during the stations AND outside the formal interview process (during transition times and the Q&A discussion). They will use a rubric to mark applicants out of 4 on a number of traits (see page 7). At the end of the 50-minute session, Shepherds must tally the marks for each individual, come to a consensus if they have different scores, and fill in any comments necessary on the marking sheets (see pages 8-9). Once the marking sheets are complete (ensure everything is filled in), please give it to the Shift Director or an Orientations staff member at the check-in desk.

***Station Facilitator*:** Station Facilitators are responsible for a specific station throughout the process. They will run their station three times in each 50-minute period, and they will have the chance to see all ~30 applicants in that timeslot. Station Facilitators are responsible for the set up and clean up of their station. Shepherds will bring a group of ~10 students to the station, at which time the Station Facilitator will explain the activity to the applicants. Please lead your station efficiently and effectively so that the Shepherd-Partners are able to evaluate the applicants as objectively as possible. Your role as a Station Facilitator is fundamental in providing the best possible environment for applicants to feel comfortable and share with everyone who they really are.

[1] Squad Leaders may also be assigned to a Data Entry role: this task will be outlined for you by an O-Team member when you come for your Data Entry shift.

***One-on-one Interviewer*:** One-on-one interviewers will conduct two 7-minute interviews per colour group, for a total of six interviews per 50-minute group interview timeslot. Interviews will be responsible for using the rubric to allow consistent assessment.

Stations

Make sure you take a look at the rubric so that you understand how each station will be assessed.

Campus Tour

What are we doing?

One of the Station Facilitators will ask the applicants to form two circles around the two Station Facilitators, who will each have a box of props with them in the centre of the circle. Each Station Facilitator will start a campus tour by choosing an object from the box and using it as a prop for a location on their tour route, for example: "This ball reminds me of the UBC Thunderbird basketball games you can watch at War Memorial Gym. Tickets are cheap for UBC students and attending a game is a fun way to show your school spirit and get to know new people!" Applicants will then be randomly passed ***two objects*** from the box and each applicant will continue the tour. **When they have their two props, the applicant will have to provide *two descriptions* of what their locations on campus are and what their purposes are, while at the same time relating it to Orientations or their UBC experience.** The purpose of this station is for the group to come up with an "ideal" campus tour that will reflect their knowledge of campus life, but at the same time, test their ability to pay attention and think on their feet.

Due to time constraints, station facilitators must keep each tour description to under 45 seconds.

Things to note:

- Applicants cannot repeat tour locations already mentioned
- Responses (approximately 45 seconds long) should include:
  a) a description of each campus location, and
  b) an explanation of *how the props relate to Orientations or their UBC experience*
- Encourage creativity! I.e. A Starbucks mug can be used to show UBC Food Services, UBC recycling, your school schedule (and how you need coffee in the morning…) etc.

What are we looking for?

Approachability / Communication

- Good – Did the applicant present their description well? Were they paying attention to other tour descriptions? Did they communicate their tour description effectively?
- Bad - Did they ignore or disrespect others while completing their descriptions? Did they seem uninterested or unable to present a location?

Resourcefulness/Energy:

- Good – Enthusiastic, having fun, thinking outside the box but still keeping with the theme of Orientations or UBC
- Bad – Clear that they are not interested in this activity (which should not be confused with simply being nervous)

LEGO Building

What are we doing?

This station is an exercise in teamwork and communication. There are 2 Lego packages: one for the Station Facilitators and one for the group. Before the first station rotation, the Station Facilitators must pre-create a moderately complex Lego structure to be modeled. The task, as you may have guessed, is for the applicant group to recreate the structure! The added difficulty is that people may only view the structure for 30 seconds (with a maximum of 3 viewings per group) and once an applicant views the demo structure, they cannot TOUCH their group structure again. So, if one person views the structure 3 times, then the group has one person who cannot touch their Lego, but if 3 people view the structure for 30 seconds each, then three people are immobilized.

What are we looking for?

This station is all about working in groups under hard conditions. Those without the information need to rely on those who have seen the structure, and those who have seen it can't use their own hands to make it and must instead communicate its structure. We are NOT looking for who finishes first… the purpose of this station is to see how the candidates behave as a team when trying to complete their Lego structure. Some of the traits we are looking for include:

Group Cooperation:

- Good – Did the applicant talk with group members? Did they try and hear everyone's input? Did they take a turn to touch the Lego (unless they were one of the viewers, in which case, did they follow instructions, and not touch the Lego)?
- Bad - Did they spend a lot of time sitting on the outskirts? Did they ignore those around them?

Patience:

- Good – Did the applicant listen to others? Did they try to organize the initiative? Did they remain calm in the eye of competition? Did they stay positive?
- Bad – Was there eye rolling? Did they lose their cool and raise their voice? Did they try to take complete control of the task instead of working it out together? Did the applicant "give up"?

Willingness to let others shine:

- Good - Did the applicant facilitate the group? Was the applicant comfortable enough putting in their input while letting others do some of the work as well?
- Bad - Was the applicant overly aggressive in decision making? Did the applicant disappear to the sidelines and simply become silent?

Mini-Interview/ Q&A Discussion

What are we doing? This station is a chance for us to talk to the students one-on-one to get a sense of why they want to be part of the Orientations team and where their skills and personality would be a good fit. Half the group (~5 students) will be interviewed individually for seven minutes while the other half of the group will participate in an informal discussion and can ask the Shepherds and Station Facilitator questions. The groups will then switch.

What are we looking for?

<u>Interviews:</u>

Preparation and Intent

- Good - Did the applicant have a good understanding of the Orientations Leader Role? Has the applicant considered their intentions/objectives for the position and can they articulate them clearly? Were their answers appropriate/well-regulated?
- Bad – Did the applicant make very little or no effort to learn about the programs and roles? Did it seem like the applicant applied to be an Orientations Leader for reasons other than genuine interest and enthusiasm?

Personability

- Good – Was the applicant sincerely enthusiastic and positive about UBC? Were they friendly, confident, and self-assured? Did the applicant display positive body language (eye contact, open posture, active listening)? Was the applicant mature and reflective?
- Bad – Did the applicant appear disinterested? Were they shy or very uncertain about their answers? Were their answers inappropriate? Through questions, small talk, or body language, did the applicant create a sense of awkwardness in the interview?

Q&A Discussion:

Engagement

- Good – Was the applicant friendly, positive, and attentive? Did they ask thoughtful questions of each other and of the Shepherds? Did they contribute to the conversation?
- Bad – Did the applicant try to figure out what was happening at the other stations or eavesdrop on interviews? Did they dominate the conversation? Did the applicant ask inappropriate questions or make others uncomfortable? Were they too quiet?

Evaluation Tips

The Group Interview Process is a way for us to find out which individuals are committed to participating in the program. We are not expecting that every applicant will be excellent; after all, we will be training these individuals to realize their leadership potential. Use the rubric (below) to determine what score an applicant should receive on a given criterion. Focus on identifying those applicants who seem to lack interest/commitment or those who lack the abilities, as well as those who are heads-and-shoulders above the rest!

Besides marking each rubric item for the stations, Shepherds should also provide a score for Overall Impression:

Overall Impression

- Good – Will the applicant seem approachable to new students? Will they be able to answer questions accurately or find answers when they're unsure? Will they be a good team-mate? Does the applicant seem excited about helping other students and building community?
- Bad - Does the applicant view leadership in a controlling way? Does the applicant view new students as inferior? Will this person have difficulty in one-on-one settings?

Lastly, there are two special assessment boxes:

There is a check box that reads "***if outstanding check this box***" for applicants who really shine. This box should be checked if you believe that this applicant will be an exceptional orientation leader, if his/her overall mark is low, please comment on the side why you believe he/she is still outstanding. Please don't give this out TOO often. It should be reserved for those applicants who had an excellent interview and you are 100% confident in.

There is a check box that reads "***if absolute NO, check this box***", for applicants who clearly did not perform well. This should be checked if the applicant has made inappropriate comments during the interview, has made others in the group feel uncomfortable, or has done anything else that makes you question their ability to act as an ambassador of UBC. Please don't give this out TOO often. It should be reserved for those applicants who you have serious concerns about. Please be sure to add detailed notes about why you are concerned about this applicant so that the O-Team understands your scoring.

To keep in mind…

It is important to remember that not every leader will fit into a cookie-cutter mould. A good leader has many varied qualities, and each person has strengths and weaknesses. Everybody leads differently. Cultural

and/or personal differences play a large role in how people communicate. Being aware of these differences will help keep us open to a large variety of different leaders and leadership styles that make the program great!

Shepherd Grading Rubric: New Applicants

Activity	Criterion	1 (lowest possible)	2	3	4 (highest possible)
Campus Tour	Approachability & Communication	Response totally inappropriate Made you or other applicants uncomfortable Made inappropriate comments about responses of others	Somewhat disengaged from the process Did little to contribute to the group's experience	Seemed mildly uncomfortable *but* Clearly made a great effort to present Clearly attentive to one element of the activity (telling their story OR listening to others) *but* Less so for the other half.	Appropriate and engaging campus description Attentive and supportive when listening to other applicants
	Resourcefulness & Energy	Uncomfortable with quickly coming up with a campus description *and* Unwilling to put effort into the activity for that reason	Uncomfortable with quickly coming up with a campus description *but* Attempted to come up with something, with moderate success.	Uncomfortable with quickly coming up with a campus description *but* Came up with creative and interesting description	Approached the activity with enthusiasm and energy *and* Came up with an extremely creative and interesting campus description with relative ease.
Lego Building	Group Co-operation	Spent time on the outskirts of the activity and was not engaged.	Did not follow instructions - Ignoring team members - Touching the LEGO pieces when not appropriate.	Was aware of the way to solve the LEGO structure, but was eager to work at the pace of fellow group members.	Applicant followed the rules of the game Communicated well with the group: - Listened to everyone's feedback - Encouraged shyer applicants to participate
	Patience	Lost their cool and raised their voice *and/or* gave up on the task completely.	Tried to take complete control of the task rather than attempting to work it out together.	Remained calm and positive throughout the exercise, and worked well with the team.	Listened to all team members, and was an integral part of organizing the team's actions.
Q&A	Engagement	Actively disengaged (e.g. looking at other stations) or rude Unable or unwilling to participate in the conversation; interrupting others	Participated, but made inappropriate contributions or was very quiet Ignored some group members	Shy, but interested in the conversation, either responded well when asked a question or asked a question Friendly	Actively participated in the conversation (asked and answered questions in a mature/thoughtful way) Friendly and actively encouraged others to participate
Overall Impressions	Impressions	For this section, we ask you to reflect on your general impression of the applicant, and if you think they could fulfill one of the Orientation Leader positions, based on your past experience, and the training you have received.			

Interview Grading Rubric: New Applicants

Activity	Criterion	1 (lowest possible)	2	3	4 (highest possible)
One-on-One Interview	Preparation & Intent	Had not read the position description or completely mixed up the roles Doesn't know why they want to be an Orientations Leader or doing it for negative reasons (e.g. their friends are, someone told them to)	Didn't understand the position descriptions Uncertain about why they want to be an Orientations Leaders or unable to articulate	Seemed uncertain about the position description *but* mostly got it right or asked for clarification Had thought about why they want to be an Orientations Leader but had difficulty articulating it	Understood the position description well (or prepared specific questions about it) Has thought about why they want to be an Orientations Leader and could articulate this clearly
	Personability	Made negative comments about UBC Disinterested or extremely shy Negative body language Demonstrated no reflection on past experiences or gave inappropriate responses	Neutral about UBC Reserved or overwhelming Made little eye contact or interrupted the interviewer Demonstrated minimal reflection or gave inappropriate/rudimentary responses	Positive about UBC Friendly but shy or overenthusiastic Made eye contact and actively listened, but had closed posture Demonstrated some reflection but gave obvious or underdeveloped responses	Sincerely enthusiastic and positive about UBC Friendly and confident Positive body language Demonstrated reflection on past experiences and gave mature, complete responses
	Overall Impression	For this section, we ask you to reflect on your general impression of the applicant from what you've seen in their interview, and if you think they could fulfill one of the Orientation Leader positions, based on your past experience and the training you have received.			

Date: _____ Shepherd 1: _____

Time: _____ Shepherd 2: _____

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	*Approachability & Communication*	/4	/4	/4	/4	/4
	Resourcefulness & Energy	/4	/4	/4	/4	/4
Lego Building	*Group Co-operation*	/4	/4	/4	/4	/4
	Patience	/4	/4	/4	/4	/4
Q & A	*Engagement*	/4	/4	/4	/4	/4
Overall Impression	*Impressions*	/4	/4	/4	/4	/4
Mini-Interview	*Preparation & Intent*	/4	/4	/4	/4	/4
	Personability	/4	/4	/4	/4	/4
	Overall Impression	/4	/4	/4	/4	/4
	Interviewer Name					
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	*If outstanding, check this box*					
Absolute NO	*If absolute NO, check this box*					

Comments:

Date: _____ Shepherd 1: _____

Time: _____ Shepherd 2: _____

Activity	Criterion	Full Name & Student Number				
		6.	7.	8.	9.	10.
Campus Tour	*Approachability & Communication*	/4	/4	/4	/4	/4
	Resourcefulness & Energy	/4	/4	/4	/4	/4
Lego Building	*Group Co-operation*	/4	/4	/4	/4	/4
	Patience	/4	/4	/4	/4	/4
Q & A	*Engagement*	/4	/4	/4	/4	/4
Overall Impression	*Impressions*	/4	/4	/4	/4	/4
Mini-Interview	*Preparation & Intent*	/4	/4	/4	/4	/4
	Personability	/4	/4	/4	/4	/4
	Overall Impression	/4	/4	/4	/4	/4
	Interviewer Name					
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	*If outstanding, check this box*					
Absolute NO	*If absolute NO, check this box*					

Comments: