

BOO Meeting #3:  
Feb. 22<sup>nd</sup>, 2011

# Leader Selection: Group Interview Process



# On our agenda

- Understanding how applicants will be assessed
- Facilitating the Group Interview Process:
  - What is the GIP?
  - Your roles
  - Stations
  - Using the rubric
  - Practice time!
  - Housekeeping/logistical items
- Questions?

# Understanding how applicants will be assessed

- **Brand new applicants**  Attend GIP
- **Returning applicants**
  - No red flag  1<sup>st</sup> choice role
  - Red flag  Attend GIP
- **Peer Programs applicants**
  - No Peer Program interview  Attend GIP
  - Peer Program Interview
    - Okay'ed to be Orientation Leader  1<sup>st</sup> choice role
    - Not okay'ed to be Orientation Leader  Not selected



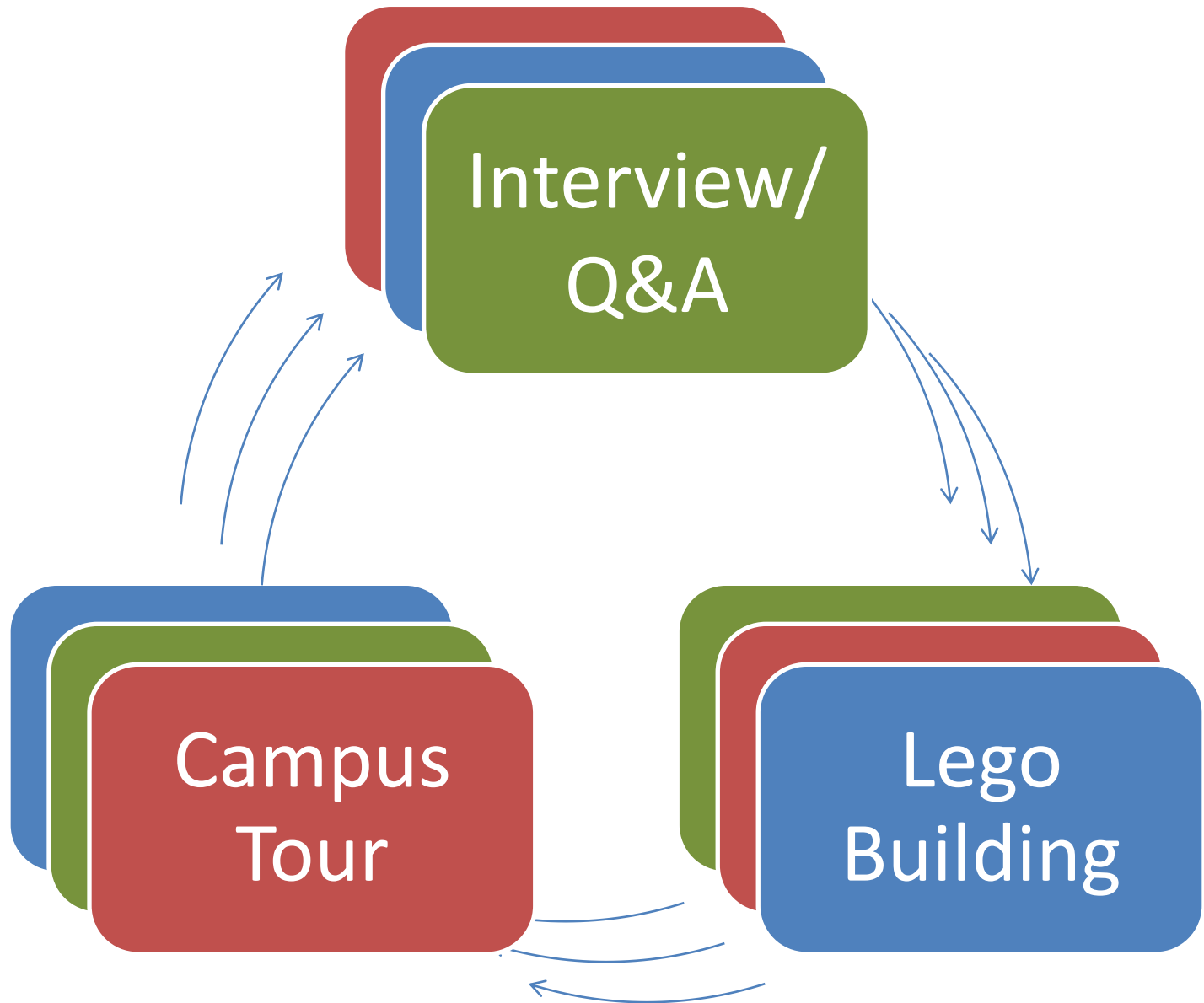
# Facilitating the GIP



# What is the GIP?

- A 6-day group interview process to find approximately 950 awesome student leaders from a pool of 1170 applicants.
- A method for us to assess each applicant's current skill set, their enthusiasm and commitment to Orientations, and their reaction to new and (possibly) challenging situations.
- An opportunity for you to develop assessment, public speaking, group facilitation and other skills.

# What is the GIP?





# Your roles



# Your roles

- There are four different roles that Squad Leaders will play during the GIP:
  - Shift Director (1)
  - Shepherd (6)
  - Station Facilitator (3)
  - One-on-One Interviewer (1-3)
- Your roles have been pre-assigned so you know exactly what you have to do when you arrive for each shift...we've given everyone a mix!



# Shift Director (1)

- Ensures quick and efficient check-in
- Notes attendance of SLs
- Takes attendance of all applicants, and assigns them to their colour groups
- Makes sure all roles are appropriately filled
- Keeps each station running on time
- Helps out at stations that require it
- Collects evaluation sheets from Shepherds and gets things ready for the next interview session

## Shepherds (2/group)

- Ensures all applicants are at the appropriate stations, at the appropriate times
- Works with a partner to evaluate each candidate in the group (up to 10)
- Provides consistent perspective on applicant's behaviour throughout the interview
- Uses rubric to fill out marking sheet completely

## Station Facilitator (1/station)

- Let's flash back to BOOt Camp and talk about...

# FACILITATION!

- Which qualities of a good facilitator you learned about and practised at camp do you think will be most helpful to keep in mind for GIP Station Facilitators?

## Station Facilitator (1/station)

- Explains activity: outline, rules
- Keeps track of time
- Acts as an extra eye when observing the actions and behaviour of applicants
- Provides additional feedback to Shepherds if needed for evaluations
- Helps out at stations that require it
- Keeps each station running on time



## One-on-One Interviewer (1-3)

- Conducts two 7-minute interviews per colour group for a total of six interviews per 50-minute group interview timeslot
- Makes the applicant feel comfortable in an interview setting while still remaining objective and consistent across candidates
- Translates thoughtful assessment into a numeric value representing the applicant's success in the interview



# Stations

# Campus Tour

- Each Station Facilitator will start a campus tour by choosing an object from the box of fun props and using it as a jumping off point for a location on their tour route.
- The SF will randomly give **2** objects from the box to each applicant; they will continue the tour.
- Applicants must provide *two 45s descriptions* of what their locations on campus are, their purposes, and how they relate to Orientations/ UBC. No locations can be repeated.

# Campus Tour

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?



# Campus Tour

What are we looking for?

- **Resourcefulness/Energy:**

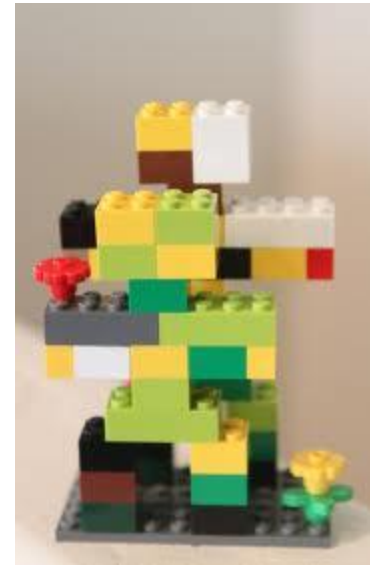
**Good** – Was the applicant enthusiastic and having fun? Did they think outside the box but still keeping with the theme of Orientations or UBC?

**Bad** – Was the applicant clearly not interested in this activity (which should not be confused with simply being nervous)?

# Lego Building

- Before the first station rotation, the SF must pre-create a Lego structure.
- The applicant group must recreate the structure, however not everyone gets to see it.
  - 1 person may view it 3 times, 30s max each time OR  
3 people may view it 1 time, 30s max each time
- Once an applicant views the demo structure, they cannot TOUCH their group structure again.
- The builders need to rely on communication from those who have seen the structure.

# Lego Building



Barrier (table on its side)

# Lego Building

What are we looking for?

- **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?



# Lego Building

What are we looking for?

- **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”?

# Lego Building

What are we looking for?

- **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

- Mini-interview:  
5 of the applicants will have a 7min interview with a staff member or SL. This 1:1 interaction will help identify students who may not be fully committed to an Orientations Leader role.
- Q&A Discussion:  
The other 5 applicants will participate in an informal 7min discussion and can ask the Shepherds and Station Facilitator questions.
- The groups will then switch.





# Mini-Interview

What are we looking for?

- **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?

# Mini-Interview

What are we looking for?

- **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

What are we looking for?

- **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?

# Using the rubric



## Shepherd Grading Rubric: New Applicants

Activity	Criterion	1 (lowest possible)	2	3	4 (highest possible)
Campus Tour	Approachability & Communication	<p>Response totally inappropriate Made you or other applicants uncomfortable</p> <p>Made inappropriate comments about responses of others</p>	<p>Somewhat disengaged from the process</p> <p>Did little to contribute to the group's experience</p>	<p>Seemed mildly uncomfortable <i>but</i> Clearly made a great effort to present</p> <p>Clearly attentive to one element of the activity (telling their story OR listening to others) <i>but</i> Less so for the other half.</p>	<p>Appropriate and engaging campus description</p> <p>Attentive and supportive when listening to other applicants</p>
	Resourcefulness & Energy	<p>Uncomfortable with quickly coming up with a campus description <i>and</i> Unwilling to put effort into the activity for that reason</p>	<p>Uncomfortable with quickly coming up with a campus description <i>but</i> Attempted to come up with something, with moderate success.</p>	<p>Uncomfortable with quickly coming up with a campus description <i>but</i> Came up with creative and interesting description</p>	<p>Approached the activity with enthusiasm and energy <i>and</i> Came up with an extremely creative and interesting campus description with relative ease.</p>
Lego Building	Group Co-operation	Spent time on the outskirts of the activity and was not engaged.	<p>Did not follow instructions</p> <ul style="list-style-type: none"> <li>- Ignoring team members</li> <li>- Touching the LEGO pieces when not appropriate.</li> </ul>	Was aware of the way to solve the LEGO structure, but was eager to work at the pace of fellow group members.	<p>Applicant followed the rules of the game</p> <p>Communicated well with the group:</p> <ul style="list-style-type: none"> <li>- Listened to everyone's feedback</li> <li>- Encouraged shy applicants to participate</li> </ul>
	Patience	Lost their cool and raised their voice <i>and/or</i> 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	<p>Actively disengaged (e.g. looking at other stations) or rude</p> <p>Unable or unwilling to participate in the conversation; interrupting others</p>	<p>Participated, but made inappropriate contributions or was very quiet</p> <p>Ignored some group members</p>	<p>Shy, but interested in the conversation, either responded well when asked a question or asked a question</p> <p>Friendly</p>	<p>Actively participated in the conversation (asked and answered questions in a mature/thoughtful way)</p> <p>Friendly and actively encouraged others to participate</p>
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.			



Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from inter-viewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

## 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 <i>but</i> Clearly made a great effort to present  Clearly attentive to one element of the activity (telling their story OR listening to others) <i>but</i> 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 <i>and</i> Unwilling to put effort into the activity for that reason	Uncomfortable with quickly coming up with a campus description <i>but</i> Attempted to come up with something, with moderate success.	Uncomfortable with quickly coming up with a campus description <i>but</i> Came up with creative and interesting description	Approached the activity with enthusiasm and energy <i>and</i> 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 shy applicants to participate
	Patience	Lost their cool and raised their voice <i>and/or</i> 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.			

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview <small>(fill in scores from interviewer sheets)</small>	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

## 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 <i>but</i> Clearly made a great effort to present  Clearly attentive to one element of the activity (telling their story OR listening to others) <i>but</i> 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 <i>and</i> Unwilling to put effort into the activity for that reason	Uncomfortable with quickly coming up with a campus description <i>but</i> Attempted to come up with something, with moderate success.	Uncomfortable with quickly coming up with a campus description <i>but</i> Came up with creative and interesting description	Approached the activity with enthusiasm and energy <i>and</i> 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 shy applicants to participate
	Patience	Lost their cool and raised their voice <i>and/or</i> 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.			

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview <small>(fill in scores from interviewer sheets)</small>	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

## 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 <i>but</i> Clearly made a great effort to present  Clearly attentive to one element of the activity (telling their story OR listening to others) <i>but</i> 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 <i>and</i> Unwilling to put effort into the activity for that reason	Uncomfortable with quickly coming up with a campus description <i>but</i> Attempted to come up with something, with moderate success.	Uncomfortable with quickly coming up with a campus description <i>but</i> Came up with creative and interesting description	Approached the activity with enthusiasm and energy <i>and</i> 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 shy applicants to participate
	Patience	Lost their cool and raised their voice <i>and/or</i> 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.			

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from inter-viewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
TOTAL SCORE		/36	/36	/36	/36	/36
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from interviewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
<b>TOTAL SCORE</b>		/36	/36	/36	/36	/36
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:



## Interview Grading Rubric: New Applicants

Activity	Criterion	1 (lowest possible)	2	3	4 (highest possible)
One-on-One Interview	<p><b>Preparation &amp; Intent</b></p>	<p>Had not read the position description or completely mixed up the roles</p> <p>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)</p>	<p>Didn't understand the position descriptions</p> <p>Uncertain about why they want to be an Orientations Leaders or unable to articulate</p>	<p>Seemed uncertain about the position description <i>but</i> mostly got it right or asked for clarification</p> <p>Had thought about why they want to be an Orientations Leader but had difficulty articulating it</p>	<p>Understood the position description well (or prepared specific questions about it)</p> <p>Has thought about why they want to be an Orientations Leader and could articulate this clearly</p>
	<p><b>Personability</b></p>	<p>Made negative comments about UBC</p> <p>Disinterested or extremely shy</p> <p>Negative body language</p> <p>Demonstrated no reflection on past experiences or gave inappropriate responses</p>	<p>Neutral about UBC</p> <p>Reserved or overwhelming</p> <p>Made little eye contact or interrupted the interviewer</p> <p>Demonstrated minimal reflection or gave inappropriate/rudimentary responses</p>	<p>Positive about UBC</p> <p>Friendly but shy or overenthusiastic</p> <p>Made eye contact and actively listened, but had closed posture</p> <p>Demonstrated some reflection but gave obvious or underdeveloped responses</p>	<p>Sincerely enthusiastic and positive about UBC</p> <p>Friendly and confident</p> <p>Positive body language</p> <p>Demonstrated reflection on past experiences and gave mature, complete responses</p>
	<p><b>Overall Impression</b></p>	<p>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.</p>			

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from interviewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
<b>TOTAL SCORE</b>		<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from interviewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
<b>TOTAL SCORE</b>		<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview (fill in scores from interviewer sheets)	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
<b>TOTAL SCORE</b>		<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

Date: \_\_\_\_\_

Shepherd 1: \_\_\_\_\_

Time: \_\_\_\_\_

Shepherd 2: \_\_\_\_\_

Activity	Criterion	Full Name & Student Number				
		1.	2.	3.	4.	5.
Campus Tour	<i>Approachability &amp; Communication</i>	/4	/4	/4	/4	/4
	<i>Resourcefulness &amp; Energy</i>	/4	/4	/4	/4	/4
Lego Building	<i>Group Co-operation</i>	/4	/4	/4	/4	/4
	<i>Patience</i>	/4	/4	/4	/4	/4
Q & A	<i>Engagement</i>	/4	/4	/4	/4	/4
Overall Impression	<i>Impressions</i>	/4	/4	/4	/4	/4
Mini-Interview <small>(fill in scores from interviewer sheets)</small>	<i>Preparation &amp; Intent</i>	/4	/4	/4	/4	/4
	<i>Personability</i>	/4	/4	/4	/4	/4
	<i>Overall Impression</i>	/4	/4	/4	/4	/4
<b>TOTAL SCORE</b>		<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>	<b>/36</b>
Outstanding?	<i>If outstanding, check this box</i>					
Absolute NO	<i>If absolute NO, check this box</i>					

Comments:

**Practice Time!**

# Debrief assessments

## 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 <i>but</i> Clearly made a great effort to present  Clearly attentive to one element of the activity (telling their story OR listening to others) <i>but</i> 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 <i>and</i> Unwilling to put effort into the activity for that reason	Uncomfortable with quickly coming up with a campus description <i>but</i> Attempted to come up with something, with moderate success.	Uncomfortable with quickly coming up with a campus description <i>but</i> Came up with creative and interesting description	Approached the activity with enthusiasm and energy <i>and</i> 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 shy applicants to participate
	Patience	Lost their cool and raised their voice <i>and/or</i> 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.			



# Housekeeping/Logistical Items

- Be early/on time
- Bring water, and a lunch or snacks if you need to
- If something urgent (and we mean URGENT) comes up and you can't make it to your shift, you must contact us:
  - More than 24h notice:  
Find your own replacement then email Jasmine and CC Jessa and Gillian to let us know who will be covering  
**DO NOT SPAM EMAIL THE SL GROUP**
  - Less than 24h notice:  
Call the CSI Front Desk 604-822-9805

# Things to remember

- This process is for you to find leaders you will want to work with for the next 8 months
- Mark applicants individually, not against each other
- All leaders are different – be aware of different leadership styles, personalities, etc
- Talk/debrief with your Shepherd-Partner if there's time between stations to see if your scores for each applicant agree
- **HAVE FUN!**

**Questions?**



**NOW GO GET 'EM!!!**