# UBC Orientations Squad Leader Interview 2011-2012 – **Returning** Applicant Rubric

Please take a moment to assess this applicant's general skill set based on the rubric below.  This feedback will aid you in providing students with constructive feedback on how to better improve for future interviews.

| | | | |
|---|---|---|---|
| **Motivation to Return** | Cannot articulate clear reasons for wanting to return as a Squad Leader.  Reason for returning isn't related to making a community contribution, sharing leadership and knowledge as a returner. | Reasons for wanting to return as a Squad Leader are vague but enthusiastic.  Reason for returning is related to self- or program-improvement, making a community contribution, sharing leadership and knowledge as a returner. | Reasons for wanting to return as a Squad Leader are clear, well thought out, and enthusiastic.  Can articulate reasons why returning will lead to self- and program-improvement, making a community contribution, sharing leadership and knowledge as a returner. |
| **Opportunity for growth** | Seems to have limited accurate awareness of skills and knowledge developed in SL position in previous years.  Cannot articulate what skills they will develop this year as a returner. | Has an accurate awareness of skills and knowledge developed in SL position in previous years.  Has difficulty articulating new skills or knowledge they want to develop this year. | Is reflective and has a strong understanding and awareness of his/her own skills knowledge from previous years and areas for continued growth.  Can articulate clearly what skills and knowledge they hope to learn/gain through returning to the SL position. |
| **Self Awareness and Reflection** | Unable to identify personal challenges, and/or cannot identify potential solutions.  Does not seem open to feedback or possibility of improvement.  Answers to questions are made quickly and superficially. | Able to somewhat articulate personal challenges and can identify some ways they could address them, but doesn't seem committed to self improvement.  Places responsibility for their growth solely on UBC Orientations and staff.  Limited reflection on how their attitude and behaviour will influence other SLs. | Able to articulate personal challenges; proposed strategies to address the challenges are well thought out, and place the responsibility on him/her and not on external parties.  Recognizes the role of a returning SL in providing mentorship and role modeling to group. |
| **Approach and attitude** | Demonstrates a sense of entitlement to returning Squad Leader role.  Is negative about UBC Orientations or the SL position without being constructive.  Seems bored and does not reflect on questions.  Is overeager and overbearing in how shares ideas – dominating in approach.  Makes references to some leadership styles not being right or good ie doesn't recognize value SMs/MLs can contribute. | Is enthusiastic about returning to the Squad Leader role and is positive in reflecting on past experience.  Makes eye contact and smiles, makes an effort to impress.  Responses to questions demonstrate some reflection.  Is excited about working with a new group of SMs/MLs.  Seems to want to recreate their exact same experience again without exploring new options/opportunities. | Is enthusiastic about returning to the Squad Leader role and is positive and constructive in reflecting on past experience.  Makes eye contact and smiles, makes an effort to impress.  Responses to questions demonstrate advance preparation, thoughtfulness, and reflection.  Is excited about working with a new group of SMs/MLs and recognizes the value that they bring to UBC Orientations.  Candidate expresses openness to trying new approaches and demonstrates creativity in ideas for next year. |
| **Understanding of the big picture purpose of UBC Orientations** | Reference to how UBC Orientations supports student O & T is limited - minimal detail and understanding.  Does not demonstrate knowledge of needs of new-to-UBC students.  Cannot link aspects of Imagine to big picture. | Recognition of needs of new-to-UBC students in terms of immediate orientation.  Sees component pieces with some comprehension of level of complexity. Can connect Imagine broadly with needs. | Can clearly discuss needs of new-to-UBC students in terms of both the immediate orientation and ongoing transition.  Sees all the component pieces with a full understanding of the level of complexity.  Can connect Imagine broadly with needs and also recognizes specific value of the different components of the programs, including their value as an SL. |

| | | | |
|---|---|---|---|
| **Faculty Understanding** | Unable to articulate Faculty-specific resources, opportunities, and supports. Does not differentiate between supports for new-to-UBC students and supports for leaders. Speaks negatively about resources available within the Faculty. | Can identify Faculty-specific challenges for students. Has knowledge of resources and opportunities within their faculty, and can differentiate between resources for new-to-UBC students and leadership opportunities for older students. | Has a strong understanding of challenges specific to their Faculty as well as resources and opportunities available, and has accessed them throughout their academic career. Is able to identify purposes of resources and would direct appropriately taking into account individual students. |
| **Assertiveness with Peers** | Is unable to think of a situation when they needed to have a difficult conversation with a peer (Q.5). Took a passive or aggressive approach, did not listen or take into account others' perspectives. Did not seek appropriate assistance (if applicable) in approaching the problem. Cannot articulate ways to improve their approach looking back. | Situation described does not demonstrate what the question asks for (Q.5). Did not think about asking for support in the moment but looking back articulates some good strategies for asking for assistance in approaching the problem. Seems uncomfortable with the idea of providing constructive feedback for peers. | Articulates the importance of addressing the situation calmly and ensuring the group member does not feel attacked. Considered others' perspectives. Sought out appropriate support in approaching the problem. Can articulate thoughtful ways to improve their approach looking back. Attempts to make a connection between how assertiveness is applicable to the SL position and recognizes the value of learning from constructive feedback. |

**Would you offer this applicant a position?**  YES  MAYBE  NO

**Why or why not?**