

UBC Orientations Squad Leader Interview 2011-2012 – New 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.

	Not ready for SL role	Could be good SL	Would be a great SL
Approachability and Friendliness	Is withdrawn, awkward or unfriendly. Sees SL role as dominant and expresses ideas of being in control/boss of MLs. Doesn't reference importance of making new students feel welcome/comfortable.	Seems nervous or shy but warm. Makes eye contact and smiles. Refers to importance of making new students feel welcome/comfortable. Could seem overly eager/could overwhelm students/leaders.	Makes eye contact and smiles. Refers to importance of making new students feel welcome/comfortable. Refers to importance of ensuring leaders feel they can approach him/her. Can tailor demeanor to fit audience.
Understanding of Squad Leader role	Is confused about which position applying for. Does not seem to have read position description. Describes MUG Leader role, or describes role of SL in a dominating, controlling way.	Refers to past Orientation experience to contextualize role. Mentions training/leading MLs, giving a workshop though vague on details, designing campus tours.	Refers to past Orientation experience to contextualize role. Mentions recruiting/selecting/training/leading/ (ongoing) communicating with MLs. Discusses presenting a workshop and working with professor or staff throughout summer.
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/GALA to big picture.	Recognition of needs of new-to-UBC students in terms of immediate orientation. Sees components 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.
Knowledge of UBC	Seems uncomfortable and does not know of general resources or opportunities across campus. Unable to articulate Faculty-specific resources, opportunities, and supports.	Has a somewhat limited knowledge with resources and opportunities on campus and within their faculty, does not necessarily know the extent to which these resources are available to students.	Has a strong understanding of resources or opportunities available to students broadly on campus and specific to their Faculty. Is able to identify purposes of resources and would direct appropriately taking into account individual students.
Leadership and Teamwork	Does not appear to work well with others; does not seem to contribute knowledge, opinions or skills to share with the team. Does not give impression of valuing others' ideas/contributions. Does not contextualize appropriately to the SL role. Indicates passive or controlling position on a team.	Works towards helping to complete group goals. Takes on a leader role when necessary. Sometimes offers ideas. Demonstrates awareness of diversity on teams. Can articulate how they would work in SL team.	Appears to have a positive attitude about the task(s) and the work of others. Works to complete all group goals and duties assigned to them. Contributes knowledge, opinions, ideas, and skills to share with the team and values these contributions from others. Demonstrates awareness of different working/learning styles of team members. Can articulate how they would work in SL team and possible adaptations as required by circumstances.
Self Awareness	Seems to have limited accurate awareness of his/her own skills, knowledge and relevant contributions to a team/community. Cannot articulate what they hope to gain from the SL experience.	Seems to have a somewhat accurate awareness of his/her own skills, knowledge and relevant contributions to a team/community. What they hope to gain from the position is vague.	Is reflective and has a strong understanding and awareness of his/her own skills knowledge and relevant contributions to a team/community. Can articulate clearly what they hope to learn/gain through the SL position.

Would you offer this applicant a position?

YES

MAYBE

NO

Why or why not?