

Lessons Learned in the Classrooms: Speed Interviewing in Business Communications & Service Learning in English

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SAN DIEGO MESA COLLEGE
Work-Based Learning



WARM-UP

Business Communications 119

Speed Interviewing

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The Assignment

- * Students will prepare for and actively participate in a one hour, small group interview with industry experts. *

Learning Objectives for Business Communications course:

Upon successful completion of this course, the student will be able to:

1. Evaluate and apply appropriate communication modes and styles using written, oral, visual, and digital media for a variety of business scenarios.
2. Analyze and understand formal, informal, and persuasive business messages.
3. Understand the application and interview process, and prepare appropriate material, including the resume.
4. Collect and interpret data, and prepare business reports.

The Planning Process

Step #1 - Brainstorming & Action Steps

- 2 months prior to speed interviewing, WBL and professor partnered to determine overall structure and planning for the event. Discussion focused on type of industry experts to take part in the process (HR professionals, as well as workforce development individuals).

Individuals from these two groups were important to discuss varying perspectives; as the WF professionals discussed how to polish the answers and were familiar with resumes, and the HR professionals gave more of a real world, overarching view of what is looked for in a candidate.

WBL then reached out to industry contacts to amass a list of approximately 9- 11 individuals to take part in the speed interviewing event as interviewers.

The Planning Process

Step #2 - Career Center Support

Professor Nieman partnered with Mesa College Career Center two weeks before speed interviewing took place, and they provided a one hour lecture of appropriate interview techniques, responses and formatting of resume and cover letter.

The Planning Process

Step #3 - Interview Prep

Students were then provided a list of possible interview questions two weeks prior to the speed interviewing event.

These questions were discussed with the professor in class, as well as practiced using small group work.

Students participated in a debrief as one large group after the questions were practiced.

The Planning Process

Step #4

Students submitted their resumes as a 100 point graded assignment one week before the speed interviewing event with professor providing written feedback and grade before the speed interviewing event.

Day-of Activity

1. Students arrived to class dressed professionally and brought their updated resumes in case the industry professionals requested them.
2. At the start of class, the industry experts were each introduced and explain how their experience is relevant to their role as an interviewer and a factual sheet about each is distributed to students.
3. Professor divided students into groups of 2- 3 and once the students are settled, an interviewer is assigned to each group.
4. Interviewers were given wide latitude as to how they want to ask the interview questions as well as when to provide feedback.
5. Students and interviewers were then given 1 hour to conduct the interview.
6. Final 10 minutes of class, everyone brought back into a large group for debrief.
7. At the following class meeting, WBL facilitated a large group reflection to provide space for students to learn from each other. Students were given a short survey for written feedback pertaining to the event.

Lessons Learned

1. Rotate interviewers to a different group after about 30 minutes (instead of staying with the same group the entire time).
2. Project interview questions onto screen for reference by interviewers.
3. Provide more time for the large group debrief at the end, with more input from the industry experts.

BUSE 719

Speed Interviewing

May 1, 2019

INTERVIEWERS



Ann-Michele Alwine

Ann-Michele (Annie) currently serves as the Director of Marketing & Communications at Susan G. Komen San Diego. Annie has an extensive background in PR and Marketing with in the health care, nonprofit, technology, bio-tech, and juvenile product industries. Annie received her BA in Public Communications with a minor in legal justice at American University in Washington, DC.



Al Lejarde

Al is a San Diego Native whose family immigrated to the United States via their service in the US Navy. Carrying on the family tradition of service, Al served 5 years as a Marine Corps Military Police Officer and a Presidential Support Specialist responsible for safeguarding Marine One during Presidential Support Missions. After an 8-year career in Security & Military Law Enforcement, Al now works in the non-profit sector as a Workforce Development Professional assisting both Civilian & Military/Veteran Professionals navigate Life/Career transitions.



Keri Morgan

Keri is currently the Community Relations Manager at The Salvation Army. Her duties include overseeing a variety of projects spanning Marketing, Events, PR/Media and Volunteer coordination for The Salvation Army's 7 area thrift stores. Keri has a background in an array of industries including Real Estate, Events/Hospitality, TV & Film Production as well as Politics. Keri has a Bachelor's degree from Columbia College Chicago, where she studied Broadcast-Journalism.



Terrence Bowens

Terrence is the Learning and Development at the San Diego Career Centers operated by KRA Corporation. He approaches his work with a commitment to the development and empowerment of people through career counseling, and offering strategies and techniques on all aspects of the job seeking experience. He is a Certified Professional Resume Writer and was a National Association of Workforce Development Professionals "New and Emerging Professional" for 2015-2016. His expertise in job search strategies has led him to present at many state and national conferences.

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Anna Guadarrama

Anna currently works with the Learning and Development team as a Workshop Facilitator at the San Diego Career Centers. She strategizes workforce development and employment solutions in the San Diego region with a focus on subject matter expertise, workshop delivery, and external partnership collaboration. Additionally, she has a background in Education, International Affairs, and Public Policy and holds a B.A. from Utah State University.



Cam Richardson

Cam is a Work Facilitator with the Learning and Development Team with KRA. Cam has a keen interest and education in Organizational and Leadership Development, Diversity and Inclusion, and Communication and Conflict. With extensive retail and customer service experience, Cam is looking to leverage all aspect of his career and education in helping others develop their confidence, and sustainable employment and careers to meet their personal goals and objectives.



Erika Lauri

Erika is an IT/IS Talent Advisor with Scripps Health. In her current role, she recruits for all IT, IS and Epic positions within the Scripps Health system. Prior to working at Scripps Health, she worked in Leadership and as a Travel Nurse Recruiter for one of the top Healthcare Staffing Companies in the industry. Erika started her education at a community college and worked full time through school. She gained work experience in the medical field as a medical assistant, phlebotomist and in medical billing which eventually lead her into medical sales and healthcare recruitment.



Cathy Gilhooly

Cathy is currently the Director of Business Development with California Coast Credit Union. She has over 25 years of commercial, residential and consumer lending experience. She loves coaching and managing and has been in a management capacity since 1988. She enjoy meeting people and developing business.



Christina Rios

Christina is a Workshop Facilitator, apart of the Learning and Development Team with KRA, operator of the San Diego Career Centers. As a member of the Learning and Development Team, her focus is to deliver expert industry knowledge to job seekers, guiding them towards permanent full time employment. Christina's has an extensive retail background, sales, operations, and project management.

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Meet Rawlin Kornman

Student Surveys

(Anonymous, 15 surveys)

“ The interviewers had great insight and advice. The debrief we did today was a great summary of all the key points from the activity.”

“I learned what to do and not to do in a 'big boy' interview and resume .”

100% indicated either [Strongly Agreed](#) or [Mostly Agreed](#) to the following:

- Today's activity was engaging and provided valuable hands-on interviewing experience.
- I gained a better understanding on how to prepare for future interviews.
- I am more knowledgeable on the skills needed to succeed in future interviews.
- I feel more confident in my ability to perform successfully in future interviews.

Questions?

Service Learning (SL)

September 2019 – ENGL 101 @ Mesa

Jill Moreno Ikari & Katlin Choi

SAN DIEGO MESA COLLEGE
Work-Based Learning

What is service learning?

Service learning connects what you learn in the class to real-world experiences.

- **Reflect** on how you can contribute to your community.
- **Explore** what you want to do for a career.
- **Gain** some work skills and hands-on experience.

SL Prep Process - Students

✓ Volunteer Interest Inventory Form

- Narrow down your interests.

○ Service Learning Proposal

- Research on the organizations that match your interest, schedule, and geographical location.
- Call them up. Explain your assignment and ask what projects they have available for you to work on.

○ Backward Planning

- Plan and manage your time and resources to complete your service learning on time.

San Diego Mesa Serves

Volunteer Interest Inventory Form

Part 2.

Complete the **Volunteer Interest Inventory Form** to help you decide what type of service is most appropriate for you

Part 1.

Check or circle activities you would enjoy doing.

1	2	3	4	5	6	7	8	9	10	11	12
Play with a cat	Pack food baskets	Teach first aid	Read to kids	Work a crisis hotline	Repair homes	Fix hair for elderly woman	Play catch with a preschool kid	Clean up a park	Accompany refugees to various appointments	Help drive ex-military	Sort food at a food bank
Feed birds	Organize clothes	Help teach bike safety	Help kids learn English	Plan activities for residents/ children	Enter data on a computer	Take disabled kids to a park	Build a model rocket with small children	Plant a tree	Tutor someone in basic English	Help at a VA hospital	Help out at events/ and food banks
Give a dog a bath	Sort toys	Teach AIDS awareness	Tutor a child in math	Help sort clothes	Answer phones	Escort foreign students at school	Teach kids to canoe	Help at a water treatment plant	Help prepare for job interviews	Be a mentor to a veteran	Deliver meals to the hungry
Feed baby squirrels	Wrap presents	Teach babysitter first aid	Supervise homework	Organize activities for residents	Paint walls	Help transport elderly	Coach softball	Count ducks for wildlife agency	Help organize cultural orientations	Help with registering for college	Organize a food drive
Teach dogs obedience	Organize donated books	Teach swimming	Help a child in a library	Host workshops and fundraisers	Organize volunteers	Shop with a person in a wheelchair	Supervise a field trip	Collect a pond sample	Help write grants	Greet troops	Organize activities for kids
Walk a dog	Set up bed for homeless	Give an anti-smoking talk	Teach an adult to read	Create safety signs	Stuff envelopes	Write someone a letter	Make puppets	Work in a recycling plant	Mentor refugee families or individuals	Serve meals to veterans	Distribute clothing
Give a rabbit a shot	Make hygiene kits	Teach fire safety	Teach keyboarding	Prepare meals for residents	Make phone calls	Make snacks with mentally ill	Camp with kids in wheelchairs	Guide a nature walk	Help with publications of newsletters	Contact veterans	Serve meals at a shelter
Raise a guide dog	Serve meals	Be a lifeguard	Help a child write poetry	Help with Daycare	Take inventory of supplies	Make photo album with elderly	Play cards with kids in hospital	Check trees for diseases	Contact potential employers	Help write grants	Prepare bedding for shelters

Write down the number of checks or circles you marked in each column.

- ___ Column 1 (animals)
- ___ Column 2 (families and homelessness)
- ___ Column 3 (health)
- ___ Column 4 (mentoring and education)
- ___ Column 5 (women's/gender issues)
- ___ Column 6 (philanthropy/ general service)
- ___ Column 7 (age/special needs)
- ___ Column 8 (child and youth support)
- ___ Column 9 (environment/ global issues/ sustainability)
- ___ Column 10 (refugees/ international)
- ___ Column 11 (social service/ veterans)
- ___ Column 12 (hunger/ poverty)

Write down your top three areas. _____

- 1.
- 2.
- 3.

If you have a special interest or talent you would like to use to help, list it here.

Use this information to get started with your service learning project!

Community Partner List

* Categorized by interest areas from Volunteer Interest Inventory

Agencies	Animals	Families & Homelessness	Health	MHS	Mentoring & Education	Women & Gender Issues	LGBTQ Rights	Philanthropy & General Services	Age & Special Needs
Alliance for African Assistance			X		X				
Food Pantry- Providers		X							X
Big Brothers Big Sisters					X				
Center for Community Solutions						X			
Chaldean-Middle Eastern Social Services			X	X					
Child Welfare Services (CWS)		X							
Community Housing Works		X							
Crisis House		X	X	X	X	X			
Crossroads Foundation-Recovery				X		X			
East County Transitional Living Center		X		X					
Episcopal Refugee Network									
Family Health Centers of San Diego		X	X	X					
Habitat for Humanity San Diego		X						X	
Harmonium					X				
Health Education Advocacy Leadership Inc.		X	X	X	X				
Institute for Public Strategies									
International Rescue Committee		X	X	X	X	X		X	
Jewish Family Services		X	X	X	X	X		X	X
Legal Aid Society		X			X			X	
License to Freedom				X		X			
McAlister Institute		X	X	X	X				
Meals on Wheels		X							X
Mental Health America-San Diego			X	X	X	X	X		X

Name _____
Class/CRN _____

Service Learning Proposal

Top Three Areas from your Volunteer Interest Inventory Form:

1. _____
2. _____
3. _____

Organization (Choice 1): _____

Contact Name/Info: _____

How does working with this organization align with your interests, schedule, and geographical location?

Organization (Choice 2): _____

Contact Name/Info: _____

How does working with this organization align with your interests, schedule, and geographical location?

Backward Planning – Service Learning Essay

Beginning with the End in Mind

Step 1 – Define Your Goal(s)

- What do you want to accomplish? Define your goal as specifically as possible.
- Why is it important? Is it realistic?

1)

2)

Step 2 – Identify the steps and sequence needed to achieve your goal(s).

- What steps and in what sequence do you need to take to fulfill the requirements for the Service Learning Essay?
- What resources do you need to complete each step (i.e., people, phone, transportation, etc.)?

Steps	Resources
Submit Post-Service Evaluation Form to Professor Ikari Moreno	
Complete Service Learning Essay	
Complete 8 hours of Service Learning with a community organization	
Submit completed Placement Agreement Form	
Contact organizations using script and arrange for service learning project	
Submit completed Service Learning Proposal	
Identify and conduct research on community organizations of interest	
Complete Volunteer Interest Inventory Form	

Step 3 – Create a deadline-driven timeline

- How much time do you need to complete each step?
- What are the specific due dates for each step?
- Are these due dates realistic? Do you have other commitments falling during the same time?
- How can you balance everything to reach your goal(s)?

Due Dates/Time Frame	Steps
	Submit Post-Service Evaluation Form to Professor Ikari Moreno
	Complete Service Learning Essay
	Submit completed Service Learning Log to Professor Ikari Moreno
	Complete 8 hours of Service Learning with a community organization
	Submit completed Placement Agreement Form to Professor Ikari Moreno
	Contact organizations using script and arrange for service learning project
	Submit completed Service Learning Proposal
	Identify and conduct research on community organizations according to interests, available schedule, and geographical location
	Complete Volunteer Interest Inventory Form

SL Support - Students @ Mesa

- Problems finding an organization?
 - Reach out to Katlin, kchoi@sdccd.edu
- Ready to dive deeper in your career prep?
 - **Career Center**: resume building, interview prep, internship search, etc.
 - **Work-Based Learning**: 21st century workplace skills workshops, industry tours, employer panels, etc.
 - Extend your service learning project into an internship and receive CSU-transferable units with a Work Experience course!

What's New & What's Working?

- SL designation in spring '19 schedule of classes
 - Slow to fill, students opt-in to SL, more engaged students
- English 101 success rate
 - **Fall 2018: 75%** for 2 sections of SL classes vs. **70%** for ALL classes
 - **Spring 2019: 71%** for 2 sections of SL classes vs. **66%** for ALL classes
- Scaffolding of activities
 - Volunteer Interest Inventory
 - SL Proposal
 - Backward Planning

ENGL 101 Student SL Experiences

- Maria Pandolfo
- Federico Pedrazzani

Share the Impact of Your SL Work

Multi-media Permission Release Form San Diego Mesa College

Student Name (please print) _____

Student ID number _____

Date _____

I give my permission for Jill A. Moreno Ikari or another Mesa College representative to use

- An audiotape of me
- A videotape of me
- Photographs of me
- Material I have produced for class

I understand that the above may be used for such purposes as academic research and inquiry or as assessment as part of course or program improvement. I also understand that excerpts of these audiotapes or videotapes may be published or posted on the web.

My name (**circle one:** CAN or CANNOT) be used to identify me or my work.

Student signature: _____

Tecolote Canyon - Opportunities

○ ESCAPE Education Field Trip program

- Ongoing: fundraising, lead walks with youth, social media support, etc.

- Sat., 6/1 – Family Day: lead/assist with stations

○ Nature Center

- **Weed Warriors**: 3rd Sat. of month, 9am-11am

- **Sunday in the Garden**: 1st Sun. of month, 9am-11am

- **Canyon Compadres**: every Wed., 9am-11am

- **Docents** (*staff Nature Center, assist Park Rangers, greet visitors*): ongoing, 2.5 hrs shift

Youth Assistance Coalition- Opportunities

○ Street Outreach

- Training for street outreach is done “on the job.” After a brief overview, volunteers go out on the street with experienced “outreachers”. They learn by listening, watching and then doing.

○ Tutoring & Fundraising

- Training is also provided for tutors and fundraisers.
- Fundraising can be as simple as a clothing, food or toiletries drive on campus.

○ Mentoring

- Extensive training is provided to mentors. Mentors link with interested youth providing a positive volunteer role model who can offer collaborative support and guidance.

Questions?

Reach out to us!

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