Sam Williams: Welcome to the UP Tech Talk Podcast coming to you from the new academic multimedia studio on the University of Portland campus. Produced by academic technology services. With your hosts Maria Erb and Sam Williams. Welcome to the launch of season 2 of the UP Tech Talk Podcast. Today we have with us Gwynn Klobes with the Pamplin School of Business. Thank you Gwynn for joining us.

Gwynn Klobes: Thank you for having me.

Maria Erb: Gwynn, we are so glad to have you on the show today and the reason we invited you was because we're so intrigued by the title of your ATR project this year which Sam is going to read for us.

Sam Williams: So your Academic Technology Round Table project because you're a 2015-16 fellow. The title you have is helping students develop their professional identity in a professional social networking platform in assisting students in answering the University core question, who am I, through the use of video. I think we're going to mostly focus on that last part of your project for this Podcast which is answering the University core question who am I, through the use of video. Do you want to give us a little bit of background on how you got to this place with the project?

Gwynn Klobes: Once we started the professional development we wanted it to be holistic way of approaching professional development so we have two components. We have the self assessment process that happens the Freshman and Sophomore year, of course it continues in your Junior and Senior year but we really focus on that in the Freshman and Sophomore year. Then the Junior year it became a natural process where the students were doing all these self assessments in their P4 classes and then we were like, how do we really answer the core question who am I? At that time you guys were starting the videos and we had the lab and everything and I was like, okay his is a way.

We were also discovering through research that, particularly Cultura, they would say that's the best form of feedback. The students we work with then directly the first two years in developing a draft brand. They work with it through out the summer between their sophomore and junior year. Then they come back and video tape it. I'm looking at those video tapes right now for the juniors and it's really interesting to see who looks really nervous and who really seems self-assured and that kind of thing. I think when a student looks at themselves in video, if they aren't uncomfortable then maybe they really are struggling with that question still. There students, right, so that's okay. Lets just kind of look at it again. How do you really fit professionally for your personal statement. That's kind of the goal and I think we are achieving it, I really do. I feel like this is an outcome that we can actually show as a university, of that core question. How do you answer that? It's very tough, right?

Maria Erb: Yeah. How do you work with the students so that they can answer that question?

Gwynn Klobes: It was a process I thought about for a long time and just didn't have the opportunity to do until two years ago. Cause I had worked with students as a counselor for a long time. Also being a parent, I think all those things came together. Also I was a student too, so I really had a three fold perspective of academia. When I would be in these counseling sessions a lot of things would occur. I brought them together in a process. I meet with each sophomore student and we go over their own assessment. We go over their strengths, which I think is the most important. I become their secretary. I just become their listener. I also go over their reflections of their job shadows, their service. You'll find common threads that come through in their language that they don't even notice themselves. I'm copying and pasting into word document and at the same time they are reading through their strengths and they are only telling me what they do buy into not what they don't buy into.

Then it's been interesting because every time it happens where there's just a quick draft brand statement just by what they said over a period of time. They all leave with a smile. I had one student in today who's a senior and he didn't go through this process and he was looking for a summary for his linked in. I go, well lets do this process I do with the sophomores and lets see how this works. He was so excited when he left because he said "Oh my gosh, how did you do that?". I'm like "I didn't you did." You just needed someone to listen to you.

Sam Williams: Well, your so dedicated to the students. I say that now. You've been so passionate about this program from the beginning and an amazing partner with Academic Technology Services. It's been ... I know Maria's watched many of the videos and you host them in our media space instance so our students have a professional environment to even host their video in. Do you have ... What kind of feedback have you received from the outside world?

Gwynn Klobes: We have a few mixed. I think it depends on the field, the creative field obviously is excited about them. That's something they're doing everyday. I think for some of the accountants, it's like why do I need this. It's not in their field to be thinking about that. However, it's not the only purpose for it. The purpose is more about answering the core question and going through that process. Developing your own digital assets. It's going to become very critical into the work place. Getting kids comfortable with it. Even through they're comfortable with technology, they're not always comfortable with all the tools and we have such great tools here why not utilize them.

Sam Williams: Speaking about the tools, you work with not only our department, with Academic Technology Services, but you have great relationships as well with the library. Can you talk a little bit about the work your doing with the library.

Gwynn Klobes: Well, Jose has been just awesome in helping setup. We have actually developed a protocol that any student at the university can actually use. It was actually one of our students. I always find power in students cause if somethings not working well they'll tell you and then they'll go and make it better. That's what happened in this case, one of our students said "Hey Gwynn, I was really struggling with your instructions. Why don't you look at this?" Then I took it over to Jose and he looked it over. We kind of fine tuned it together and that's on our medic course now for all sophomores to see. Jose and I have talked about it. Go ahead and share it with anyone who wants to utilize it. It's been really good because we have that protocol. Jose is over there helping our students if they need help. Some students are doing it together. What I've noticed, they're getting together on a Saturday and so forth. They're not always looking for assistance but if they need it Jose is there.

Maria Erb: That's really a key point to how these projects become so successful. Is they got support all around them, from the library, from where you get equipment, from faculty support, and academic technology of course.

Gwynn Klobes: That's what I've always tried to do with the P4 from the very beginning was to try to break the silos down and utilize resources we do have. Whether it's alumni or core services, utilize them. That's why we're here. I guess that's the power of a required program, they have to do it. They don't always like the have to but what we're finding is when they become after their intern experience. That simple things they're doing, we'll get a better attitude from them. Like okay now I get it. Especially when they get into the workplace and a lot of those little ones are coming back and helping me with mock interviews and so forth. To try to break those walls down a little bit and utilize the services we do have.

Sam Williams: Earlier you talked a little bit about the digital assets and I know a couple ... I don't even know how long ago it is now, we talked. We have a meeting on which we talked about the creation of quality digital assets. Within their portfolios their also creating a little screen capture. I remember one student creating a screen capture of them using Photoshop. Was one that you've shown several times. Do you find that the students are able to accomplish those pretty easily or what's the ...

Gwynn Klobes: The screen shot, that's an optional thing, we don't require it. Just because we found it we were trying to do to much, so we made it optional. However, I just watched a brand yesterday where a student did their video brand with the screen shot. I thought instead of using video she did a screen shot of how she manipulates ... I think it was Photoshop actually. I was like creative. She showed a creative side and I think that that would be attractive both ... Now she knows more about herself but also the outside world.

Maria Erb: Are you on video question or ...

Gwynn Klobes: It's really the second year, the second full year. It's really been fun though because the quality of the video has just gotten better and better.

Maria Erb: Why do you think that is?

Gwynn Klobes: Culture. When there's expectations in a school, it takes a while for those expectations ... for the students to rise up and meet them. We all know that in life right?

Sam Williams: Definitely.

Gwynn Klobes: I think last year was the first real year. We had tried it, getting people on board and so forth severally years before that but I just took time. I think this year the culture, what I'm hearing now is that that was really fun. I'm excited about my video. I think with my project this year is I'd like to see not everybody should be putting it on their linked in but it's a way. It's like for our speed networking which is not required for our students. I will require for that project. Just because it's a way for the people participating to see the students in video and how they produce those and who they are. Because a lot of companies and our students are looking for that right fit vocation. They're looking for the company that their values are lying with theirs and that type of thing. Those are the things we talk about in the program. That's what we are trying to get accomplished with the video.

Sam Williams: Students are encouraged and I know myself and others have been encouraged in the past to create these networks on linked in. We're already building a network so why not leverage a network that we're already building and put that information out there? Especially with some of the newer features in linked in, the blogging features and stuff. Just getting those wonderful digital assets out to a community that might see a student and be inspired to followup with them.

Gwynn Klobes: Right. We all know that resumes are not really looked at very long. I just kind of wonder with technology how ... I mean I think they'll always be used for a proper resume but we know that the value of them, they need to be good. We know the value of them is less demanding because people just don't have time to read but they'll click on a video. Because you know they're tired of reading, right. They're busy people but they want to get to know that person. A quick 30 second video is a lot more ... it's better to be able to open quickly and you know ...

Sam Williams: Well I think that that's the important part of this is your having them synthesize things down to 30 seconds you know. They're really having to get to their core in order to, I don't want to say sell themselves but really they have to put out that information in a very short amount of time so they have to really think hard.

Gwynn Klobes: It's a challenge and I think the important point moving forward is that anybody that would be in my position in the future would be a good listener to the students and I would be happy to share that technique, you know. Just to be a good listener because I think the students know it they just don't know how to express it.

Maria Erb: Yeah I mean the process that you described is certainly a really intricate and intimate one and really takes a facilitator like your self to pull that off. What a valuable process it is for them to go through.

Gwynn Klobes: Well I think we've done enough of them now. I've done over 500 so I think we have done enough of them that ....

Sam Williams: In your spare time.

Gwynn Klobes: Well. Which I enjoy. I enjoy that process a lot because like you say you get to know the students on a different level. It's great.

Sam Williams: Where do you see this project moving forward? Is there anything that your really wanting to work on? What is some other work that your doing around this idea?

Gwynn Klobes: Well, I have some ideas. I don't know that ...

Sam Williams: You don't want to share them all?

Gwynn Klobes: No, no. I've just worked with Dean Anderson way too long and he's such a visionary that he keeps our brains all going all the time. Which is actually really fun environment to be in. I would love in the future to be able to go back to some of these alumni, particularly to like maybe three or four years from on. Classes of 14 and 15 particularly cause those first two classes were really rough and we weren't really ... it's like starting a business, it takes time. Just figure out, see if they've used some of these tools in helping where they're at this point in the game. Are they in a vocation that they really feel is aligning with their own values. Are they in that right fit place. I would love to see that happen. I have some ideas on how to do it but ...

Maria Erb: Yeah, I was going to say it sounds like a project in the making here.

Gwynn Klobes: It is. We'll just keep on moving forward and I'm feeling good where we are at now. I think the culture has changed enough now that it's a lot more positive coming out of this whole process.

Sam Williams: We can be on the look out for future research and writing? I'm just throwing this out there because I know we've talked about this a little bit but I don't know if there is anything you can share with us on that.

Gwynn Klobes: Yeah, so an editor has my paper right now. I actually wrote a paper over, it's been in the works for a while, of the process and now the outcome and results. It's actually in the hands of a finance journal. Of course, everyone tells me on the 4th floor in France hall that it takes a while. I've never done this before. I'm a little bit excited about it because he even took my paper. He seemed excited about the process because in AACSB accredited schools everybody is looking for outcomes and results. Being a theology major, my undergrad in MBA the combination I feel like yes results are important but I'm really also very very interested in the whole person, who am I question. Obviously, a finance journal is not as worried about that but it's definitely in the paper so we'll see if it gets published or not.

Maria Erb: Well it's so unique and what a contribution. I think it's great and hopefully we'll see it out there.

Gwynn Klobes: Thank you.

Sam Williams: Congratulations on just sticking with it and keeping moving forward for our students.

Gwynn Klobes: I try. We care about their success right.

Sam Williams: Definitely. Well thank you so much for coming today and being on out podcast. We'll definitely have you here again.

Maria Erb: Absolutely.

Gwynn Klobes: Thank you for having me.

Sam Williams: Thank you for joining us for another episode of UP tech talk podcast. Just a reminder that we post a new podcast every Friday morning and you can find us at techtalk.up.edu