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LETTER OF INTENT

Director/Coordinator Prior Learning Assessment
Address

To Whom It May Concern:

My name is STUDENT, and enclosed with this letter of intent is the submission of my academic portfolio. In it you will find information that I’ll use as the basis for requesting college credits for certain courses in the Leadership and Organizational Studies graduate degree program. Sharon Timberlake will serve as my academic portfolio evaluator. The number of credits I am hoping to earn is 6.

I am a nontraditional student at the University of Southern Maine. At 39 years old, I have worked for over 20 years during which time I obtained a considerable amount of learning and work experiences. I believe I have ample evidence of specific learning competencies that I have acquired through prior learning that relate to college-level content. As an adult learner, I realize that coming to college after being in the workforce for 20 years makes my learning experience that much more unique. I have applied a considerable amount of self-reflection and learning to each course I have taken while at Southern Maine Community College and USM.

The first submission is for LOS 301 – Group Dynamics. During my time at both SMCC and USM I have coordinated study groups and worked on several successful team projects. At SMCC I acted as the president of a student group for two semesters. Professors in Organizational Theory and Behavior at USM are currently using my final project as a template
for their courses. I have also worked on a board of directors where I lead group discussions, and facilitated board meetings. These experiences have provided me with the experience to confidently apply for credits in this course.

The second submission is for LCC 370 – Toward a Global Ethics. I have learned the role that ethics plays in an academic setting, professional environments, small businesses and non-profit organizations. I have gained a significant amount of insight into others’ perspectives with regard to ethical issues. I was challenged as a group leader to make my own decisions as well as help inform students when moral and ethical decisions arose. Lastly, I have done a substantial amount of self-reflection and have come to my own position about ethics, and will outline why I came to adopt those values.

In this portfolio I have documentation to provide you with evidence of competencies in these areas and will explain the relevancy each learning experience has had on the career path I have chosen.

Thank you for your time and review of my materials. I look forward to the outcome and your feedback.

Sincerely,

STUDENT
INSERT RESUME HERE - SHOULD ADDRESS THE LEARNING EXPERIENCES FOR WHICH THE STUDENT IS SEEKING CREDIT
INSERT SYLLABI OR DESIGNATED LEARNING OUTCOMES HERE
## LOS 301 - GROUP DYNAMICS

### Outcome Mapping

<table>
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<tr>
<th>Experience</th>
<th>Responsibilities</th>
<th>Competencies/Learning Outcomes</th>
<th>Supporting Documentation</th>
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| Short Term Missionary Team Leader - Joni & Friends Family Retreats (JAF) | Leadership Team meetings  
Lead a group of short term missionaries in activities with their “buddies” in two week long retreats for people with disabilities  
Created a fundraising letter asking for financial support  
Attended daily activities for week long retreat for two weeks | **Leadership:** Oversaw and directed groups of over 40 teenagers  
**Realization:** Improved my appreciation for people with disabilities and gained a heightened sense of my own self-concept  
**Personal Development:** Gained an improved awareness of my self-concept  
**Communication:** Led group discussions, prayer times and directed group in several team building games and exercises | 1. Background check report (Appendix 8)  
2. Email from Andra Eason, Program Manager at Joni & Friends (Appendix 9)  
3. JAF Fundraising Ask Letter (Appendix 10)  
4. Thank you letter from JAF for volunteering (Appendix 11) |

| Workplace Communications course at Portland Adult Education | The course covered:  
- Effective listening  
- Assertive speaking  
- Clear, positive pronunciation  
- Handling difficult situations  
- Conflict resolution skills | **Communication:** Learned active listening skills involving verbal and non-verbal communication; how to communicate in a team environment; how to handle and resolve conflict;  
**Problem Solving:** Learned how to identify defensive communication | 1. Workplace Communication s Certificate from Portland Adult Education (Appendix 27) |
| **Customer service communication** | (verbal and non-verbal); where and why conflict arises, how to deal with conflict in a one on one basis as well as in a team environment. |
| **Team-based communication** | **Forward thinking:** Learned about ways that conflict can produce positive results |
| **Oral presentation** |  |
| **Communication Dynamics** |  |
| **Myers Briggs Test** |  |

| **President of student group The Bridge at Southern Maine Community College** | **Lead meetings and bible studies** | **Adapt:** Learned to accommodate multiple demands of group members |
|  | **Recruit and retain group members of diverse backgrounds** | **Reason:** Concluded how to create a supportive environment in a diverse group of students |
|  | **Communication through email, documents and meetings** | **Prioritized:** Managed the time, energy and resources of the group by discerning the needs of group members and how to make an effective and lasting difference in group members involvement |
|  |  | 1. Certificate from SMCC (Appendix 23) |
|  |  | 2. Student group purpose statement (Appendix 14) |
|  |  | 3. Group calendar (Appendix 14) |
|  |  | 4. Group roster (Appendix 14) |

| **Study Groups** | **Recruit students to study with** | **Critical Thinking:** Identified life stages of a group |
|  | **Set up times and places to meet** | **Creativity:** Formed groups with people I’d recently met and learned how to get people of various backgrounds to come together and use |
|  | **Communicate with group members** | 1. Reference letter by Mark Reuscher, Adjunct Professor of Business at SMCC (Appendix 7) |
| Organizational Behavior course at USM – led in class group | Facilitate discussion by setting and focusing on priorities | their time to effectively study a subject to help one another succeed in a course  
**Networking:** Developed friendships and contacts with students, faculty and professors | 2. Email from Professor Brian Davenport, Ph.D., Leadership Studies (Appendix 16) |
|---|---|---|---|
| Topics included:  
  - Self-awareness, perception and learning  
  - Individual differences and diversity  
  - Motivation  
  - Decision making  
  - Team dynamics  
  - Communication  
  - Stress Management  
  - Power and politics  
  - Organizational learning and change  
  - Work force diversity  
  - Global economy  
  - Learning organization principles  
  - Managerial ethics | **Communication:** As the group formed, I became the informal leader of our group, managed to effectively communicate between group members, was a spokesperson for our group,  
**Organized:** Formed clear written materials for submission to professor for group case study homework, communicated through emails and initiated and led study groups prior to exams  
**Acknowledgement:** Gave credit to other team members for their contributions  
**Conflict Resolution:** Helped group members to gain insight into members perspectives on assignments by asking questions, getting problems out on the table and coming to a solution as a group | 1. Syllabus for Organizational Behavior (Appendix 15)  
2. Email from Associate Professor of Management, USM School of Business, Professor Frederic Aiello (Appendix 16) |
<table>
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<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Lead: Directed the group and learned more about why I became the unspoken leader of the group when learning about the life stages of teams</th>
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| Secretary of the Board of Directors/Volunteer/Interim Administrative Assistant at Ruth’s Reusable Resources (3Rs) | Supported the CEO/Founder with daily operations, office management, volunteer coordination and product and financial donor relations  
Assisted in the move from a 7,500 square foot warehouse to a 25,000 square foot warehouse  
Attended and worked at fundraising events and meetings including the Maine Business Expo, Green Expo, annual fundraising event, and Eggs & Issues meetings with CEO/Founder  
Created volunteer and board member applications and planned and organized the volunteer and board application processes  
Produced administrative assistant, volunteer | Management and Administration: Assisted CEO/Founder with all aspects of managing a non-profit organization including budgeting, inventory control, conducting meetings, and creating presentations  
Leadership: Overseeing employees and volunteers, delegating tasks to employees and volunteers, decision making  
Critical Thinking: Became familiar with the mission of the organization and identified the necessity of a mission statement and communicated to board  
Human Relations: Understood the complexities and challenges of group dynamics and addressed interpersonal and human resources related matters such as working on a team, negotiating, mapping the political |
| 1. Resume (p. 8)                          | 2. Reference letter from Ruth Libby (Appendix 1)                                | 3. 2008-2011 Board of Directors list (Appendix 2)                                                                             |
| 4. 3Rs Employee Manual (Appendix 4)       | 5. Email to Maine Biz (Appendix 5)                                              | 6. PowerPoint Presentation for 3Rs 20th (Appendix 6)                                                                           |
| and employee procedures manuals for the organization, databases, electronic and paper files | terrain, and networking during board meetings |
| Managed membership application process and financial and product donations | Planning and Organization: Assisted in the planning and organization of daily activities including scheduling, prioritizing, accounting, goal setting and initiating projects |
| Coordinated volunteers and volunteer projects | Information Management: Cataloged agency data by compiling spreadsheets and other miscellaneous documents into spreadsheets, implemented electronic filing system and reorganized paper files, created a contact management system in Microsoft Outlook, updated website |
| Assisted CEO with daily administrative tasks as needed | Communication: Sent out company emails, letters, press releases; talked with volunteers about tasks, communicated with agency members, volunteers, and donors about upcoming events and listened to CEO/Founder to gauge daily activities and priorities |
| Created spreadsheets to consolidate and organize the agency’s data as well as created an import file to be dumped into databases | Networking: Perceived the importance of networking and creating personal and professional relationships and |
| Maintained and manipulated donor, volunteer, member and employee data | |
cultivating those relationships in order to see the mission and vision of the organization through more thoroughly and successfully

**Manipulate Information:** Organized event contact information, sent out letters and emails and created event contact lists
OUTCOMES NARRATIVE

Introduction

From a young age I have been placed into small groups, some formal and some informal. Beginning at the age of three I was involved in Community Theater and tap and ballet classes. In school I was part of the Greater Portland Youth Chorale, band, orchestra and Olympics of the Mind. These activities caused me to be frequently grouped together with people I did not know. In those groups, members had a common goal: to put on a good show. I realize now that because of our shared goal, each person gave 100% effort. I remember the importance of the relationships that were formed in these groups, and how each different role within each group shaped our experiences. During those experiences I saw group unity and conflict. These experiences taught me about many characteristics of groups as well as some advantages and disadvantages of working with others. Reflecting back, I can see how the size and composition of each group mattered in how the dynamics of the group turned out.

Joni & Friends Family Retreat – Short Term Missionary Team Leader

In 2013, I volunteered as a team leader at Joni & Friends Family Retreats (JAF) in North Carolina. JAF Family Retreats are a place where “special-needs families receive encouragement and care in the comfort of a safe and accessible family camp environment” (Joni & Friends International Disability Center, 2014). I volunteered for two weeks and was responsible for leading groups of 44 teenagers the first week and 25 teenagers the second week. I was also in charge of planning group activities, creating and maintaining group cohesiveness, adhering to
JAF’s policies, participating in a training for disability ministry, and team coaching. I had a few friends and acquaintances that had a disability, but I had not worked leading a group of people with disabilities this closely before. The perception my disabled friends had left me with was that people with disabilities did not want to be treated differently than everyone else, they wished to be independent, and for those in wheelchairs, they did not want anyone giving them a push.

On the first day we had a day long training for disability ministry. One of the women giving a training session had the best attitude I had ever seen, she was energetic, enthusiastic, welcoming and she had MS. Watching her and learning from her made me appreciate her response to what others viewed as a disability. She viewed it as an opportunity to create awareness and educate others. It started to feel as though my outlook and opinions of people with disabilities made me the one with a real disability.

The first day of camp I was assigned a group of 44 teenagers. Each person with a disability is assigned a buddy that stays with them and cares for them the entire week. So there were 22 buddies, or short term missionaries (STMs), and 22 teens with a disability. The size of the group was intimidating. Right away we had to come up with a team motto, logo, and song. We had until the next day to finish this assignment. I had to learn quickly how to harness their energy and get them to focus on the assignment. I promptly began asking questions like, who has a knack for writing, singing and performing? It was to my advantage that most of the teenagers had been coming to the family retreats since they were young children. The first day we came up with our team colors and the beginning of a song.
Part of the day involved team building games. There were three team leaders including myself. Thankfully, we had been planning for these games and exercises for well over six months. One game involved tying all of our group members together with a rope, blindfolding them, and designating one person to direct the group on an obstacle course around the retreat center. With only one day with the group, I had to carefully discern who would be best at leading the group. Thankfully, I was able to recognize who had leadership abilities and I chose a strong candidate.

On day two, we were ready to sing our song, shout out our motto without fear, and show off our team flag that held our logo and colors! During the remainder of the week the group became very close and spent almost every waking hour together. I realized that because of my preconceived notions about people with disabilities it affected the way that others communicated and interacted with me at the beginning of the week, when at the end of the week a sweet girl named Elicia told me that on welcoming day she thought I was a snob because I was not talking to anyone. She then reassured me by letting me know that once she got to know me she thought I was pretty awesome and asked me if I was coming again next year. I was choked up with emotion. I told her how nervous I was and how I had no idea what I had gotten myself into. I also told her that I thought she did not like me at first and she told me she was trying to figure me out. By week two I was motivated and committed to making sure that the second week was better than the first.

Participating at JAF helped my personal growth tremendously and showed me the importance of the way I see myself and others. The people I met at the retreat were amazing and
inspiring. I went there to care for families that never got a break from the hard work that it takes in dealing with a disability, and in doing so, I was the one who was actually ministered to.

Workplace Communications at Portland Adult Education

In April of 2007, I took a course at Portland Adult Education for Workplace Communications. The first part of the course focused on assertive communication and specifically “how to say no.” I had not realized before this course that assertive behavior is often times confused with aggressive behavior and that the only difference is that assertive behavior does not involve hurting or dominating others. I learned that others have the same right to respond to assertiveness with their own wants, needs, feelings, and ideas. Before the course I had a tendency to get offensive when having to communicate something that bothered me emotionally. I learned from this course that behaving assertively would allow me to open the way for honest communication with others as well as establish clear boundaries. One important thing I learned was that in a work environment it was okay to take a day to think about a situation before responding in a way I may regret later.

The next part of the course focused on active listening skills. I was taught to notice nonverbal language and how things like a shrug, a smile, a nervous laugh, facial expressions and body positions can speak volumes. I was also taught that in order for messages to be clear and believable, non-verbal and verbal communication had to match. For instance, crossing your arms with an upset face but saying, “I’m doing great” does not do well to get across what you are trying to really say to others. Until now, I was unaware that listening was actually a skill. I started to go over in my mind the people that appeared interested in what I was saying when I
would talk or would make eye contact with me and wait to respond until I was done talking and identifying who in my life was a good listener. This part of the course encouraged me to work at listening and really try to understand others points of view, assumptions, needs and belief systems before formulating a response. This helped me to monitor my own feelings and points of view and recognize that because I had certain beliefs I had a tendency to filter what someone was saying and sometimes even distorting what I was hearing. This part of the course helped me to become more aware of my own attitudes, beliefs and emotional reactions to certain messages and helped me to become better at showing genuine concern when others had something to say.

The most eye opening part of this course, however, was the piece where I learned about managing conflict. I learned about how and why conflict arises and how to deal with conflict in a one on one basis as well as in a team environment. I learned about concepts like “I” versus “you” language, and how using the word “I” takes responsibility and ownership whereas using “you” points the finger and puts others on the defense. I was taught that when I was upset with people I needed to stay calm, not interrupt, focus on their concerns without getting distracted, maintain confident eye contact, listen completely before responding and then let them know that I want to help resolve the situation. In a team based environment I was taught to ask those having the disagreement to rephrase their comments, work out a compromise, engage in give and take and agree on a solution. I learned that it is helpful to ask each member to list what the other side should do, “If you were in my shoes, what would you do?” I was taught to respect experts on a team and to give their opinions more weight when conflict involved their expertise, but not to rule out conflicting opinions. I learned how to effectively respond to criticism and how to give it. The portion I enjoyed most and have held with me over the years is the part of the course where
the class took time to brainstorm about ways that conflict can produce positive results. We came up with the following insights:

- Conflict gets issues out on the table
- Conflict gets communication flowing
- Conflict is an opportunity for learning different viewpoints, keeping us open to the ideas and opinions of others
- Conflict provides solutions to problems
- Conflict, once managed, can reduce resentment and tensions among team members

Before taking this workplace communications course I had a tendency to be passive aggressive or aggressive in my communication at work and at home. I learned how conflict and miscommunication can hamper productivity, lower morale, cause more conflict, and lead to inappropriate behavior. During the time I took this course I was also serving on the board of directors at Ruth’s Reusable Resources. I quickly recognized that conflict needed to be dealt with immediately or it can fester. A board member and I had met together to discuss an issue that we needed to get out on the table. It was a tense meeting at first, but after we got problems out in the open, not only were we able to come up with resolutions to those problems, we were able to be more productive in other areas that we were lagging. After learning this I applied it to life at home too and once I was made aware that people have a tendency to get along better after everything is out on the table, I am much better at managing conflict in my personal and professional life.
President of a student group at Southern Maine Community College

As a student group leader at SMCC, I was in charge of recruiting, retaining and leading a group of students in a Christian student group called, The Bridge. Our purpose statement was “to connect students to the community, church and Christ”. I was challenged to meet that purpose by holding weekly meetings where we had bible study, discussions, group activities, community and campus volunteer efforts, and a presence at several campus events.

One-fourth of the group members were from different countries including Rwanda, Burundi, Mexico, and Somalia. The ages and interests of group members ran the gamut. Facilitating these group meetings was a new challenge. Up to this point in time, I had led board meetings and taught Sunday school and had other opportunities to lead small group discussions, but I had not been in charge of leading such a diverse group of students. As I began the first meeting, I looked around the room and realized that because this was a diverse group of people, I needed to build some team cohesiveness to help others learn the various perspectives of their group members. I explained to everyone what the purpose of the student group was and what meetings would be like. At the end of that meeting, I decided to give them an assignment. I asked each of them to pull out a piece of paper and asked them to write down the following: their name, where they were originally from, what their major was and why they chose it, the most important person in their life, and what they hoped to gain from being a part of the group. They were then told to fill that paper out and bring it to the next meeting. As we opened the second meeting, I asked each student to fold up their introduction and place it into a hat. At that point, each student pulled out someone else’s introduction, read it out loud to the group without reading
the person’s name, and everyone had to guess who’s paper it was. This was a great icebreaker. Students were laughing, getting to know one another and feeling more at ease in the group as well as having me as a facilitator. After we completed this exercise, I wanted to do a team building exercise that I had learned about while working for Demont & Associates. It involved dividing the group into groups of three (we only had 12 members including me) and each group got a set of supplies: glue, a few magazines, a roll of paper and some sharpies. I then asked each group to draw an outline of one of their group members on the roll of paper so they would have a body outline to decorate. At that point, groups were asked to find images in the magazines that represented their sense of an ideal community member. Groups were asked to do so by using the images and gluing them to their outline. After the activity, each group had to report on the characteristics that were most dominant. What a fun exercise!

The week before I had strategically divided the groups up so that each one would contain someone from a different country, a different race, age or gender. It was interesting to see how each group decorated their outline. I recall becoming aware of the vast differences of each group member by watching them piece together their ideal community member. I recognized that putting them in this situation helped them to all have a common goal and therefore they were more open to sharing their perspectives on why the outline needed certain characteristics to show that it was an ideal community member. I asked them questions afterward about whether or not there were any arguments to which they all shared areas of disagreement. I asked them to discuss how different their ideals were. This brought up other questions about why they thought they had different ideals and how they came to accept those. I asked them if they felt that these values were reinforced by their families, society, media or friends. I asked about whether or not they
adopted certain values at SMCC. This exercise helped the students in the group to become a close knit unit, and it helped me to recognize why people thought the way that they did based on their backgrounds. It also showed me about universal beliefs that people had in regards to an ideal community member because each outline contained something to do with education or family. Some examples of dominant characteristics were: a cross necklace, another had a book in their hand, one had a tattoo that read, “Family”, and another had on a suit and tie.

I learned from this exercise that as a group leader I had to be aware of other people’s culture and backgrounds, and in what context I was presenting the materials. I am a Caucasian woman from the United States. I have never lived in the middle of a war zone. One of the members of my student group saw every one of their family members murdered before moving to the United States. While both of us will agree that murder is wrong and bad, I realized that I would need to be sensitive to his viewpoint. The majority of the group members were Christian or became Christian while members of the group, and we mostly had the same moral principles. Still, I needed to be sensitive in presenting certain ideas. I also had to create an environment where people could feel open enough to present their thoughts on each subject. Our group discussions and bible studies were centered on important topics like sex before marriage, the sanctity of marriage, abortion, capital punishment, bullying, and physical and mental abuse among other issues. There were times when I needed to exercise judgment about how their perception of things would strongly oppose mine and when I needed to do more listening than talking. I also learned that as the group’s leader, I had to make decisions to guide members to make right choices, and that would involve making informed decisions about my own actions, therefore leading by example.
This experience helped me to accommodate multiple demands and find creative ways to get a group of people with different backgrounds and various views to work together in a small group setting. I was able to manage students from several backgrounds, some who were not yet Christian and wanted to check out our group. I will be able to draw from this experience throughout my lifetime as a happy and memorable time getting people from different walks of life to become one group.

**Study Groups and In Class Groups at SMCC and USM**

During my time at Southern Maine Community College I organized several study groups. In class I began to notice the students who seemed eager to want to dive into the subject matter and go beyond the discussions that we had in class. I began to let individuals know that I was interested in forming a study group outside of class. I went to the Director of Student Life to find out where on campus would be a good setting to get some serious studying done. I was given a choice of several locations and chose the ones closest to our classrooms. Getting together with other students helped me to go over again what I was learning in class and helped me to gain deeper insight into the material by having the ability to hear how other students were digesting the material. Their different perspectives helped me to gain a better overall sense of the course materials. I also learned that I had a knack for organizing, networking and communicating that I was unaware of before coming back to school. I suppose I had been given the opportunities, but before then it was someone else’s idea, and this time it was me, leading the way.
While taking an Organizational Behavior course at the University of Southern Maine, I was able to reflect on the life stages of the groups I had formed at SMCC and how group members’ similarities and the size of the study groups I organized had an influence on our group’s cohesion. I learned that smaller teams had a tendency to work better when we were studying for tests and had to stay focused on particulars. I also realized that the success of those study groups in those classes created a camaraderie among the students in those groups and throughout my time at SMCC I remained close friends with the majority of those group members. It also created new friendships between the group members. Being a “non-traditional” student, I was much older than the majority of the group members and I remember how good it felt to get students to come out of their shell and meet other people in class and how it contributed to their success at SMCC. I did not realize at the time that I was organizing the groups that I would gain such a positive experience and create a positive experience for others as well. Many of the students I invited to study groups also became a part of the student group that I led at SMCC.

Another opportunity I had while in the Organizational Behavior course was leading the group that was put together by the professor. In that group I was able to manage a conflict that arose among group members. In the group, there were several students that I saw that had the ability to lead the group. However, I realized that these students did not have the ambition or the awareness of their abilities to lead and it was disappointing to see them be careless in their studies. The only thing I could think to motivate them was to do the best job I could and apply what we were learning to their lives. I took the time to ask the group members questions about
their current jobs and helped them to apply what we were learning about organizational behavior to those experiences. They started to get it.

There was one group member though, that made sure to let us know daily that he used to own his own business, and he was not a team player. He was one of those that could have led the group but frequently missed class or came in late. It was obvious that he did not think I should be leading the group so he would often go against my recommendations. I learned how to find out from others what they thought and had him restate his opinion and to ask him questions about why he thought the way he did. He continued to push back and would not participate in group discussions and would frequently answer for our group without asking if we all agreed on the answer. Other group members came to me asking what his problem was. I figured that the only way to get this guy to come around was to do my absolute best to enlist him as my helper. It was also important that the other members of the team were on my side. After asking for his opinion more and listening to him it did not take long before he began coming to class more and on time and working together with the team to answer questions. People began to encourage him and ask him questions about the material we were reading and how it related to what he thought. At one point in time you could tell he had not even read the chapter, and toward the end of the course he had really applied himself and got to know the material.

By the end of the course we were the most high scoring and successful group in class. I had an IT class right after this one. Several of the class mates from this OB class were in the IT class. When it was time for us to do a final project and look for team members, I had four other students from my OB course beg me to be on their team. It was a great feeling and it helped me
to see that the extra work to understand others, ask questions, and get conflicts taken care of all pays off. That team was also a success and scored an A+ on their group presentation.

Before coming back to school, I didn’t realize my potential and strengths in the area of being a team leader. I always thought because I was an only child and thought differently than most people that I was not a team player and that I just preferred working alone. During my time as a leader of this group I learned that it is quite the opposite. I realized that I prefer being the person that helps others get their jobs done. I enjoy negotiating resources for others, and learned that a strength I have is understanding the politics of groups I am a part of. I have a gift for getting people to work together in group settings, helping them to set goals and providing others with encouragement and positive feedback.

Ruth’s Reusable Resources (3Rs)

In 2006, I began volunteering for a non-profit organization called Ruth’s Reusable Resources (3Rs). After about a year, I was asked to join the board of directors as secretary, and sometime after that I joined the organization as an interim administrative assistant when a grant came through funding that position.

Before joining 3Rs, I was working as the administrative assistant and database manager for Demont & Associates, Inc. This organization was very professional and very much a corporate environment. Before working here I had worked in several different industries including legal, accounting and business brokerage. Interpersonal communication in a corporate environment was something I was learning to master. In that setting, it was normal to use email
to delegate tasks, schedule meetings, and even to communicate simple messages to help save time and keep from losing productivity. The corporate climates I was used to were quite impersonal. At 3Rs, it was much the opposite. The culture is centered on family and personal relationships.

Some of the responsibilities I had as a board member were going to events, networking with business leaders and other nonprofit leaders, working closely with volunteer groups, and participating in monthly and weekly meetings. During many informal and formal meetings with 3Rs, I would become overwhelmed with all of the tasks that were thrown at me. I would ask board members to send me their requests via email. This was one of the tools I used to help me prioritize multiple tasks, and it helped me to keep electronic files as well. I came to board meetings with a laptop and everyone else came with a pad of paper and a pen. It was at the beginning of my time serving on the board of directors that I learned how perception plays a huge role in communication.

A few months in to my service, one of the board members went to Ruth and told her that she thought I was rude and that I did not like her. When Ruth approached me about this and said that she wanted to have a meeting, I was a bit frustrated that the person would not have told me this themselves and I wanted to meet right away. We ended up meeting a few days later and before the meeting I had come up with a solution of asking her what it was that she needed from me and what her expectations were of the person in the role of secretary. At that meeting the board member was asked to state her complaint. I listened and began to realize the problem. I asked questions about her work history and how she liked to work best. I found out that she was
retired and during her career she rarely used email as a form of communication. Her perception when I asked her to send me tasks via email was that I did not want to help her and that I was pushing back on important issues. When I explained to her the ways in which I was used to communicating and that I used email to help me prioritize my tasks, she understood. We ended up becoming compassionate toward one another and worked much better together after our discussion and still have a wonderful relationship today. I realized that age was a huge factor because I was the youngest person on the board and I was not quite used to the way things were around there. The environment that I worked in was very stiff and the way that 3Rs was structured was a fun and free environment and there was lots of face-to-face interaction and discussion and people were very passive about things that I saw as urgent.

It has taken me many years to become used to the loose structure of the environment, but I have learned about how the organization really cares more for people than rules and policies. Working with the board helped me to learn to listen and ask questions and to take time to understand others more when I am involved in a group environment. Over the years I have gained much experience working with 3Rs’ volunteer groups, administrative staff and supporters. The organization has helped me to become less rigid and more accepting of different ways of working and communicating in groups.
INSERT SUPPORTING DOCUMENTS HERE - might be letters from supervisors, job descriptions, awards, certificates, etc.