



Maryanne Stebbins

TEACHING PORTFOLIO

Leader • Team Builder • Facilitator • Teacher

When you do things from your soul, you feel a river moving in you, a joy.

~Rumi

COURSES TAUGHT – CORPORATE ENVIRONMENT

Introduction to Supervision

Leading the A-dec Way

6 Critical Practices (FranklinCovey)

Unconscious Bias (FranklinCovey)

Respectful Workplace

Presentation Skills

Listening Skills

New Leader Integrations

Team Building Workshops

DiSC profiles

Dare to Lead



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EDUCATION

2021 - 2024 (Projected)

GONZAGA UNIVERSITY

MA, Organizational Leadership

2022

KORN FERRY ASSESSMENTS

KFLA AND KFLP

2022

DARE TO LEAD TRAINED

2006

PORTLAND STATE UNIVERSITY

FUNDAMENTALS OF TRAINING

2003

LINFIELD COLLEGE

BS, Social & Behavioral Science

ABOUT ME

Making a positive difference in the lives of others is one of my core values and at the heart of everything I do. It drives me to create connections, explore possibilities and support people through their journeys (life and career).

Working in Global People and Culture enables me to fulfill my purpose through teaching, coaching, mentoring and ultimately helping to transform the people I am honored to work with.

WORK EXPERIENCE

A-dec

2021–Present

Organizational Development Specialist

- Designed, launched, and managed a foundational leadership program focused on A-dec's 15 core values including developing curriculum and delivering content.
- Partnered with BOLI to create and manage new leader supervisory program.
- Facilitated workshops on introduction to supervision, new leader integration, Unconscious Bias (FranklinCovey), 6 Critical Practices (FranklinCovey), Presentation Skills, Emerging Leader - Listening Skills, and Respectful Workplace.
- Designed and led team building workshops to help teams reach peak performance.

2016–2021

Production Supervisor

- Partnered with peers to assess their team needs and brainstorm solutions to increase team collaboration and performance.
- Created training modules and facilitated activities with teams around topics like high-performing teams, DiSC, 4 Disciplines of Execution (4DX).
- Coached and guided new facilitators helping them gain confidence to effectively lead their own activities.
- Coached and mentored Emerging Leader candidates through their program.

EXPERTISE

LEADERSHIP DEVELOPMENT

TEAM BUILDING

FACILITATION

COMMUNICATION

CHANGE MANAGEMENT

ORGANIZATIONAL DESIGN

TOOLS

ADOBE CREATIVE SUITE

MICROSOFT

ZOOM

MURAL

PADLET

VEVOX

STRENGTHS

POSITIVITY

ARRANGER

DEVELOPER

INDIVIDUALIZATION

EMPATHY

1999–2016

PRINT AND DIGITAL DESIGNER

- Partnered with sales to determine critical stories, worked with video vendor to produce videos, and art directed video shoot as well as managed production schedules.
- Outlined frameworks and created app on the fly with no formal training (published Apple/Google App stores).
- Designed display boards for 200+ dealer partners, incorporating tablet and app into displays.
- Designed 'Welcome To A-dec Family' campaign and assembled team to work on related projects.
- Produced brochures and support materials to help new dealer reach existing customer base.
- Led marketing product launch teams for 10+ years, working collaboratively across the organization.
- Coordinated vendor partners handling digital assets including photo studio work and digital room creation.
- Deployed digital tool training for sales teams and assisted with launch product.

MY TEACHING PHILOSOPHY

ASPIRATIONS AND VALUES

I have been a voracious learner my entire life, driven by curiosity and the joy of learning new things. My younger self, thought I would be a librarian or elementary school teacher. My path went in a different direction, and I ended up working in a corporate setting. My drive to learn and share has never gone away and I've held many roles where I was able to 'teach'. In my current role, I am facilitating a leadership development program that I created. I've had the opportunity to build the program from the ground up. My role is not as a traditional teacher, but through it, my desire to teach has been reignited.

I started the Masters of Organizational Leadership program at Gonzaga in the fall of 2021. Part of the program has involved deeply reflecting on my values and how they define me as a leader. A teacher and a leader are synonymous to me. My two core values are 'making a difference' and 'joy'. Brené Brown says, "Our values should be so crystallized in our minds, so infallible, so precise and clear and unassailable, that they don't feel like a choice- they are simply a definition of who we are in our lives" (Brown B., 2018, p. 189).

Making a difference, ties with leading/teaching in a variety of ways. I believe that we are all responsible for bringing our best selves, strengths, and gifts to the world. When we do that, we can transform our relationships and communities in ways that we can't even imagine. Making a difference means I'm willing to do the hard work, volunteer, speak up, and say hard things when needed. I tell my children the world needs good people to say yes, it's up to all of us to make our organizations, schools, and communities places where everyone can thrive.

Joy might sound like a fluffy or glib value, but it can be transformational. To me, joy is choosing to see the glory and beauty in all things, people, and situations around me. It is not a Pollyanna, rose-colored glasses view of the world. Instead, it is intentionally celebrating the simple things that we often overlook in the busyness of our lives. It honors the humanity of living in this world at this moment in time and the struggle that we all face when trying to do the best we can. Joy is contagious and I strive to bring joy to all the things I do. I choose joy.

As a teacher, I aspire to help my students foster a growth mindset where we can explore ideas and concepts together, challenge norms, and go deep together. I welcome and invite creativity and conflict into our conversations. Connections and relationships are vital to me, and I strive to create environments where we build meaningful connections with each other. I am deeply grateful for the opportunity to share important information, skills, and tools with my students in a way that they can take it in. I endeavor to keep content relevant, and useful and explain the why behind it. Most importantly, I want each student that I interact with to know that they matter and that I see them, hear them, and appreciate the unique perspective they bring.

WHAT I TEACH

I teach a variety of leadership programs and workshops in a corporate setting. My primary program for 2023 is called “Leading the A-dec Way”. It is a leadership cohort focused on our company values and how leaders use those values in their day-to-day work to influence culture. This program is part of required training for all leaders in our organization.

TEACHING METHODS

I believe in a blended teaching approach, meaning I use lots of different techniques to create an environment where students can learn and thrive. I lean heavily on experiential learning because my students are adults. When we do a hands-on activity and debrief using a technique like Jacobson and Ruddy’s 5 Questions (Jacobson M., Ruddy M., 2004, p. 43) students connect with the information and can apply it outside of the classroom. Experiential learning can also help students connect with each other and build trust. When I lecture, it is interactive with time devoted to hearing what students know and have experienced. I want their voices to be a part of everything I do. A coaching circle is another tool I frequently use; these are smaller group conversations led by leaders in our organization. They spend time talking through content and how students have been applying it in the ‘real world’. It’s important that they can take time to analyze what worked and didn’t work and provide in-the-moment feedback. Action learning is a tool that I use in my program. For action learning, we gather real challenges/obstacles our organization is facing but doesn’t have the resources to tackle. We then create teams and assign them to the project with a sponsor. Students have 12 weeks to create a proposal of how to tackle the challenge. Action learning is powerful in a lot of ways, it allows teams to form (Tuckman’s model) and gain knowledge about areas of the organization they are not familiar with.

They work with a real stakeholder and learn how to communicate and present their ideas for feedback. I believe this is a stronger tool than a case study because it’s a real challenge in our organization.

ASSESSING UNDERSTANDING

Assessing understanding can be challenging in a corporate environment where metrics are hard to acquire. My preferred method is having students demonstrate what they have learned. I typically do not use formal testing. For my programs, students present a combination of project report-out and personal reflection. I enjoy this method because students have the chance to share key learnings and outcomes. It is easy to see who has put in more or less effort and those who gelled as a team. In the corporate world I work in, I am not ‘grading’ these presentations, but they can have an impact on the participants and their career trajectories. I frequently reflection writing in my classrooms. I will ask a prompt and have students spend time writing. I don’t collect these but I do think there is value in asking students to pause and think through a response or a particular concept we are discussing. When we debrief after a reflection period I find the conversation to be richer.

CONTINUOUS IMPROVEMENT

Daily improvement has been a theme throughout my career. I want to keep learning, growing, and improving every day. I can do that by listening to my students and others that I interact with. I currently survey my program participants frequently (every other classroom session) and then use that feedback to make adjustments. During my last cohort, I heard that there were too many after-class assignments and participants were struggling to complete them, so I scaled them back. My last class also said they wanted more connection time with each other, and I was able to create more space for that. Other methods I incorporated are shadowing

other teachers, watching YouTube, using resources like FranklinCovey facilitator guides and videos, and asking for peer feedback. One of my peers told me that I needed to prolong the pause and let the silence go a bit longer (I would often fill in the silence). I have invited a lot of skilled facilitators to my classrooms and solicited feedback. I want to become continue to hone my teaching skills, but I won't get there unless I get honest feedback on areas where I need to improve.

ADDITIONAL CONSIDERATIONS

Teaching is important to me, it matters! It is something that aligns with my personal values and gives me a lot of joy. It is exciting to have students connect with something we did in the classroom and be able to successfully use that skill out in the wild. Seeing students gain confidence from those experiences is thrilling! Teaching helps me to connect with others and make a difference.

Teaching also allows me to collaborate with others. Great collaboration doesn't instantly happen, trust must be built first. Investing in relationships is a critical component of great teams. I'm a connection maker, building relationships wherever I go. I believe that building relationships is vital to human success and I am willing to invest time to help them grow with peers and students alike. Collaborating is one of my favorite things, especially when ideas are ping-ponging back and forth. The energy that comes from that kind of collaboration is so fun and rewarding and the best part is that better ideas are generated too. Win-win! I strive to create relationships where we can learn and grow from each other.

TEACHING FROM THE HEART

"You must not come lightly to the classroom. Why? Because when you hold all the other concerns up to the "so what" test, they all point towards this: **Teaching can make a difference** (Dannels D., 2015, p. 200). Dannels' also calls teaching "heart work" (p.197). When I think about the students that I get to interact with and the opportunities to connect with them it touches my heart. My strength is being able to build relationships and share content in a way that creates meaning for the learner. I believe in each student's potential and unique contributions to my classroom and the greater community. We all have more to learn, more to share, and more ways that we can make a difference. I strive to create a place where we can do that with each other.

RESOURCES:

Brown B., 2018. Dare to lead. *Random House*.

Dannels D., 2015. Essential questions teachers ask. A guidebook for communicating with students. *Oxford University Press*.

Jacobson M., Ruddy M, 2004. Open to outcome. *Wood N Barnes*.