Introduction

Imagine three glasses sitting next to one another in a straight line. Each one of them contains water, but at different levels of fullness. The first glass is completely full, the second glass is about two-thirds full, and the last glass is merely filled one-third of the way. If you were to choose a glass that was representative of how you currently feel about your commitments, which would you choose? Are you more like the first glass that is already full, having no room to add on, or room to move without losing sight of what your glass already contains? Are you more like the middle glass that is half-full... or maybe you see it as you are half-empty? Do you feel that you could do more, but you can’t decide what to choose? Alternatively, maybe you find yourself to be more like the last glass that is filled with a small amount of water. Are you just not motivated right now, or having difficulty finding a commitment that is fulfilling?

As you considered the answer to that question, did you consider your career goals, outside influences, or possibly envision a new goal for the future? We all have different ideas of what commitment should look like, and they typically influence how we envision success. In this modern age, it seems we pride ourselves on being “busy,” and “multitasking.” It has become a lifestyle. College students have the unique opportunity to commit their time to numerous things such as academics, student organizations, jobs on campus, or intramural sports. Having the ability to balance our academic responsibilities and outside commitments perfectly would be ideal, but in most instances, it is not realistic to give everything 100% of our effort simultaneously. During my time as a college student, my idea of success evolved and influenced how, and what I committed to each year. I was guilty of overcommitting to many tasks which resulted in me remaining unbalanced in multiple areas of my life. My strong academic focus was challenged while my mind raced with endless possibilities to pursue opportunities of growth. I found it difficult to find time for my family, serving my community, and keeping up with student organization meetings. My mindset went through a
major transformation after attending a student leader appreciation dinner my junior year. It was
during this time I began to ponder the evolution of how one chooses their commitments, what
correlation they have to our idea of success, what motivates individuals to be committed, and why we
sacrifice balance to sustain these commitments.

**Academic Framework Encounter**

Eventually, I believe every one of us will find ourselves on a wide spectrum ranging from
feeling completely overwhelmed with our commitments to feeling completely unmotivated and
inconsistent with our commitments. During my junior year of January 2015, I attended a “Dinner with
the Dean” event where motivational speaker T.J. Sullivan addressed student leader apathy in students
heavily involved in student organizations by coaching us through the understanding of different
members. Sullivan is a renowned speaker who has spoken to over 3 million college students at over
2,000 colleges in all 50 states. T.J Sullivan’s first book, “Motivating the Middle: Fighting Apathy in
College Student Organizations” has been utilized in many college leadership class curriculums in over
50 colleges. With his book, Sullivan created a hierarchy within student organizations by identifying
three characterizations. Sullivan believed all students fall into one of the following thirds in their
respective organization as a top-third, middle-third, or bottom-third member. Each third has a
particular characterization that makes it identifiable in a student organization; however, these
characterizations are not solely limited to student leaders, these characterizations are also capable of
being abstractly applied to personal commitments and various life events as mentioned by Sullivan
during his speaking event at my university.

Sullivan described top-third individuals as essentially “wanting their organization to be the
best.” These members invest a lot of time in the success of their organization regardless if other
members willingly choose not to contribute in the same manner. Sullivan stated in his novel
“Motivating the Middle: Fighting Apathy in College Students,” that when top-third members graduate,
they want to be remembered for their efforts, and desire for their organization to continue to do great things after they have left. For this reason, it would make sense that awards and recognition motivate these individuals.

Contrarily, top-third individual’s worst enemy would be bottom-third individuals. These members do not show up for things, and if they do, they often have a negative attitude. Sullivan stated in his book that “bottom-third members don’t seem to care much about the organization, or they might only care to the extent that it serves their needs.” (Sullivan 7) Fun events, and getting exactly what they want out of an organization is usually the goal of bottom third members. Bottom third members are motivated by opportunities that allow them to do minimal work, yet still reap some sort of reward or token. This difference between top third and bottom third members alone would explain why conflict typically arises. The discrepancies between these group’s values of hard work, priviledge, and fairness contribute to the divide commonly found between these two groups. With this in mind it is important to understand the value in adding variety to the way one chooses to motivate individuals within an organization.

From the perspective of the top-third members, bottom-third member’s behavior could be offensive at times, often leading to conflict, but Sullivan would encourage them to essentially meet the bottom-third members where they are, and focus their energy on invested members. These invested members that he spoke of were middle-third members. These individuals find themselves juggling many responsibilities; however, they are committed to their organization nonetheless. They may not serve in an esteemed role, or be the most vocal, but they are the silent peace that keeps the organization from truly falling apart, if you utilize them correctly. These members are motivated by the sense of belonging, positive environments, and engagement in meaningful activities that an organization can provide.
As you can see, different things motivate each third, and Sullivan believes conflict arises when a leader does not motivate each third properly. For instance, you may decide to award a prize for members who attend all meetings, hoping to motivate the bottom-third, only to get the same people to attend because bottom-third members do not care about recognition. Similarly, you may address a long list of concerns during a meeting, causing a huge argument to break out, leaving middle third members stressed, and feeling the camaraderie of the group has been tainted. Sullivan believes that taking the time to understand each third, and maximizing the potential of each third will ultimately result in less stressful days to come.

If you can think back to the water-filled glasses, you might be able to picture top-third members representing the full glass, bottom-third members representing the lowly filled glass of water, leaving the middle-third members to represent the two-third filled glass. At this point in my collegiate career, I felt like a middle-third individual. I served as a significant team player in many of the student organizations I was a part of, despite not having many executive roles. I was juggling many responsibilities and feeling unfulfilled. It was only the sense of belonging and relationship ties I had with members that kept me motivated to stay involved during these times. I truly took on the characterization of a middle-third individual. Two of the four organizations I was a part of were experiencing conflict, and I was stuck in the middle trying to understand why I sought the opportunity to be involved in the first place, where my desire to be involved originated, and where that motivation was in that present moment? I found my glass of water wavering between all three levels of fullness at times. Sullivan’s speech could not have come at a better time when I sought to understand why people chose to function the way they do in student organizations, how organizations are successful, and how students are motivated to choose their commitments in relation to their idea success. By reminiscing through my evolution of commitment levels, I explored the answer to these questions, and utilized Sullivan’s hierarchy to gain a deeper understanding of how we make these decisions.
Transition from High School to College

It was the fall semester of my first year, and I can vividly remember taking the concept of “staying organized” to a new level. A half dozen sticky notes were arranged perfectly on the corner of my desk. I wrote down every assignment on its respective course-labeled sticky, with the estimated completion date/due date to the side. I realized within the first two weeks of school that I needed to see myself accomplish tasks to avoid becoming overwhelmed. My academics were my top priority during my first year. I earned A after A on my exams, and continuously received positive feedback from my honors professors on my insightfulness in the classroom. Not much had changed from high school where I was identified as an outstanding student, always devoted to my academics. In a world that often imagines a freshman student partying every weekend or attending class as they choose, I functioned in the atypical sense by studying faithfully on the weekends, never missing class, and reaching out to professors outside the classroom. One might believe I was of a rare breed among my peers, but surprisingly research has shown this type of student is growing on college campuses.

According to research by the Higher Education Research Institute at UCLA on The American Freshman: National Norms done in 2014, many students are moving away from college partying, heavy drinking, and extreme time dividends given to social interaction among friends. The National Institute on Alcohol Abuse and Alcoholism (NIAAA) showed that many students’ decision of their prospective university’s social environment is connected to their habits prior to college with drinking being one that is associated with how one values socializing. Of the students who expressed they drank wine or alcohol “frequently”, 53% of them expressed the social activities of the university were “very important,” while 44.8% and 40.7% of students who “occasionally” drank or did not drink at all respectively, expressed social activities of a university ranking as “very important.” (UCLA 12) The study further went on to say that 30% of those who frequently drank said there was a “very good chance” they would join a fraternity or sorority as opposed to only 17.8% and 9.7% of the occasional...
and not at all drinkers respectively. This research emphasizes that previous socialites will likely continue to value those social environments while those who do not engage in those activities may not seek social situations as often or at all.

Similarly, drinking habits were associated with one’s expectations of performance in college. Individuals who expressed drinking frequently “were less likely to think they would earn at least a B average in college and slightly less likely to think there was “a very good chance” they would participate in their institutions’ student clubs or groups.” (UCLA 13) This research points to how some of our habits serve as a reflection of what we value and what decisions we make in the future. For myself, I had not engaged in drinking activities prior to college, so this qualifies why I was more focused on my academics as a freshman or did not pursue institutions specifically for their social presence. As I encountered this research, I realized why I was more introverted and focused before, but I also realized how unconventional I was to make the transformation I have made to pursue the social situations I did as I matriculated through college following my freshman year. If I was to follow the statistics deemed by my previous behavior, I would still be a high achieving student, but I would not have found interest in a sorority. It was interesting to discover these statistics and realize that most students are moving away from the culture of the wild, unfocused college young adult, and moving towards a more focused, young college adult. When I examine the habits of students at my university there still seems to be a small handful of students that most resemble this characterization; however considering the size of UNC-Charlotte is it not impossible to think there are a lot more students who are more reserved in their behaviors at school. As I came to this revelation I wanted to look more into how I made that transformation by looking at what motivated me to seek these experiences.

Within the first month of my first year, I developed a firm grasp on the academic rigor of college, but I craved new experiences for my college career. Being a high-performing student was
nothing new, and it was no longer satisfying. I feared that people would grow to believe all I could be was smart and nothing more. It was not that I did not have the encouragement. My parents, teachers, and peers would often speak of this “potential” I had to be a great leader, but I always remained in my comfort zone. I am embarrassed to say how many times I have been the secretary of an organization, or how many times I thought about running for Vice President or President and didn’t. I have often taken the back seat to ensure I didn’t serve as competition in elections for my friends in high school, and even in college during elections. I began to realize that I had to change my mindset if I was ever going to grow in this process. If I remained closed minded in my own little world, focusing only on my academics, that would not produce the impact I ultimately wanted on campus. I wanted to have experiences worth telling once I graduated. The idea of leaving college without growing into a better person, developing meaningful connections in my community like I had back home, or gaining friends who would be in my wedding someday haunted my conscience. What was even more intimidating were the 350 student organizations and plethora of opportunities that were available to choose from. It was during this time that I developed the determination to finally aspire to be the leader I knew I could be. I could no longer watch other students be amazing leaders and not be among that elite group. I desired to be known for something more than my academics, and I craved to more confident in my leadership abilities. It was during this time I finally accepted the potential I had, and used it to step out of my comfort zone and be a leader.

Consequently, I began to search for an opportunity that would strengthen these leadership attributes and help me meet like-minded individuals. Ironically, a hometown friend of mine shared with me that applications for the “Emerging Leaders” program were open. There could not have been a more fitting program name to sum up my aspirations more than this one. This was exactly what I aspired to do during my first year: emerge as a leader. This particular program chose 50 freshmen to participate in a leadership and personal development year-long program. I remember the fall retreat
being particularly compelling when I discovered my personality type through the completion of the True Colors: personality test created by Don Lowry in 1978. I identified as a GOLD individual. These individuals need to be useful and belong, they need to follow rules and respect authority. Along with that, they are dependable, sensible, and thorough. This characterization broke everything down from how Gold’s functioned as children, their leadership style, and indications of a bad day. The latter of the three was the most enlightening during this experience. According to the results of the test, on a bad day I could exhibit anxiety, worry, or a “herd mentality exhibited in the blind following of leaders.” This one statement was riveting; it was depressing to realize I could, on my worst day, succumb to the thoughts and leadership of someone else if I am not careful. In this moment, I gained a desire to not only develop leadership skills, but also consciously seek my own voice in the process. Furthermore, it was enlightening to assemble with like-minded individuals of the program in smaller groups based on this color test categorization. There were many aha moments when we read the characterizations aloud, which resulted in an outpouring of personal anecdotes. I could not have predicted that I would create and initiate the connections that were made with new individuals during this retreat. The amount of diversity among the groups was captivating. The value of this exercise not only came from understanding your own personality, but through understanding the other three personality types. Through the understanding of these differences, I got my first glimpse of how individuals are motivated to make their decisions. For example, GREEN encourages change for improvement, ORANGE accepts change, while GOLDs are slow to accept change or feel threatened by change. Something as simple as a changing environment can affect people three different ways. This could point to why students within different organizations could react differently to certain scenarios. Understanding my personality type, and further engaging with the activities of this program throughout the semester, were significant to the shift in my appreciation for self and leadership development during my first year. My shift in thought here motivated my shift in commitment to
leadership and self-development. As the semester progressed, I began to envision myself as a leader and express myself in a more confident manner. This program encouraged me to grow professionally, personally, and motivated me to get more involved on campus. Not only did I build a network of friends, but I also grew tremendously from the guidance of the workshops. I became more confident to speak in front of larger groups, more willing to take the lead on a project, and learned the value in expressing my opinion. I discovered that others valued my sensibility and organization, and as a result, I sought opportunities to showcase that moving forward. Receiving my certificate of completion in the Emerging Leaders Program was rewarding, and well worth the time invested. From this commitment, I determined that I am motivated by opportunities to grow and gain new knowledge. During this program as I became more equipped with the tools of leadership and self development, the more motivated I became to seek similar opportunities moving forward. Sullivan made it clear that motivation is not the same for everyone, but in seeking that understanding of one’s motivation, you can gain insight on how they decide upon their commitments. Reflecting on this experience was significant in revealing how I came to decide upon my new commitments during my first year, and serves as an example of how looking at one’s unique experience can be beneficial in revealing one’s motivators.

**Blueprint of Success**

Once I discovered my motivation, I found myself seeking too many opportunities for growth in self-development and leadership. My glass was full “commitment-wise,” yet my mindset was similar to that of a bottom-third individual with my glass filled one-third with water. It was the spring of my sophomore year and I was now involved with four student organizations, and in the application stage of two major opportunities: serving as a mentor and joining a sorority. Becoming motivated to seek new opportunities was starting to cause more harm than good. Instead of enjoying my new responsibilities, I was beginning to feel obligated to them and unhappy. I found myself to be doubtful
and indecisive in these moments. I wavered between my commitment levels to organizations trying to find where I fit in while trying to remain committed to all of them.

For example, I benefitted from professional development workshops hosted by United Black Professionals, but when current executive board members reached out to me to run for a leadership position, I feared giving up my time and compromising my academic performance. They saw my potential, but I would not allow myself to grow. With my involvement in the religious group Impact, I attended some services and outings, but I was never confident that I was feeling a true sense of belonging. During these times of confusion, I functioned more similarly to bottom-third individuals by taking from the organization, but not adding to the organization. Sullivan reasoned with his audience that sometimes bottom-third members go through difficult periods that might prevent them from being committed to an organization. What is often hard for top-third members to realize is that in those moments that person’s commitment level is out their control. For me, at this time, I was wavering in my commitments trying to determine where I would eventually settle. It was during this time I became motivated to do a little spring-cleaning, and consolidate my commitments. The reason I felt motivated to do this was because I did not feel balanced and my idea of success was not being reached by being overcommitted. Sometimes all it takes is one event to cause you to put your foot down, and finally make the change that was needed a long time ago.

For me that moment was two years ago when I became a member of the Iota Rho Chapter of Delta Sigma Theta Sorority Inc. on April 6, 2014. At the conclusion of this journey, my line sisters and I were presented to campus as the newest initiates of my sorority at what is called a probate. At this event, we recited information relating to the core values of the sorority, and paid homage to the founders and sisters of our chapter. Part of the probate included each of us unveiling ourselves to campus by declaring who we once were, and removing your mask to declare a new beginning. In this experience, I had to leave behind my insecurities surrounding my ability to make decisions. I had to
learn to stand firm in who I was and stick to it. With this opportunity, I developed the confidence to choose what was truly adding value to my life and what wasn’t, in order to move forward in this new beginning. The rich history of this organization, and excellence represented by the founders and sorority women of Delta, made this a significant experience in my collegiate career. The courage of the women who came before me inspired me to uphold the ideals of a Delta woman. A Delta woman is not afraid of change, rather she embraces the necessary changes to make herself and her community better. With sisterhood, comes the accountability we have to one another’s growth, and my sisters helped me make this transformation. They helped me learn to verbalize positivity more and worry less. This experience also encouraged me to embrace my talents and manifest them outwardly for the benefits of those around me. Instead of shyly harboring my sensibility, organizational skills, and artistic abilities, they encouraged me to be confident in them and use them. This experience and new sisterhood gave me the push I needed to not delay spring-cleaning in other areas of my life any further. With the support of my sisters I discovered how toxic it can be to not use your talents or waste time using them in the wrong area. It was during this time I made the necessary adjustments to my commitments to better serve my community and be an asset to my university.

From the moment I became a sorority member, a new priority in leadership, sisterhood, community service, and self-growth began to compete with my academic performance. I had a new responsibility in bettering my community, investing in my sisters, and upholding my position in the chapter. I had a new outlook on what my next two years at the university would look like, and it included many new goals that required me to let some commitments go. To be successful as a student, sorority member, and community leader, I had to exercise discernment. By the time I reached the second semester of my junior year, I was a mentor in the Student Advising for Freshman Excellence (SAFE) program to three freshmen, a member of Student Alumni Ambassadors (SAA), an honors student, and an active sorority member. By the conclusion of my junior year, I had to
discontinue my involvement with two organizations to focus on the aforementioned commitments. There was just no way to do everything. When I found myself regretting this decision to discontinue certain commitments, I recalled the feeling of being overwhelmed and confused during my sophomore year to serve as motivation not to turn back. It helped me to to remain disciplined during my junior year, and be confident in my decisions so I could get through my future years successfully.

At this point in my collegiate career, I felt that I would smoothly make my way to the finish line of graduation without any major speed bumps, but senior year brought about unforeseen challenges. During the summer of my junior year and throughout the fall of my senior year, the blueprint I established for myself junior year did not withstand the unexpected pressures of my transition into and during the first semester of senior year. Suffering the loss of two grandmothers in one year took a toll on me emotionally, while the academic rigor of my course load was amplified. Nothing truly changed in my commitments, but the two sources I used to fuel my zest (family support and ease in academic performance) were not consistent. As a GOLD personality, because my environment changed, I expressed severe anxiety and doubt, but little glimpses of hope came from the relationships within my sisterhood, professional, and peer relationships. Something as simple as event planning preoccupied my mind to avoid dwelling on the thought that my grandma was living her last days with cancer, or the fact I had three exams in one week; however, the true motivating factor for me this semester came in a new way. In this time of perceived failure and chaos, I learned of my new motivation of benefitting from the motivation of others. To do this I first had to learn to be vulnerable and transparent. Prior to this experience, I would have described myself to be intrinsically motivated, but in this time, I needed motivation from others to keep me committed to any task I had at hand. Similar to the way Sullivan would encourage top-third members to reach out to their invested members in a conflict is how I leaned on my peers, professors, sisters, and friends to help me through this rough time.
At many moments during this time, I questioned how I ended up in this predicament of unbalance. As a society, I feel we subtly reinforce blueprints that are supposed to lead to success. For example, how students are pushed to be well-rounded in high school, babies are placed in pre-K to prepare them for kindergarten, or how internship experience in college will supposedly help you get a job. While in many cases these scenarios are successful for some, these blueprints, still fail for some as well. What is there to say about these blueprints if failure could be an outcome? The answer is a learning opportunity.

When blueprints fail, they motivate individual to seek understanding or disseminate new ideas to others about their experiences. As a 7th grade student I was tasked with reading a novel called *the 7 Habits of Highly Effective Teens* written by Sean Covey with my peers. This book set up a list of effective “habits” to practice to have an effective or successful adolescence. They included habits such as being proactive, putting first things first, and seeking first to understand and then be understood. Part of the effectiveness of this book lies in identifying the lack or failure in not completing the habit to develop a deeper understanding of the actual habit. For one of the interactive activities in the synergize chapter of the book, I had to rank four columns of words row by row. Inventive, logical, and caring are some examples of words that were listed. The column with the greatest number at the end for me was bananas. Interestingly, the characterization of bananas from this middle school class was similar to the GOLD personality character traits of the True Colors test that I took as a college freshman. Bananas are “planners,” learn best when we have *predictable* situations, and can expand their style best by being less rigid. Some of the troubles we have are understanding feelings, dealing with opposition, and answering “what if” questions (Covey). When comparing this test I took 9 years ago, to the true colors test I took more recently I saw many similarities, but some evolution in my responses. As expected, I noticed more correlation to my current self in the more recent test, but I wondered why the changes that had occurred, did occur.
Volitional personality trait change: Can people choose to change their personality traits, a research study published in the Journal of Personality and Social Psychology explored the idea that personality trait changes could be influenced by goal setting interventions or a “change plan.” (Hudson and Fraley 493) This research study was composed of two studies; Study 1 looked at the effectiveness of the goal setting intervention to catalyze trait changes. The study was conducted online, with participants utilizing an self-reporting survey to record goals, rate their personality traits, and conduct the intervention. There were two groups: the change plan group and the control group. Both groups were provided descriptions of the five personality dimensions; however, each group was prompted to reflect on them differently. The “change plan” group was prompted to choose traits they desired to change and furthermore had to complete writing assignments that had them reflect on how they envisioned themselves with these changes and how they could attain these changes (Hudson and Fraley 493). Contrarily, the control group was asked to determine which of the five traits embodied them as a person and what were the benefits of having those traits. Of the conclusions gather from this study one of them led to the conclusion that four of the big five personality dimensions of extraversion, agreeableness, conscientiousness, and emotional stability are modifiable by volitionally properties (Hudson and Fraley 494). The surprising conclusion made was that “across conditions, participants tended to experience changes that aligned with their desires may suggest that people are capable of engendering volitional changes to their personality traits, even without the help of an intervention.” (Hudson and Fraley 496) Understanding that volitional desire to change our personality was enough to institute changes in our personality traits was interesting to discover. Therefore, in my case, this study explains why my goals of becoming more involved and extraverted came to fruition. It was the intrinsic desire that motivated the transformation to occur. As we approach new levels in our life, it may require that we create a new blueprint or create a new goal. In these moments, it may be beneficial to look at old blueprints or the blueprints of others
to find areas of improvement, but in analyzing the blueprints of others, it is important to remember that you are uniquely motivated by what motivates you. Analyzing the goals and blueprints of others should not cause you to mimic their blueprint, but instead use their story to inspire your new list of goals, desires, and produce your ideal blueprint.

When I was in that moment of unbalance, it was hard for me to not look at other people and compare myself to them and deem myself inadequate. I wondered why I was over committed, unhappy, and unorganized, but what I had to learn is that my questions had to turn into, how can I lighten my load, how can I get more organized, and how can I make my life more enjoyable. From the inspiration of other people’s lives, I made the decision to change my goals to result in a better me.

**Lessons Learned**

As I stand in the last semester of my senior year, I am more emotionally stable, and proud of my journey because I decided to take control of my decisions, and continue to modify my goals to lead to the desired changes in my personal growth. My collegiate experiences in Emerging Leaders, attending Dinner with the Dean, reading Motivating the Middle, becoming a sorority member, and losing my grandmothers all brought me to the point I am at today. Through the understanding of how others are motivated, how others have succeeded, and my failures, I have discovered how one comes to committing themselves to any one task.

Through your past habits, one arrives at their values, which inspire their commitments. Through the exploration of the American Freshman study, we arrived at the correlation between drinking habits before college and one’s value of the social status of their future institution, or the desire to join social groups. These habits can even influence your expectation of how you expect to perform in college. While there are extremes in either case, it is interesting to note that these connected experiences all point to how one is motivated to make a decision in regards to college. Furthermore, Sullivan’s hierarchy within student organizations taught the importance of learning
what motivates different types of people to best lead a group or build unity within an organization. This and the True Colors Personality Test point to solutions of how to better understand different personality types, look past one’s differences, and ultimately, all work towards a common balance between one another.

As I faced the aforementioned, pivotal moments in my collegiate career where I struggled with commitment, making a decision, finding motivation, or feeling unbalanced I looked to the idea of making new goals to bring myself out on the winning side. With my exploration of the study from the Journal of Personality and Social Psychology, I learned why I was able to make the necessary personality changes to overcome that time of turmoil. It came first from my intrinsic desire to change, and then from establishing new goals that aimed to change specific parts of myself. Specifically I aimed to strengthen my ability to say no, outwardly manifest my talents, and make a conscientious decision to do what would make me happy, not others happy.

In all, exploring the concepts of commitment and motivation through evaluating the evolution of my successes and failures helped me acquire the answers to the questions I initially posed at the start of my portfolio project. My hope is that through my exploration of these terms and by sharing my story of imbalance, I will help someone else arrive at better understanding of their current predicament whether they are a college freshman or middle-aged retiree.

I named this portfolio project Imbalance Gains because moments of imbalance sow seed in your life and produce gains of wisdom, knowledge, and personal growth worth having just as lifting weights reap muscle gains. These imbalance gains will give you the strength needed to overcome any obstacle and continue to be a lifelong learner and teacher each day.

As the late poet Maya Angelou said “When you GET, GIVE, when you LEARN, TEACH!”