



## **In Pursuit of Excellence: Balancing Strategies for Sustainable Productivity**

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**Presentation View Links:** ([Canva](#), [PDF](#))

### **Background Leading to My Inquiry (Slide 2)**

My action research project was inspired by my mini-AR project earlier this school year. I focused on improving my productivity for the mini-AR in hopes of being able to get more done each day. During this mini project, I certainly found strategies that made me more productive, but I could also tell they were not sustainable.

Through our PCM work, I have also learned that my core motivations include organization, efficiency, and improved use of time. I still have a desire to maximize my productivity, but I also need to make sure that my workaholic personality tendencies don't get in the way of the necessary balance I need in my life.

This led me to a refined focus on productivity paired with sustainability.

### **The Purpose of My Inquiry (Slide 3)**

Therefore, the purpose of my action inquiry was to feel more productive without burning myself out. I wanted to find the balance between satisfying my core motivation of efficiency and productivity while honoring my need for balance.

### **My Wondering (Slide 4)**

With this purpose, my primary wondering was "What is the sweet spot in my productivity?"

The sub-questions that I also had to answer through this process were:

- What does it mean to me to be productive?
- What strategies help me feel productive?
- What strategies help me feel productive, but do not feel sustainable or healthy?

### **My Actions (Slide 5-6 and 18-20)**

My action research was broken up into two phases with actions and data collection in each phase.

### **Phase 1: Observation and Reflection**

In this phase, I was focused on data collection about what productivity means to me. This phase served as the control group for my personal experiment. Throughout December and January, I completed a daily reflection of whether my day felt productive or not and also what days felt like good, positive days versus frustrated days in terms of my productivity. I completed this reflection via a Google Form (screenshot of this form is found on Slide 6).

At the end of January, I spent a great deal of time analyzing the data that I collected to create adjusted reflection logs for Phase 2.

### **Phase 2: Testing Productivity Strategies**

Based on my reflections from Phase 1, Phase 2 (February-March) is where I introduce new strategies with the goal of increasing my productivity. I maintained a daily reflection log. I made a copy of the Phase 1 Google Form and added a list of strategies based on what I learned. Some of these strategies I created on my own and others were based on some quick research based on what I learned from the first round of reflections. I also updated the log creating a list of common notes that I manually typed in during Phase 1 to make it more efficient for me to use the daily log. A screenshot of the Phase 2 Google Form is found on Slide 20.

The questions I asked myself as I started Phase 2:

- What did I learn about myself and the elements of a productive day?
- Can I add those things to the reflection log as a way to intentionally try to incorporate them into each day to feel more productive and fulfilled?

The strategies I implemented during Phase 2 (February-March):

- Schedule tasks on my Google Calendar each morning by identifying breaks in my schedule
- Schedule an hour each day to work from the hallway where I can be more visible to staff while still getting tasks done
- Intentionally schedule and track the days where I come to work early to get things done before my day officially starts or stay over an hour later than my end of contract time (as opposed to just working from home late at night where I don't feel as productive)
- Purchase and use printed organizers and checklists to organize and prioritize each day's schedule and tasks
- Research and implement email sorting strategies to more efficiently move through my email inbox and maintain "inbox zero" where I don't have any emails in my primary inbox
- Work on tasks and email from inside classrooms where I can be around students and staff while I also getting tasks done

## **Data Collection (Slide 6 and 20)**

As stated in the actions section of this narrative, I used a daily reflection log throughout the entire project as a way to track both qualitative and quantitative data. Below are links to the two different reflection logs I used to collect data.

[Phase 1 Reflection Form](#)

[Phase 2 Reflection Form](#)

## **My Data (Slides 7-17 and 21-40)**

Visual representation of the most valuable data can be found in the slides of my presentation. For the raw data and all charts and graphs, take a look at the following spreadsheets where I accessed and organized the data and created all pie charts and bar graphs.

[Phase 1 Data](#)

[Phase 2 Data](#)

### **Phase 1 Data Summary:**

- The elements that showed up the most on my productive days were:
  - Lots of things checked off a list
  - Interactions with staff
  - Inbox Zero - my email not backed up
  - Working late at school
- The elements that showed up the most on my unproductive days were:
  - Off task behavior
  - Several meetings on my calendar
  - Not feeling like I got enough tasks done
  - Getting behind on email
- The elements that showed up the most on days that were specifically marked as both productive and positive were:
  - Lots of things checked off a list
  - Interactions with staff
  - Inbox Zero - my email not backed up
  - Used my calendar to schedule and track tasks
- The elements that showed up the most on days that I identified as frustrating days were:
  - Off task behavior
  - Getting behind on email
  - Several meetings on my calendar
  - Not feeling like I got enough tasks done
  - Not staying at school to work late

### **Phase 1 Data Reflections:**

- Email is a big contributor to my stress or feeling of productivity.
- I use tasks as a way to organize myself and feel productive.
- Interacting with others almost always feels productive and positive, but gets lost in my task-oriented mindset.
- When I feel burn out, I get off task, and then I feel even worse. It can create a pattern of productivity in myself.

## **Phase 2 Data Summary:**

- On my most productive days, the following strategies showed up the most:
  - Scheduling tasks directly on my calendar
  - Using printed organizers and checklists
  - Email sorting strategies
- On my most productive days, I used several strategies throughout the day and not just one or two.
- On my least productive days, few intentional strategies were implemented, and often on those days I didn't plan for or intentionally implement any strategies.
- On my least productive days, the following strategies were not present:
  - Did not schedule time to work in the hallway
  - Did not work in classrooms
- On my most productive and specifically positive days, the following strategies showed up the most (the same as my positive days):
  - Scheduling tasks directly on my calendar
  - Using printed organizers and checklists
  - Email sorting strategies
- On my most productive and specifically positive days, just like on all my positive days, I used several strategies throughout the day and not just one or two.
- When looking at all of my days that I coded as frustrating, I only used one intentional productivity strategy one time.
- When looking at the types of strategies I used, all strategies had high success rates when implemented.
- The most successful strategies that increased my productivity while maintaining positive feelings about that productivity were:
  - Scheduling time to work in the hallway
  - Using printed organizers and checklists
  - Email sorting strategies
- The strategy with the most mixed results was scheduling tasks directly on my calendar.
- The strategies I most consistently used were:
  - Scheduling tasks directly on my calendar
  - Using printed organizers and checklists
  - Email sorting strategies
- When looking at the number of strategies used each day, days where no strategies were intentionally used were all coded as unproductive and frustrating.
- Using 1-2 strategies over the course of the day led to more productivity but also led to mixed results.
- Using 3 or more strategies consistently led to productive and positive days.

## **Phase 2 Data Reflections:**



- Intentionality and setting a clear plan for the day matters more than what individual strategies I use.
- Combining strategies throughout the day for task completion, interaction with staff and students, and email management lead to the most productive and positive days.
- Combining strategies and creating productivity in some areas helps me deal with what feels like lack of control or productivity in other areas (i.e. an overflowing inbox or lots of meetings scheduled for me on my calendar).
- It's worth noting that I had slightly more unproductive days during this phase due to wedding planning (I got married at the end of March) and a lot of sickness that is uncharacteristic for me. Neither of these things will be as big of a factor in typical months.

### **My Discoveries (Slide 41-50)**

The following learning statements illustrate the most critical facets of what I learned:

- Learning Statement 1: While I am motivated by task completion, a positive productive day for me is less about **how much** I get done and more about **what** I get done.
- Learning Statement 2: Sustainable productivity for me must focus on three areas daily: task completion, relationships and interaction, and email management.
- Learning Statement 3: Setting priorities and careful planning at the start of the day are important for me in striking a sustainable balance between productivity, my personal well-being, and managing the things I cannot control.

#### **Learning Statement 1:**

While I am motivated by task completion, a positive productive day for me is less about **how much** I get done and more about **what** I get done.

In Phase 1, I learned that things like getting behind on email could derail my sense of productivity, even though my job is so much more than my inbox. However, I also learned that things I would have previously anecdotally said got in the way of my productivity (like the interpersonal portion of my job, for example), actually did not. Time spent with others almost always felt productive and useful when I started actually tracking the data.

Also, time spent planning systems almost always felt productive, even when it forced me to get behind in other areas.

This taught me that I needed to merge my task completion motivation with an expanded view of what my “tasks” were.

In Phase 2, I focused less on getting everything done and more on prioritizing tasks, which included more than just email. Having the quantitative data to identify those elements of productivity made it easier for me to plan for them. As a matter of fact, the data showed me

that a slow or focused pace was not necessarily indicative of a productive or unproductive day.

Previously, I had found I could be hyper-productive and busy all day yet completely unsatisfied with my productivity, because I had a narrow view of what it meant to be productive.

A quote that resonated with me as I reflected on this learning statement was from Theodore Roosevelt, “Far and away the best prize that life has to offer is the chance to work hard at work worth doing.” Just working hard was not enough for me to feel productive – what I was working on and how I prioritized it had a bigger impact.

### **Learning Statement 2:**

Sustainable productivity for me must focus on three areas daily: task completion, relationships and interaction, and email management.

My most productive, positive days focused on multiple aspects of productivity, including strategies for task completion (scheduling tasks directly on my calendar, working late to get things done at school before heading home, and using printed organizers and checklists to manage my schedule and prioritize tasks), email management (scheduled into my day using the above strategies and using strategies for sorting email to be more efficient), and time spent with staff and students (either working in the back of classrooms, scheduling time to be out in the hallway, or involving others in systems planning).

Even though my people-focused strategies were used less often (an area of growth for me that I will address in the next section), they had the most positive impact when utilized, especially when combined with other strategies.

Of significant note is that I learned using the strategies in isolation was at best inconsistent and more often just flat out ineffective. Surprisingly, focusing on more elements of productivity each day and not getting as much completely “done” was more effective than hyper-fixating on getting everything done in one element of productivity.

I wasn’t expecting to focus on the number of strategies used during this project. My goal was to identify individual strategies that worked well. The patterns that emerged in my data analysis were interesting and unexpected.

The data that most contributed to this learning can be found on Slide 46-47 and covers:

- Strategies I used on days coded as productive and positive

- How my productivity was coded on days where I used 3 or more strategies
- How my productivity was coded on days where I used no strategies
- How my productivity was coded on days where I used only 1-2 strategies

### **Learning Statement 3:**

Setting priorities and careful planning at the start of the day are important for me in striking a sustainable balance between productivity, my personal well-being, and managing the things I cannot control.

Without even diving into the strategies I implemented, simply planning for a productive day and committing to trying strategies in general improved my overall productivity. You can see this comparing the data about how I coded my productivity during the observation phase of action research project (Phase 1) to how I coded my productivity during the implementation phase of the project (Phase 2). The pie charts containing this data can be found on Slide 49. In general, I felt more productive and positive in Phase 2 than I did in Phase 1, regardless of the strategies I used. The biggest difference between the two phases was the intentionality with implementation. Making a plan for the day, regardless of what that plan was, had a significant impact.

A big piece of learning for me was that getting everything “done” wasn’t what really made me feel productive. And thank goodness for that because I don’t think it’s possible to ever be fully caught up in this role.

Starting my day with a handful of simple strategies I can easily implement that focus on multiple elements of a productive day (as defined by me and my research in Phase 1), I can set the stage for a productive day, even if I still feel “behind” at the end of the day. This helps me truly strike a healthy balance between efficiency and productivity and sustainability.

I printed the following quote by Paul J. Meyer and taped it to my computer monitor at work to remind myself of this learning: “Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.”

### **Where I Am Heading Next (Slide 51)**

Moving forward, I will use what I have learned to be more satisfied with my productivity. I will be mindful of what I learned about what productivity means to me, especially considering my previous misguided and narrow definition of productivity. I am setting aside time each morning to make a plan for my day with the goal of using multiple strategies to address the three areas of productivity I have

identified throughout my day.

As I move forward, it is interesting to reflect on the strategies that I naturally gravitate towards, even if those are slightly less effective than others. I want to focus on more intentional use of strategies that involve scheduling time for people, both staff and students.

My next step is to also think about how I can plan for productivity in my early or late work. Especially when staying late at school, this is not the time of day when I am freshest, so I wonder if intentional structuring or planning during this time would be helpful in maximizing my extra time at work so it's not wasted.

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### Presentation

Eaton, M. (2024). In pursuit of excellence: Balancing strategies for sustainable productivity. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

### Publication

Eaton, M. (2024). In pursuit of excellence: Balancing strategies for sustainable productivity. Retrieved from [https://www.canva.com/design/DAF\\_Na4-Ez0/BZYL-6eDm0-qJOyxvJU1cQ/view?utm\\_content=DAF\\_Na4-Ez0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAF_Na4-Ez0/BZYL-6eDm0-qJOyxvJU1cQ/view?utm_content=DAF_Na4-Ez0&utm_campaign=designshare&utm_medium=link&utm_source=editor)

WARREN  
ONLINE  
ACADEMY



Michele Eaton

# IN PURSUIT OF EXCELLENCE

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Balancing Strategies for Sustainable Productivity





# BACKGROUND LEADING TO THIS INQUIRY



Productivity



Sustainability







## PURPOSE OF THIS INQUIRY

Through my action research, I hope to feel more productive without burning myself out. I want to find the balance between satisfying my core motivation of efficiency and productivity while honoring my need for balance.





# MY WONDERING

## PRIMARY

What is the  
sweet spot in my  
productivity?

## SUB-QUESTIONS

- What does it mean to me to be productive?
- What strategies help me feel productive?
- What strategies help me feel productive, but do not feel sustainable or healthy?





# DECEMBER - JANUARY

*Definition and Reflection*



# ACTIONS

## Daily Reflection



Productive or  
Unproductive



Positive or  
Frustrating

## IPLI: December-January Reflection

meaton@warren.k12.in.us [Switch account](#)

Not shared

Date

Date

mm/dd/yyyy

Did today feel productive?

☐ Yes

☐ No

☐ Somewhat

How positive did today feel in terms of your productivity?

1

2

3

Frustrating

☐

☐

☐

Positive

Any notes?



# DATA



Unproductive, Frustrating  
8.3%

Unproductive, Neutral  
12.5%

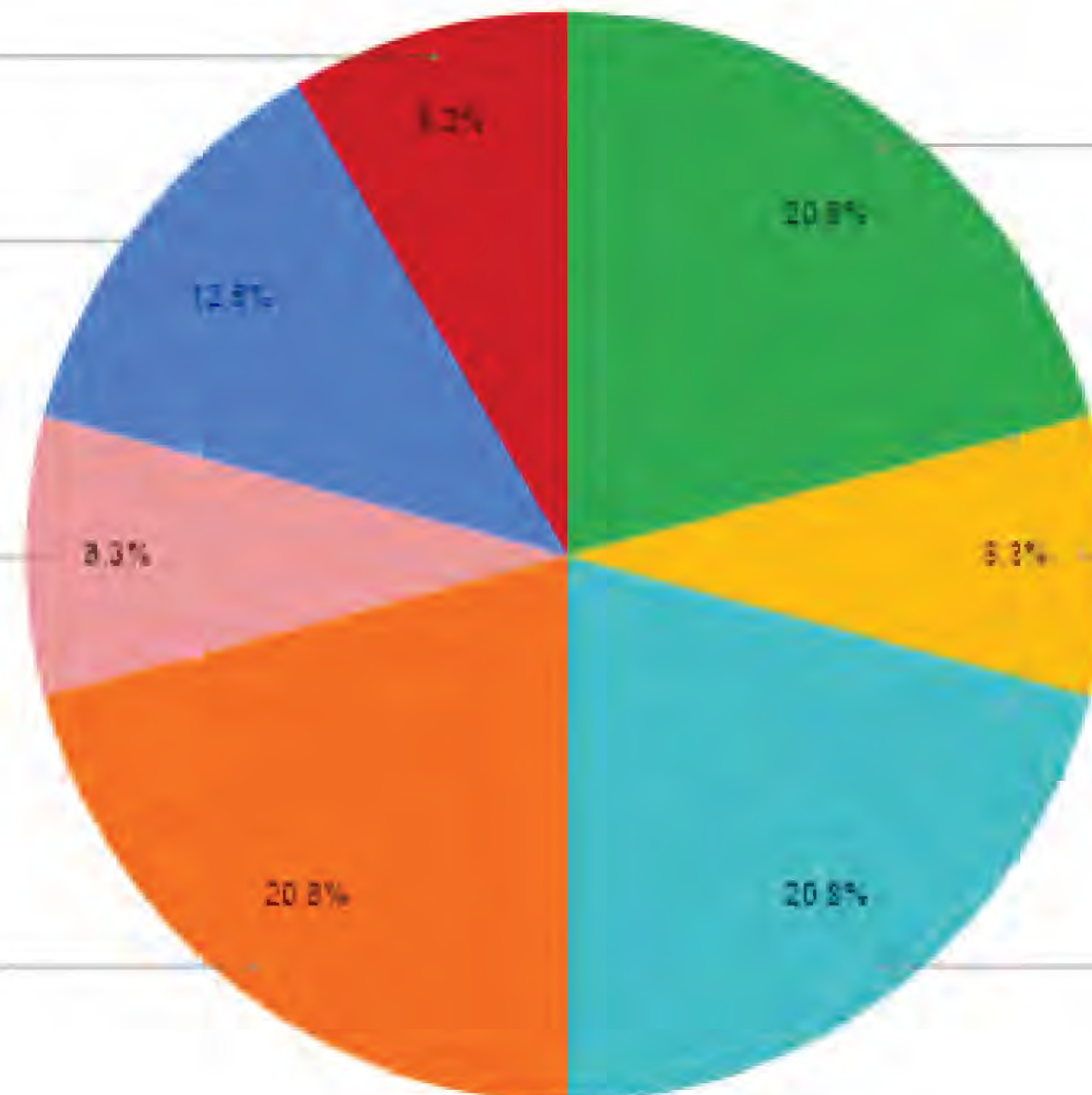
Somewhat Productive, Frustrating  
8.3%

Somewhat Productive, Neutral  
20.8%

Productive, Positive  
20.8%

Productive, Neutral  
8.3%

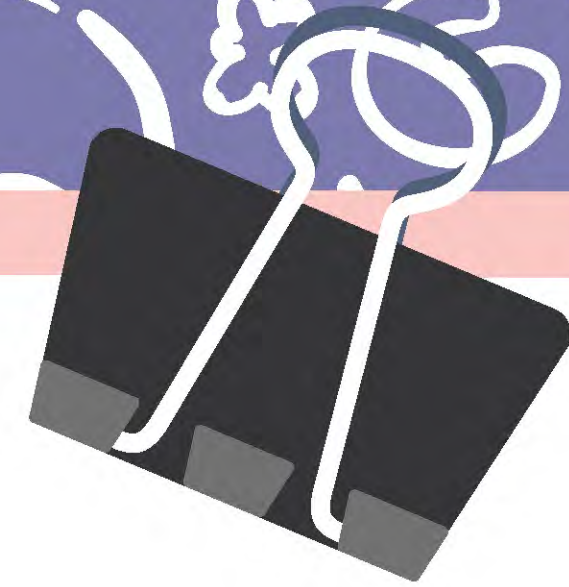
Somewhat Productive, Positive  
20.8%





PRODUCTIVE

# DATA



Not working late

4.8%

Behind on email

4.8%

Systems Planning

4.8%

Few distractions

4.8%

No time with staff

4.8%

Positive Attitude

4.8%

Lots of things checked off...

14.3%

Scheduled tasks into my c...

9.5%

Meetings

4.8%

No Time in Hallways

4.8%

Didn't get enough done

4.8%

Working Late

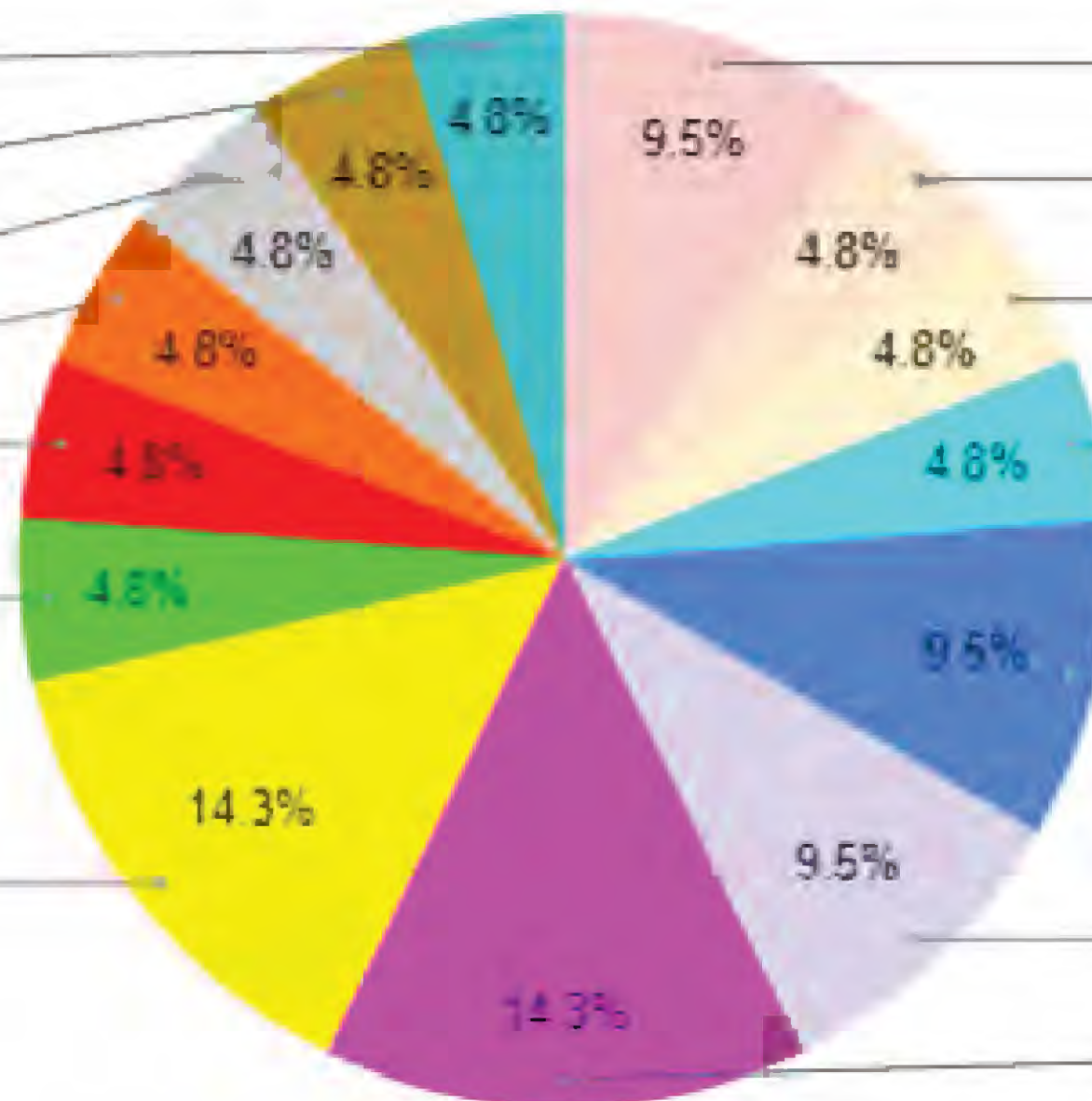
9.5%

Inbox Zero/not backed up

9.5%

Interacting with Staff

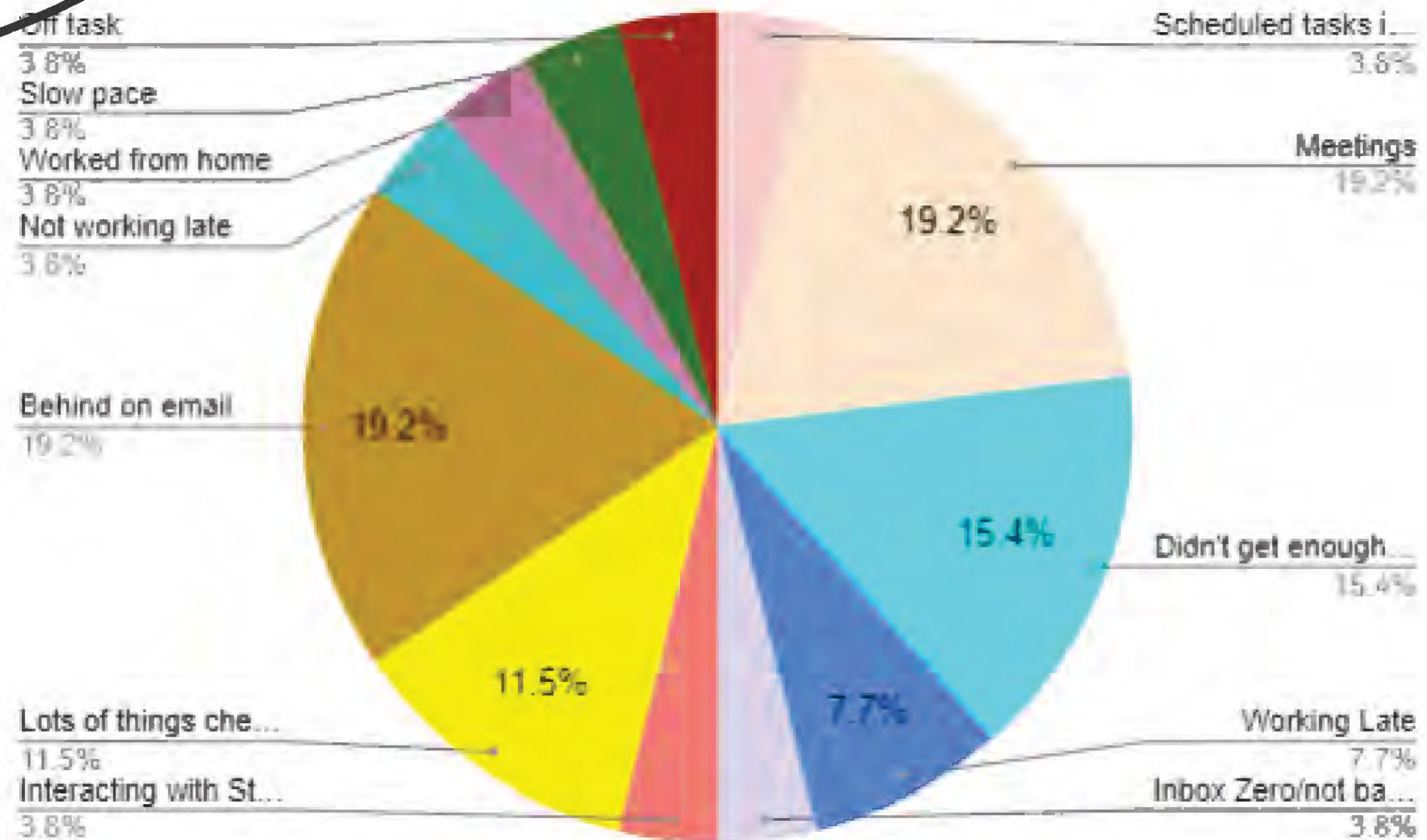
14.3%





SOMEWHAT  
PRODUCTIVE

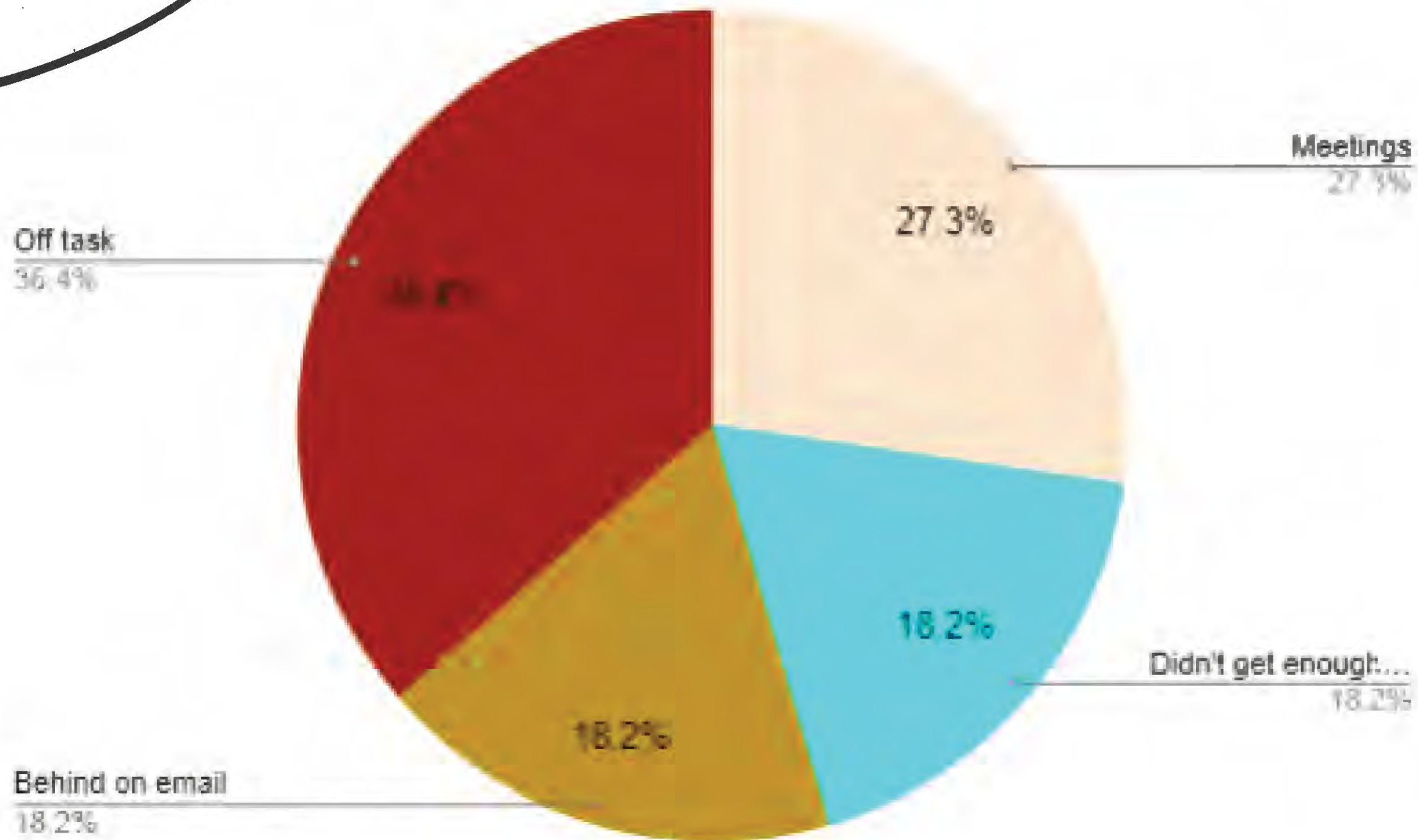
# DATA





UNPRODUCTIVE

# DATA





# DATA SUMMARY



## PRODUCTIVE

- Lots of things checked off a list
- Interactions with staff
- Inbox Zero/not backed up
- Working late

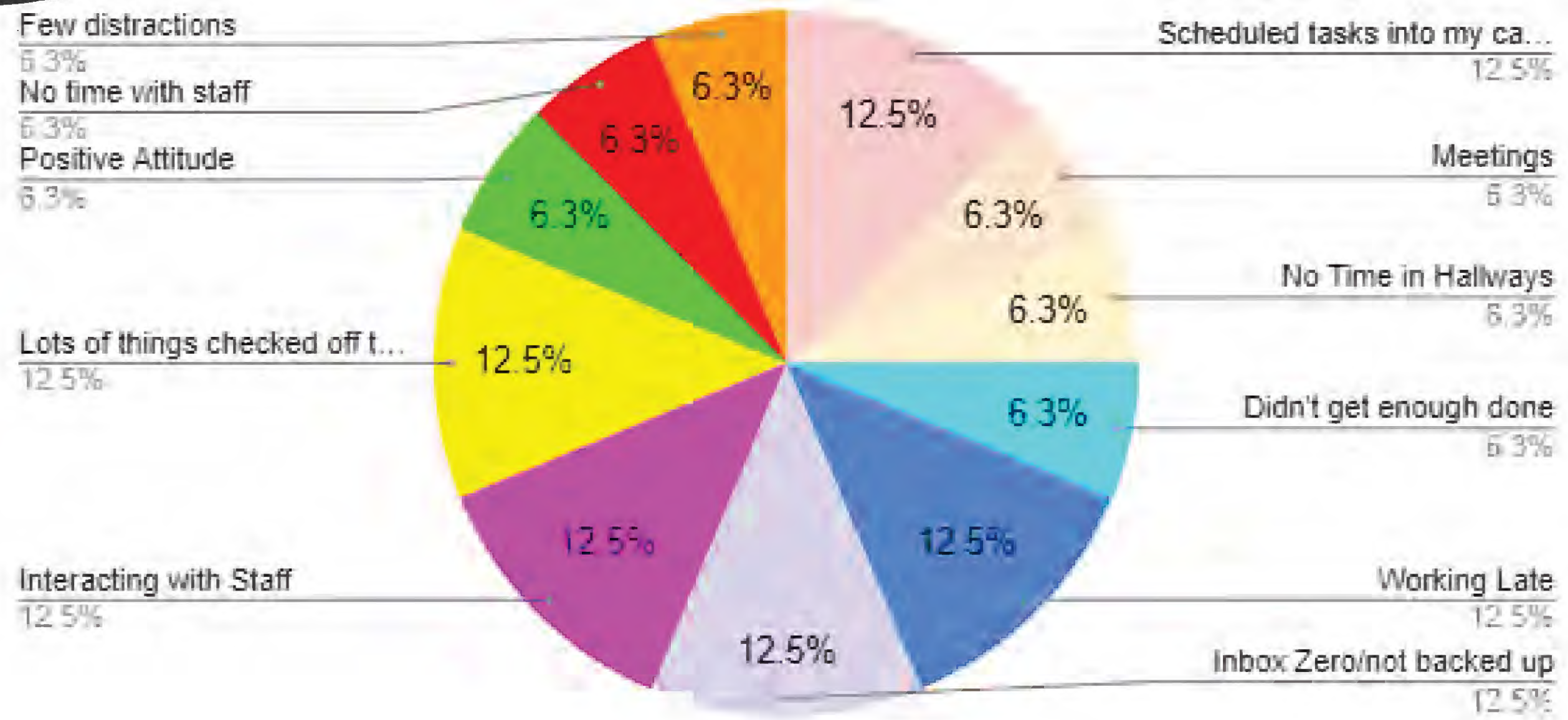
## UNPRODUCTIVE

- Off task
- Several meetings
- Not getting enough tasks done
- Behind on email



PRODUCTIVE  
POSITIVE

# DATA





PRODUCTIVE  
NEUTRAL

# DATA



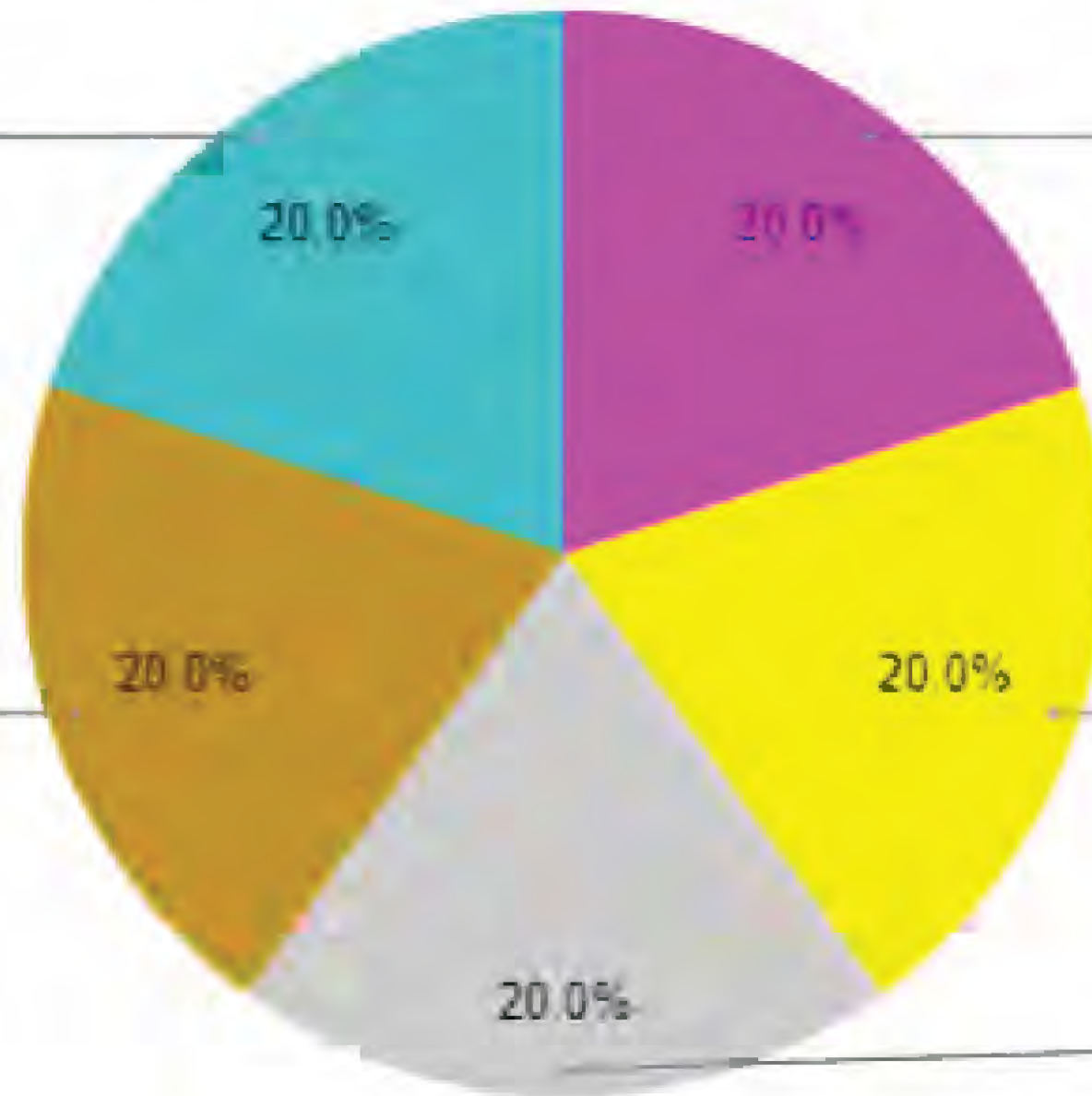
Not working late  
20.0%

Interacting with Staff  
20.0%

Behind on email  
20.0%

Lots of things checked off to...  
20.0%

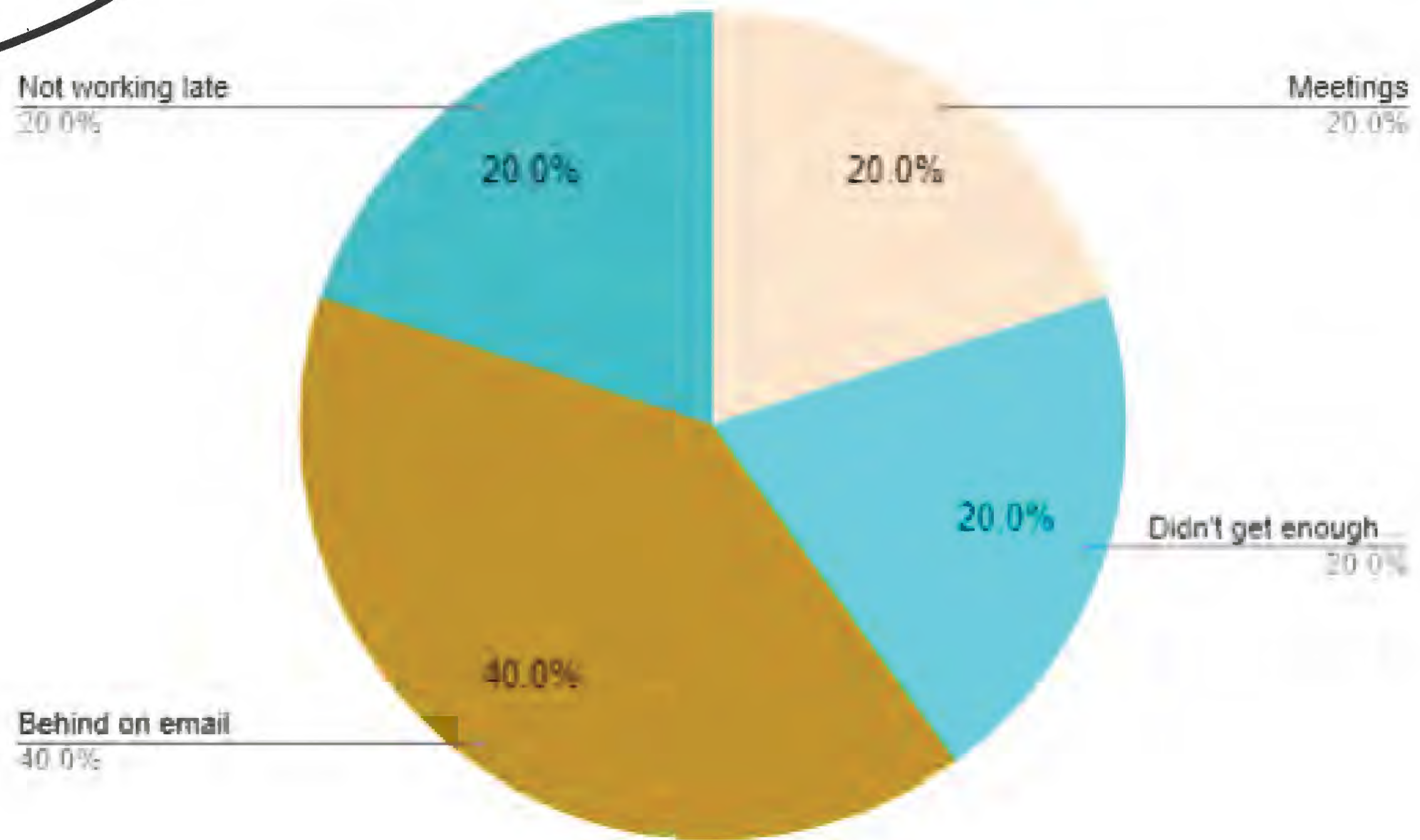
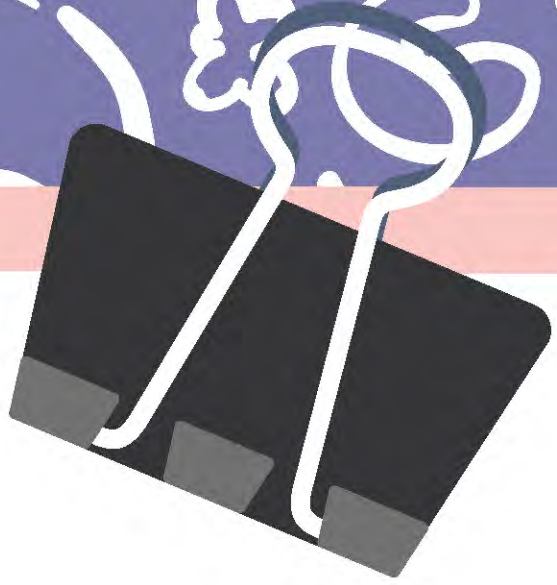
Systems Planning  
20.0%





SOMEWHAT  
PRODUCTIVE/  
FRUSTRATING

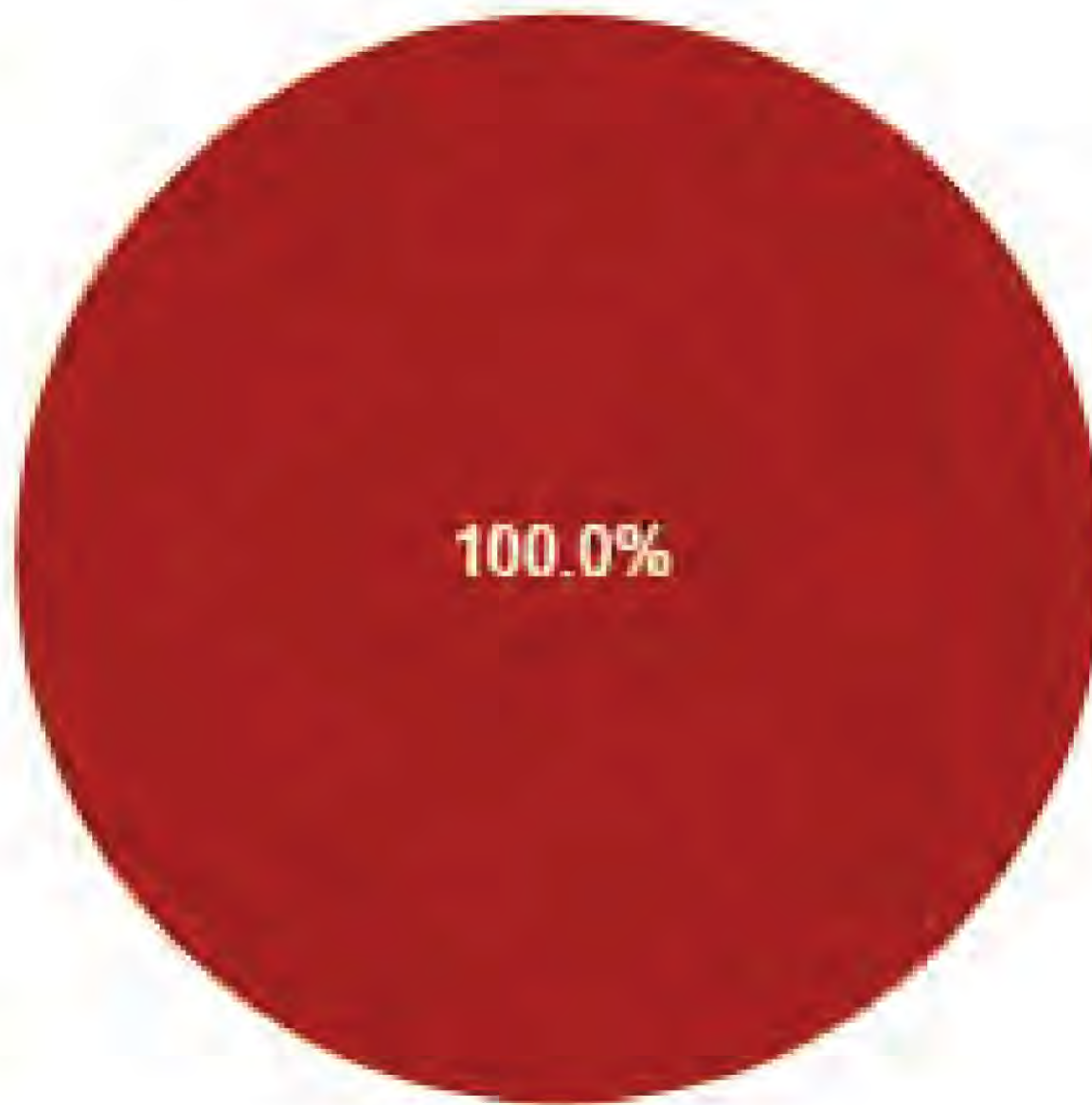
# DATA





UNPRODUCTIVE  
FRUSTRATING

# DATA





# DATA SUMMARY



## PRODUCTIVE AND POSITIVE

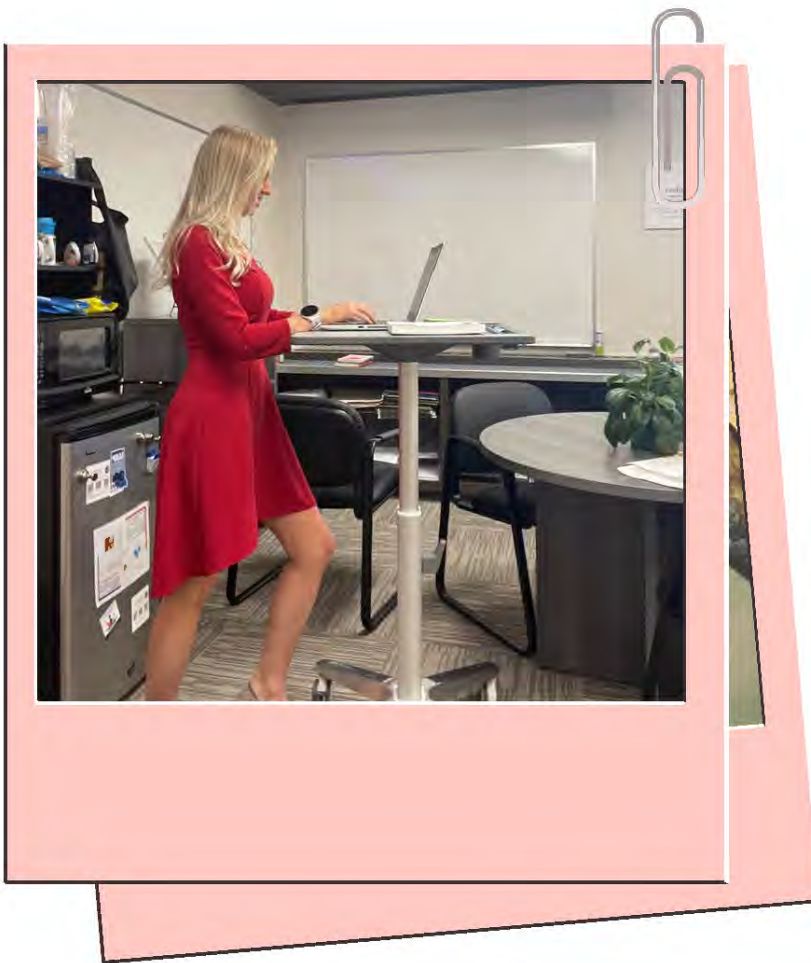
- Lots of things checked off a list
- Interactions with staff
- Inbox Zero/not backed up
- Working late
- Used calendar to track tasks

## FRUSTRATING

- Off task
- Behind on email
- Several meetings
- Not getting enough tasks done
- Not working late



# REFLECTIONS ON PART 1



- Email is a big contributor to my stress or feeling of productivity.
- I use tasks as a way to organize myself and feel productive.
- Interacting with others almost always feels productive and positive, but gets lost in my tasks-oriented mindset.
- When I feel burn out, I get off task and then feel even worse.







FEBRUARY - MARCH

Testing Productivity Strategies



# ACTIONS

1

Based on reflections, I tried different strategies to increase productivity and maintained the daily reflection log.

Copy reflection log and add a list of strategies based on what I learned. Turn notes into a checklist for efficiency.

2

What did I learn about myself and the elements of a productive day?

Can I add those things to the reflection log as a way to intentionally try to incorporate into each day to feel more productive and fulfilled?

3

Strategies:

- Schedule tasks on calendar
- Schedule hallway time
- Track late nights/early mornings
- Printed organizers
- Email sorting strategies
- Working in classroom



# IPLI: February-March Reflection

meaton@warren.k12.in.us [Switch account](#)

Not shared

Date

Date

mm/dd/yyyy

Did today feel productive?

- ☐ Yes
- ☐ No
- ☐ Somewhat

How positive did today feel in terms of your productivity?

Frustrating 1 2 3 Positive

Select which productivity strategies you incorporated.

- ☐ Schedule tasks on calendar
- ☐ Schedule hallway time to be visible
- ☐ Late night
- ☐ Early morning
- ☐ Printed organizer or checklist
- ☐ Email sorting
- ☐ Worked in classroom
- ☐ Other:

Notes

- ☐ Meetings
- ☐ No Time in Hallway
- ☐ Didn't get enough done
- ☐ Inbox Zero/not backed up
- ☐ Interacting with staff
- ☐ Lots of things checked off to do list
- ☐ Positive attitude
- ☐ No time with staff
- ☐ Few distractions
- ☐ Systems planning
- ☐ Behind on email
- ☐ Not working late
- ☐ Interacting with students
- ☐ Worked from home
- ☐ Slow pace
- ☐ Off task
- ☐ Other:



# DATA

Unproductive, Frustrating  
11.4%

Unproductive, Neutral  
5.7%

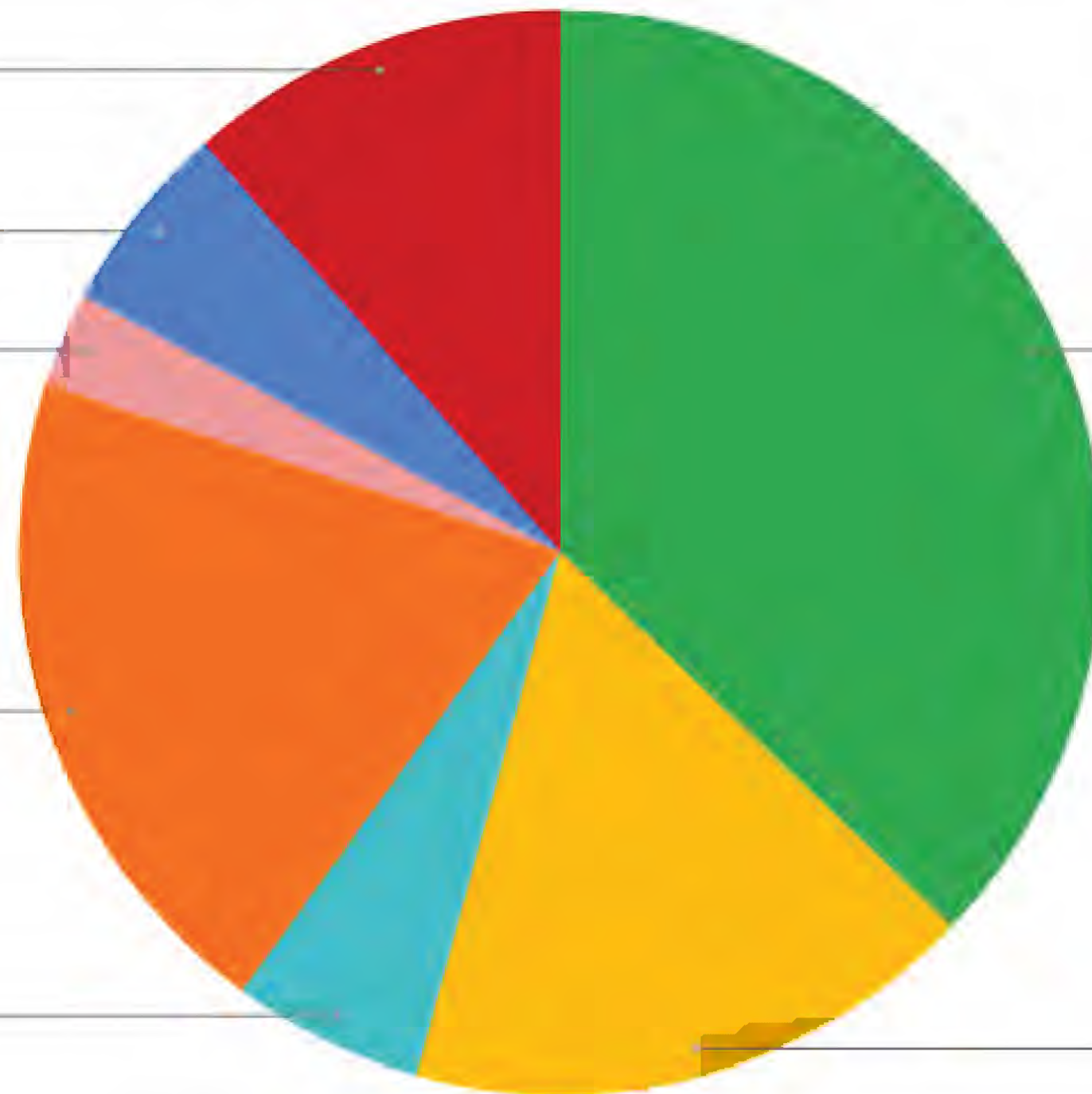
Somewhat Productive, Frustrating  
2.9%

Somewhat Productive, Neutral  
20.0%

Somewhat Productive, Positive  
5.7%

Productive, Positive  
37.1%

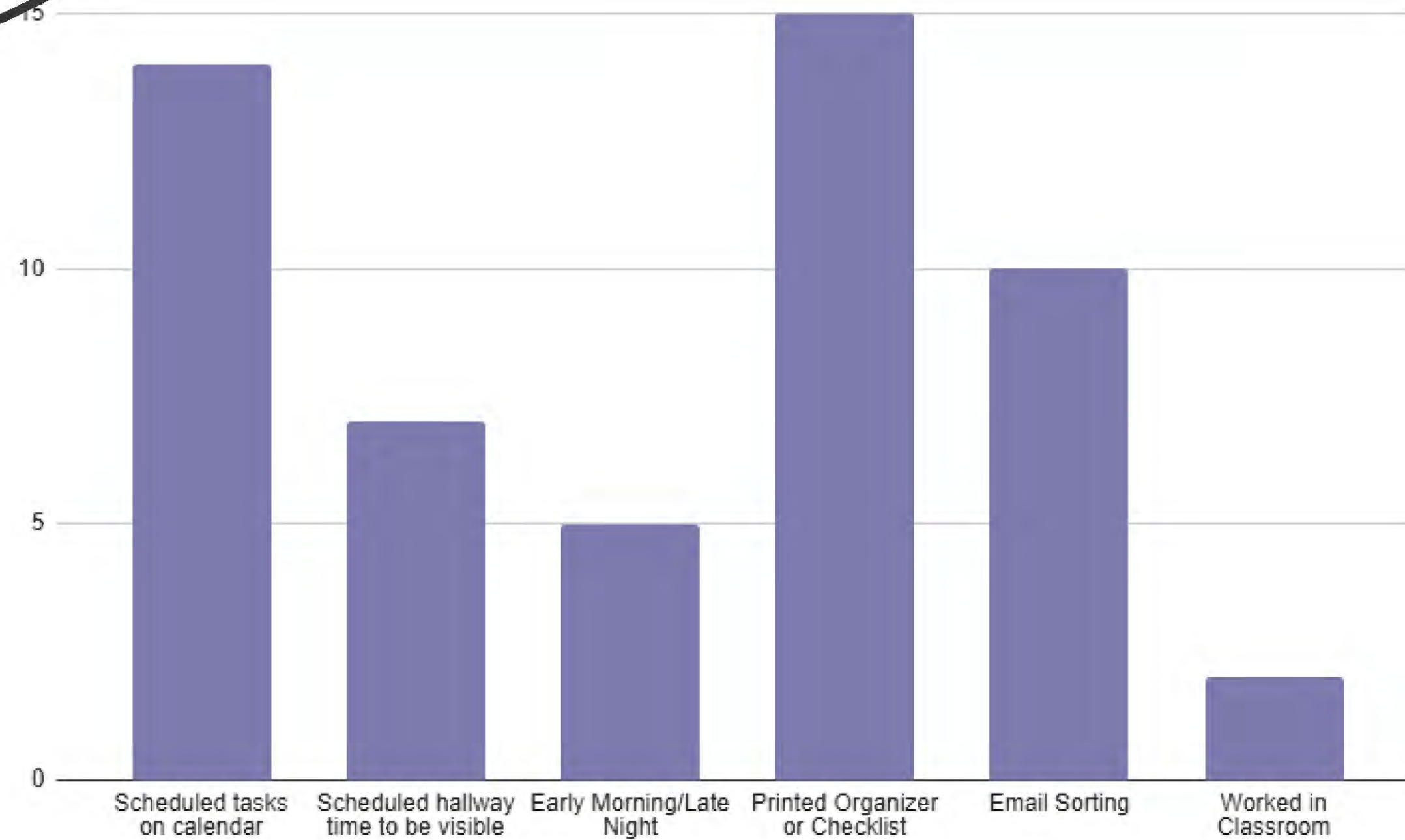
Productive, Neutral  
17.1%





PRODUCTIVE

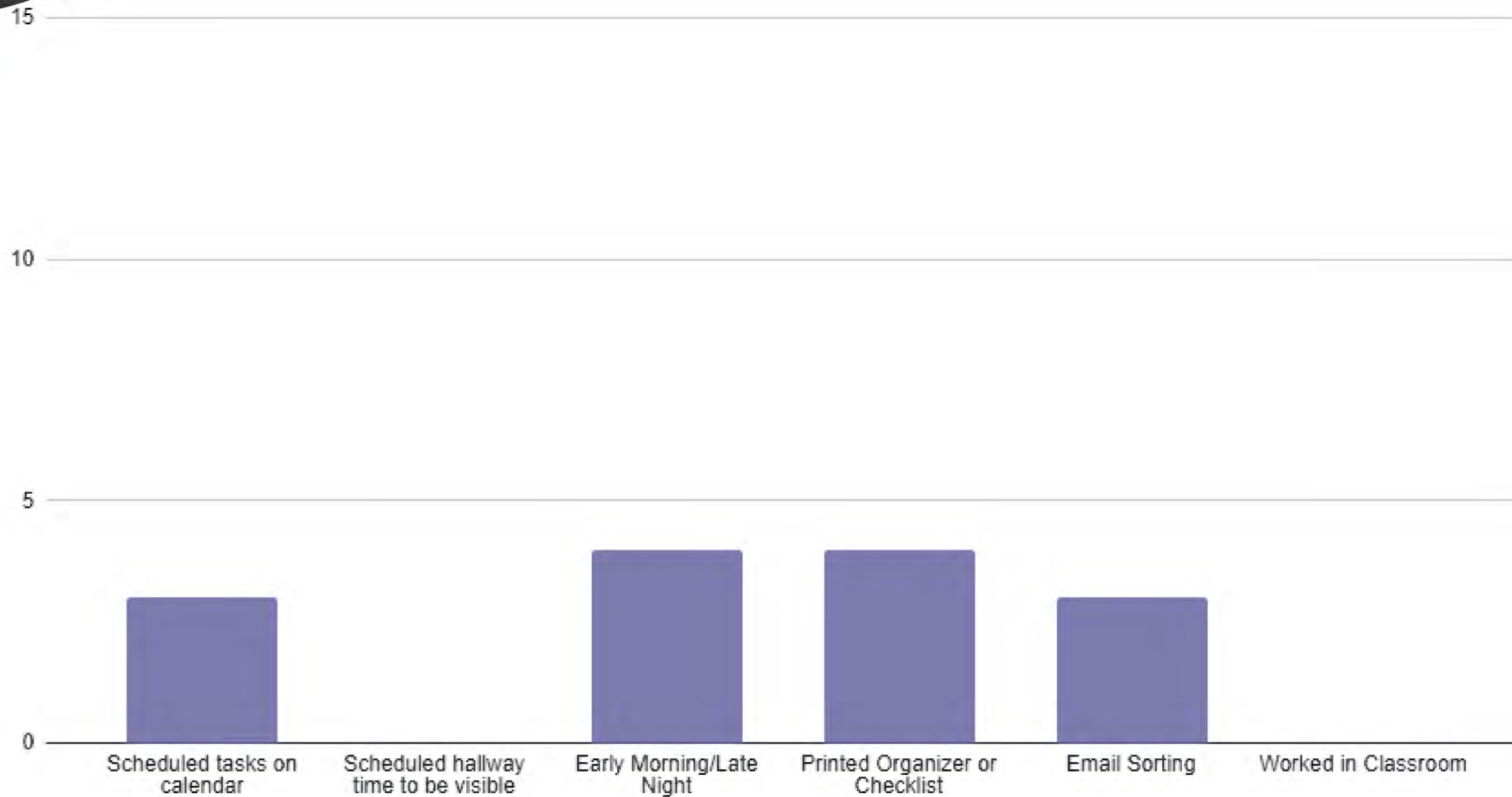
# DATA





SOMEWHAT  
PRODUCTIVE

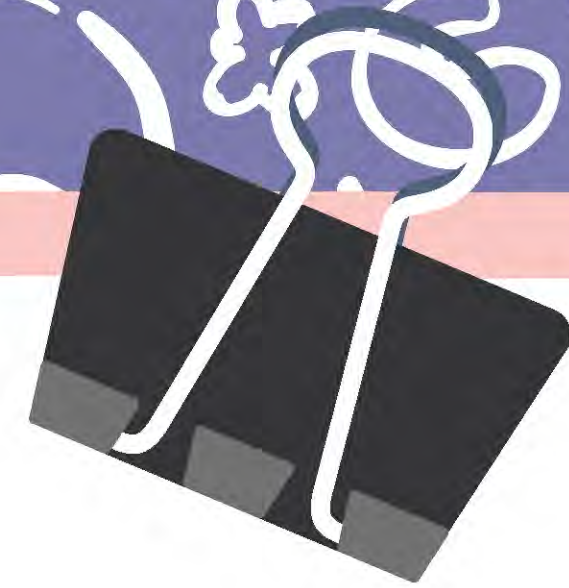
# DATA





UNPRODUCTIVE

# DATA



15

10

5

0

Scheduled tasks on  
calendar

Scheduled hallway  
time to be visible

Early Morning/Late  
Night

Printed Organizer  
or Checklist

Email Sorting

Worked in  
Classroom





# DATA SUMMARY



## PRODUCTIVE

- Scheduling tasks via calendar, printed organizers, and email sorting
- Several strategies

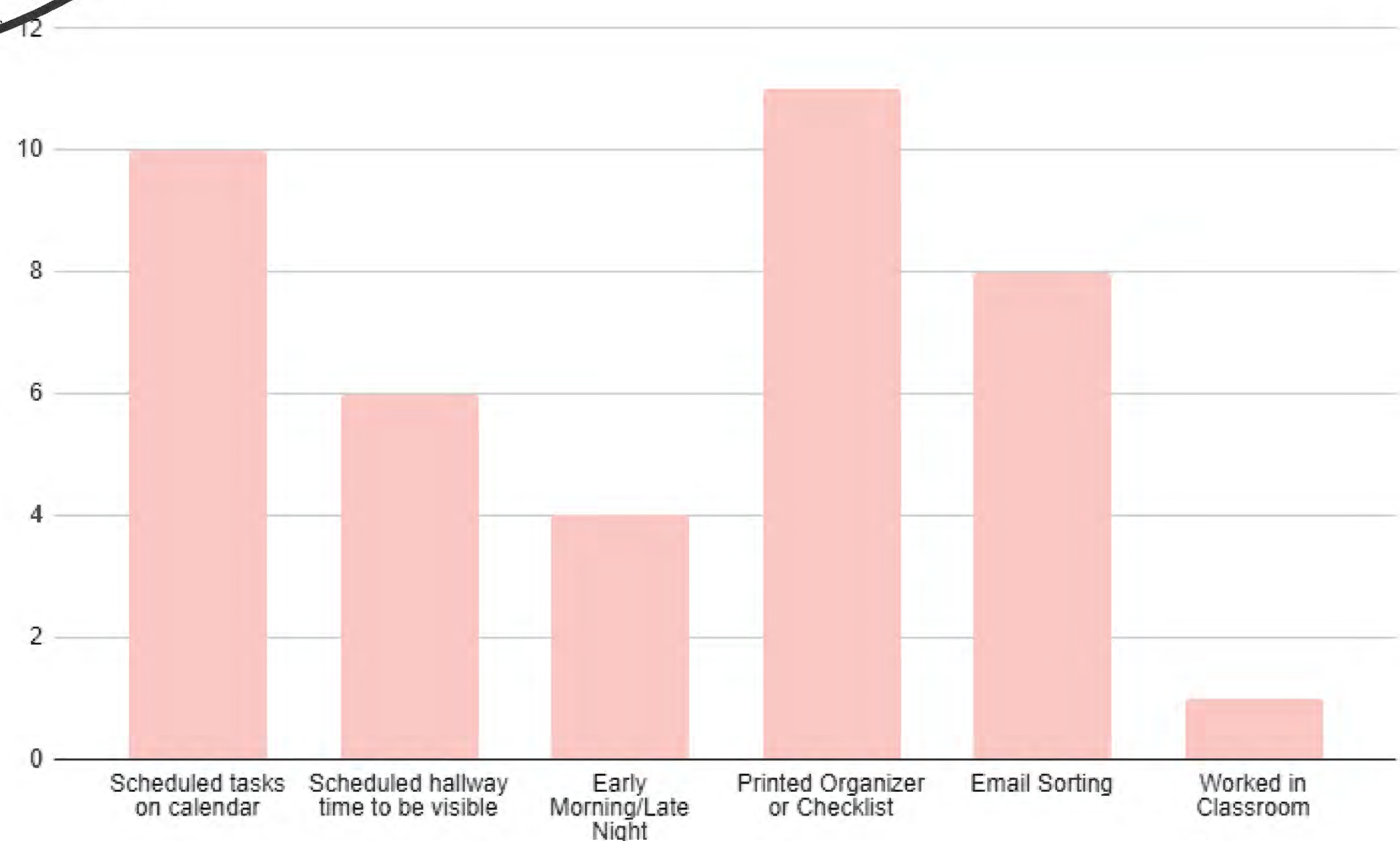
## UNPRODUCTIVE

- Few intentional strategies implemented
- Did not schedule time in hallway or work in classrooms



PRODUCTIVE  
POSITIVE

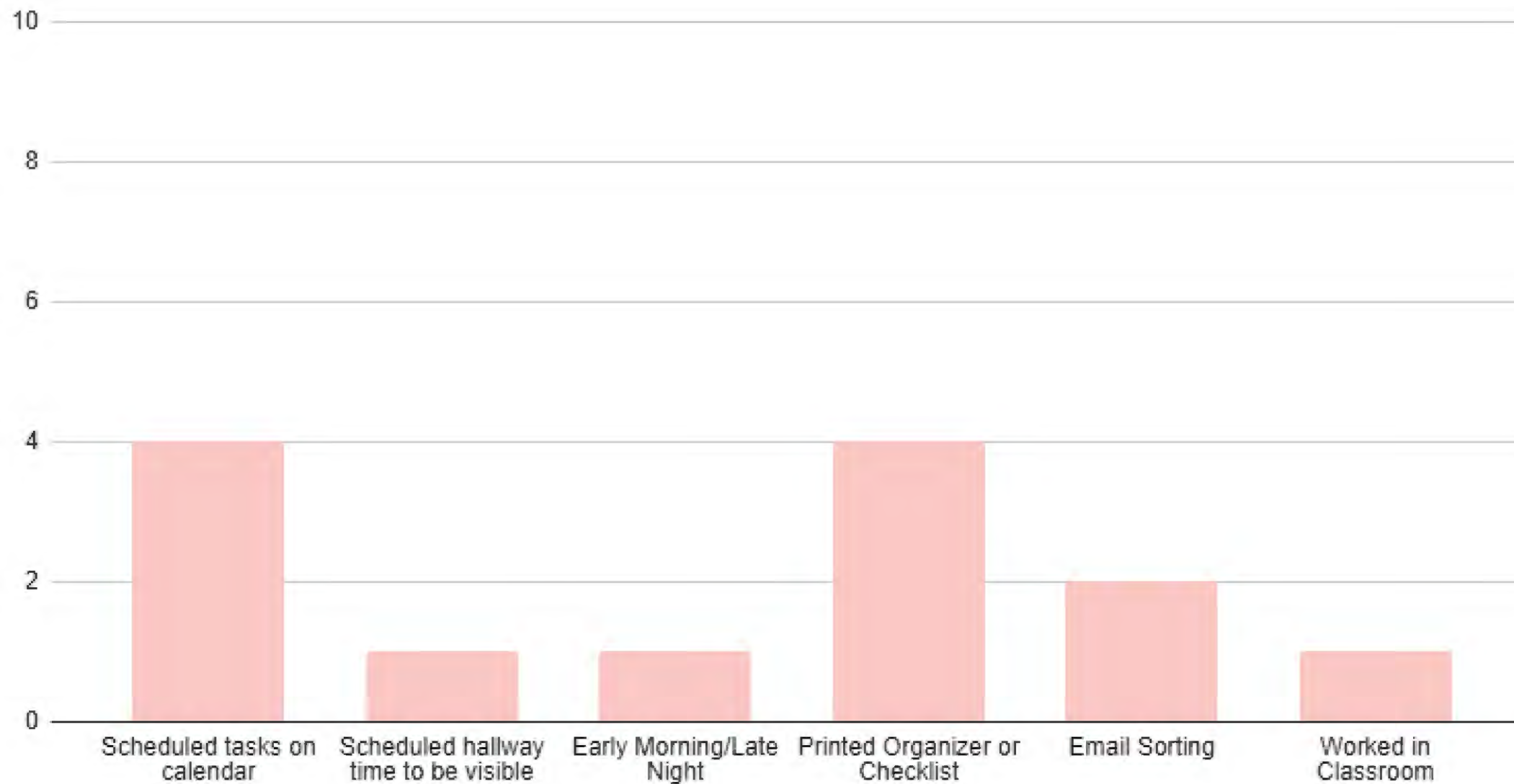
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PRODUCTIVE  
NEUTRAL

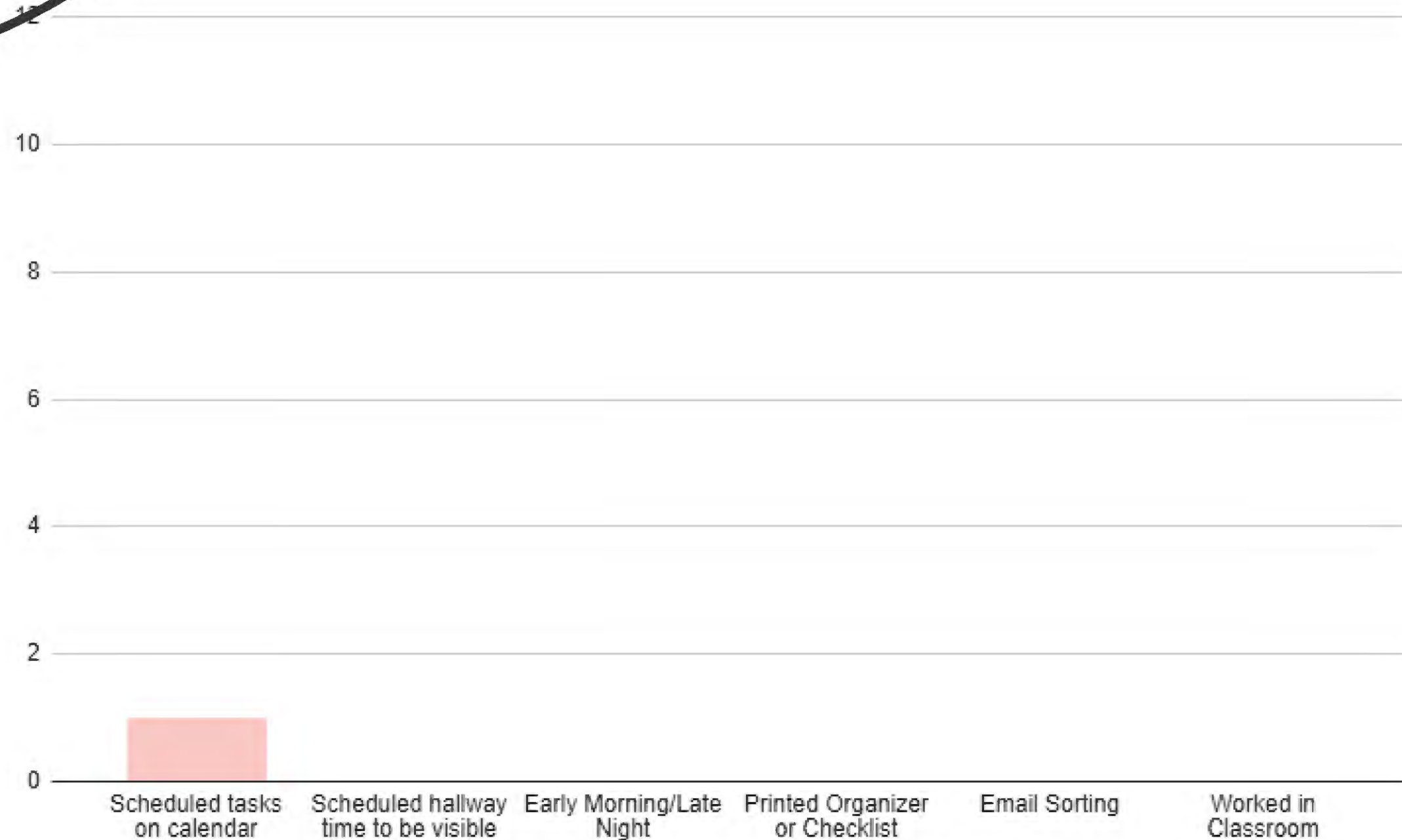
# DATA





FRUSTRATING

# DATA





# DATA SUMMARY



## PRODUCTIVE AND POSITIVE

- Scheduling tasks via calendar, printed organizers, and email sorting
- Several strategies

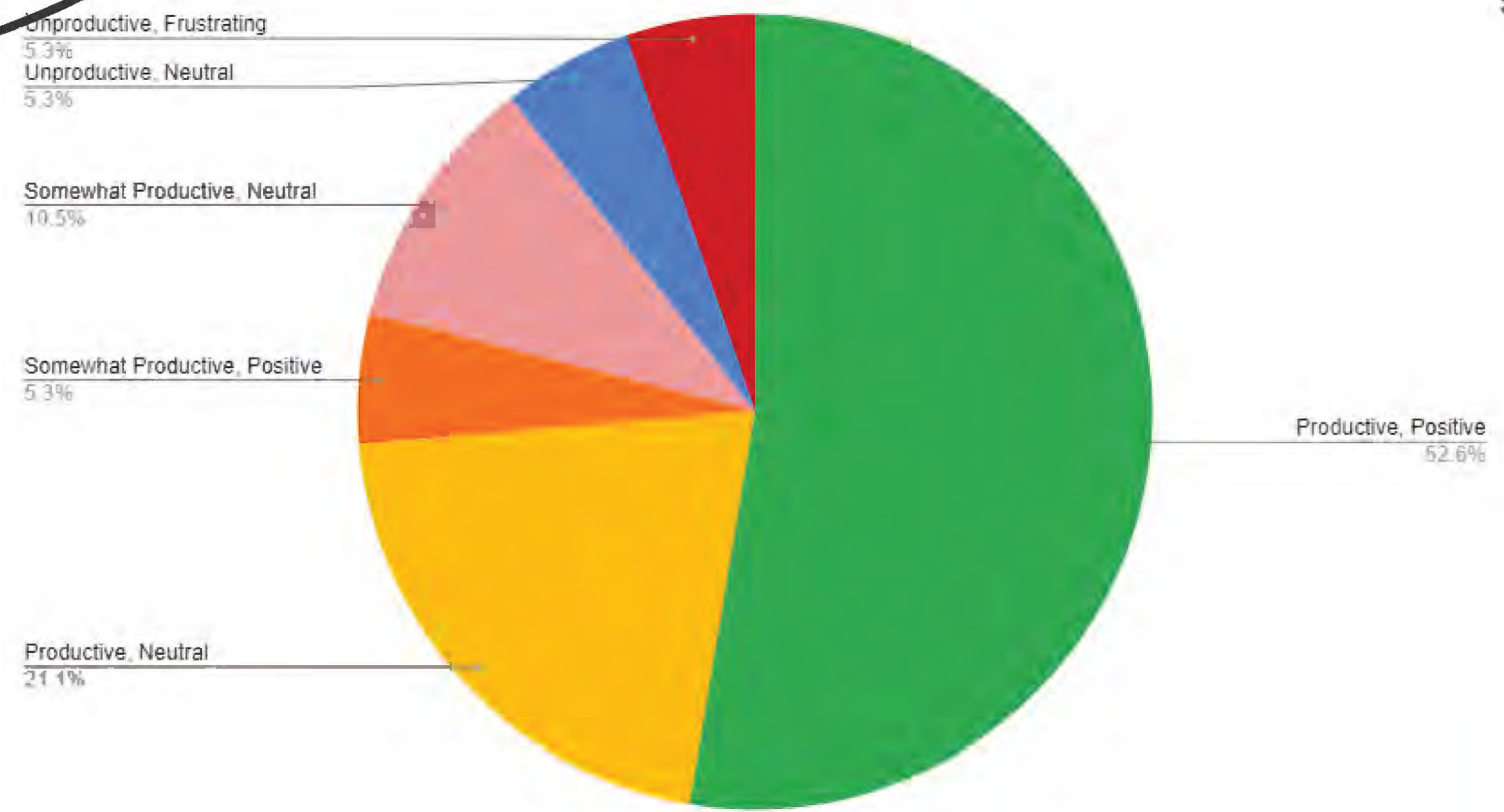
## FRUSTRATING

- Only one intentional strategy implemented on my most frustrating days



SCHEDULED  
TASKS ON  
CALENDAR

# DATA

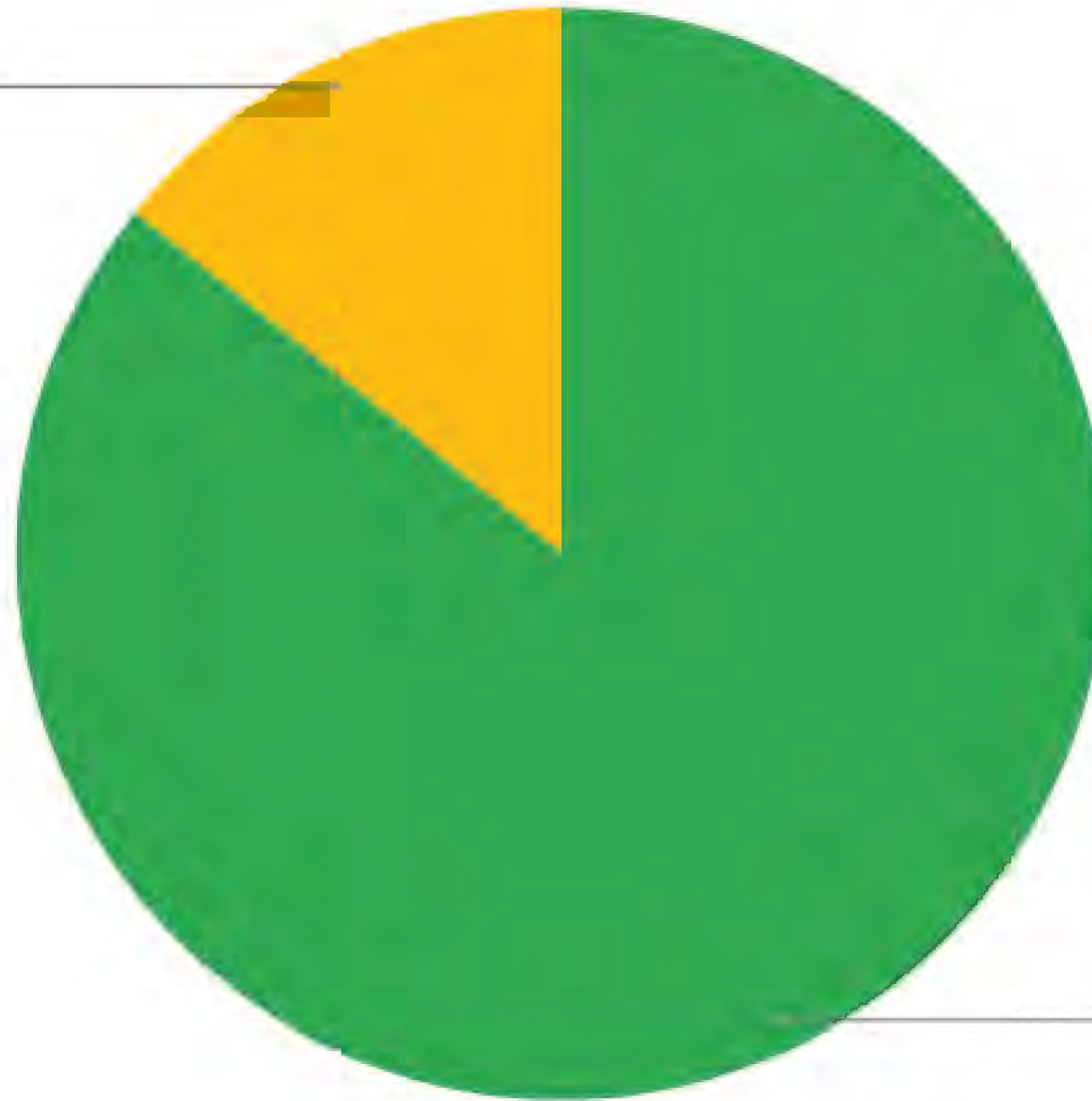




SCHEDULED  
HALLWAY TIME

# DATA

Productive, Neutral  
14.3%



Productive, Positive  
85.7%



LATE NIGHT /  
EARLY MORNING

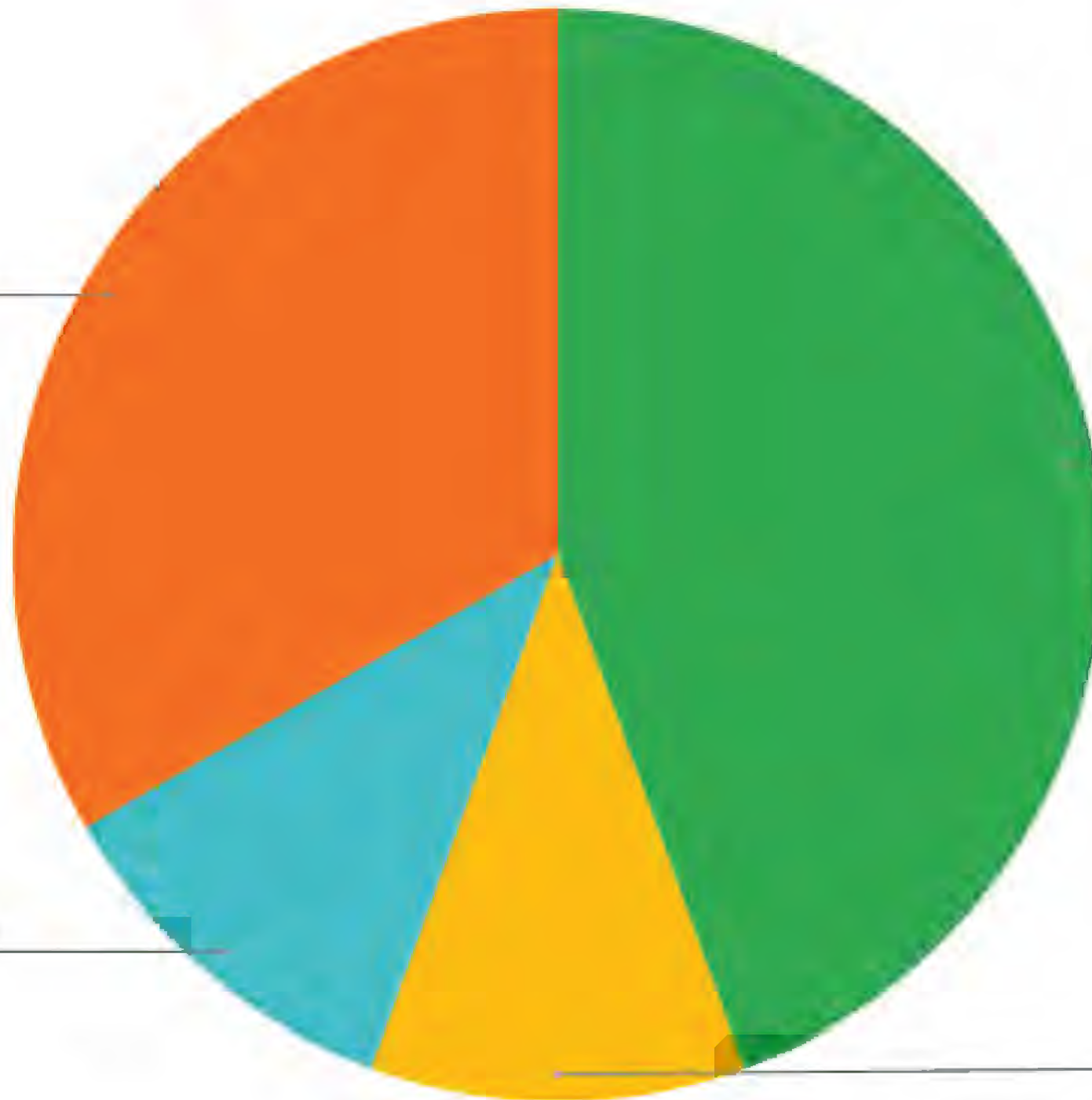
# DATA

Somewhat Productive, Neutral  
33.3%

Productive, Positive  
44.4%

Somewhat Productive, Positive  
11.1%

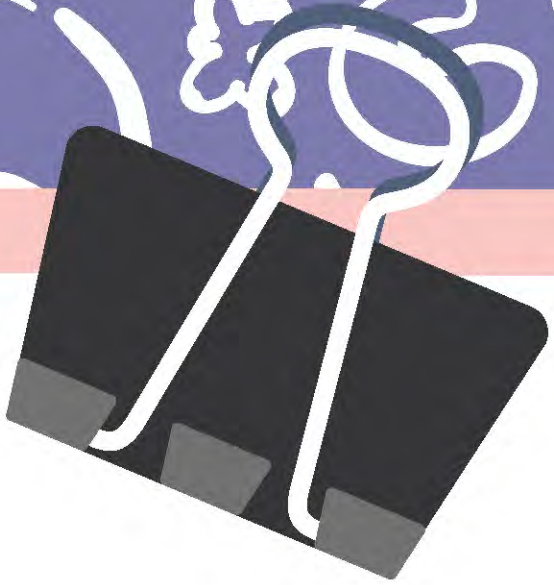
Productive, Neutral  
11.1%





PRINTED  
ORGANIZER OR  
CHECKLIST

# DATA



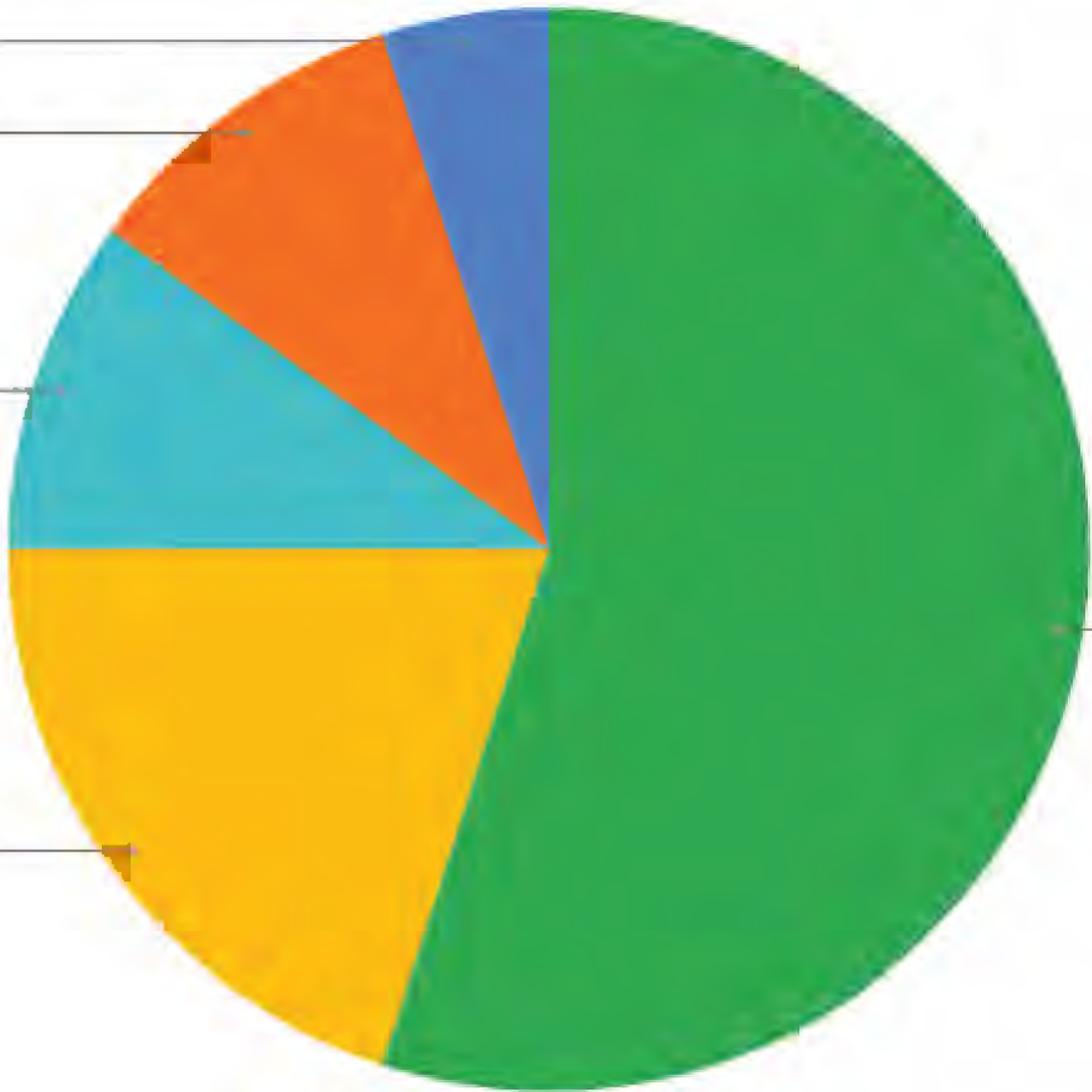
Unproductive, Neutral  
5.0%

Somewhat Productive, Neutral  
10.0%

Somewhat Productive, Positive  
10.0%

Productive, Neutral  
20.0%

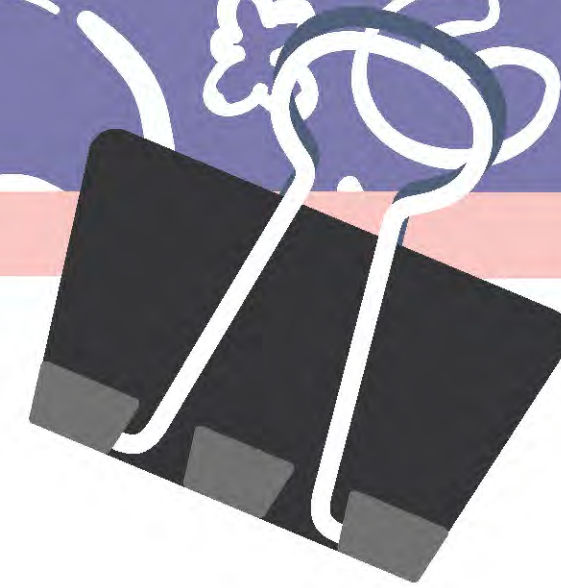
Productive, Positive  
55.0%





EMAIL  
SORTING

# DATA

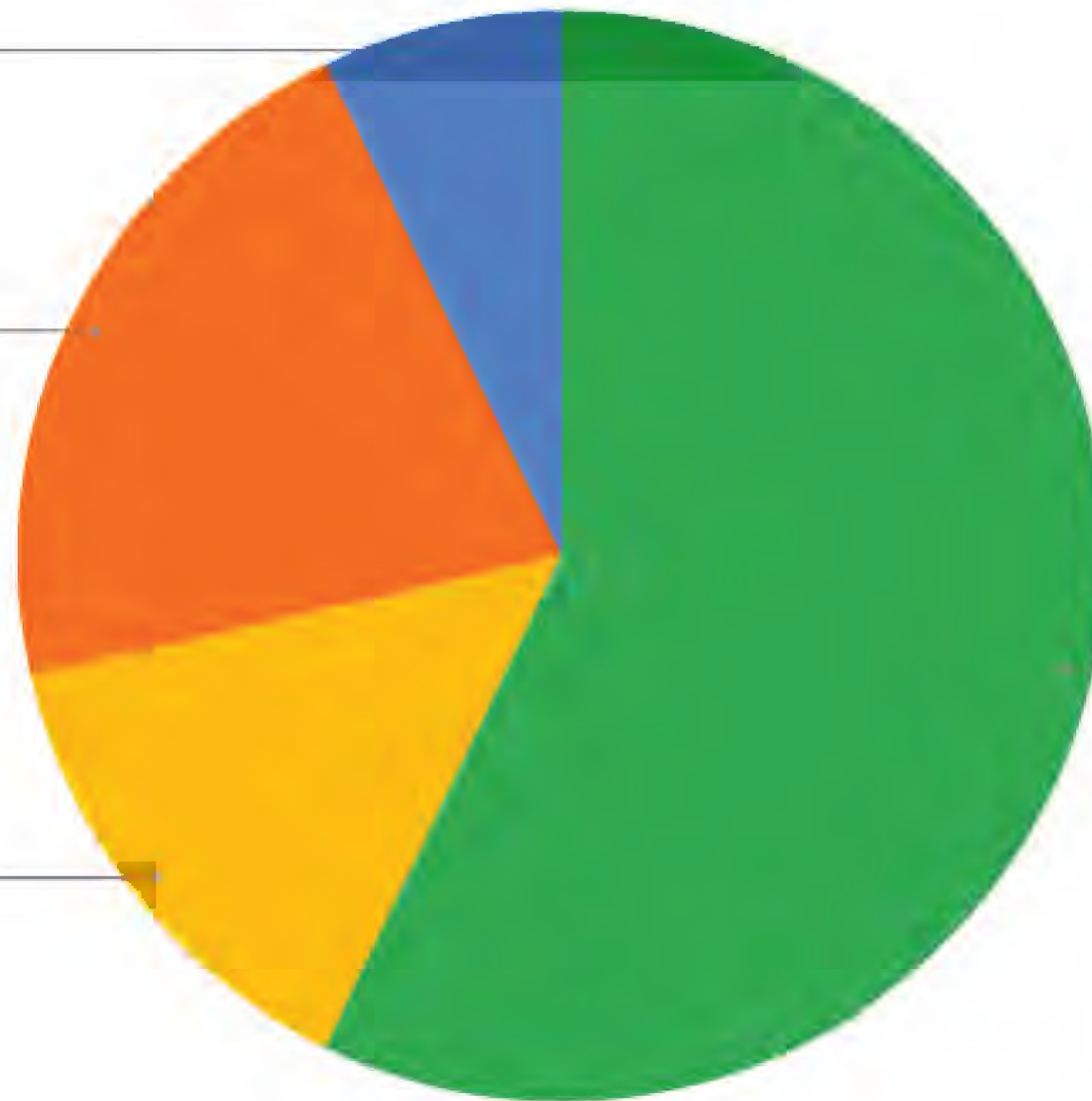


Unproductive, Neutral  
7.1%

Somewhat Productive, Neutral  
21.4%

Productive, Neutral  
14.3%

Productive, Positive  
57.1%

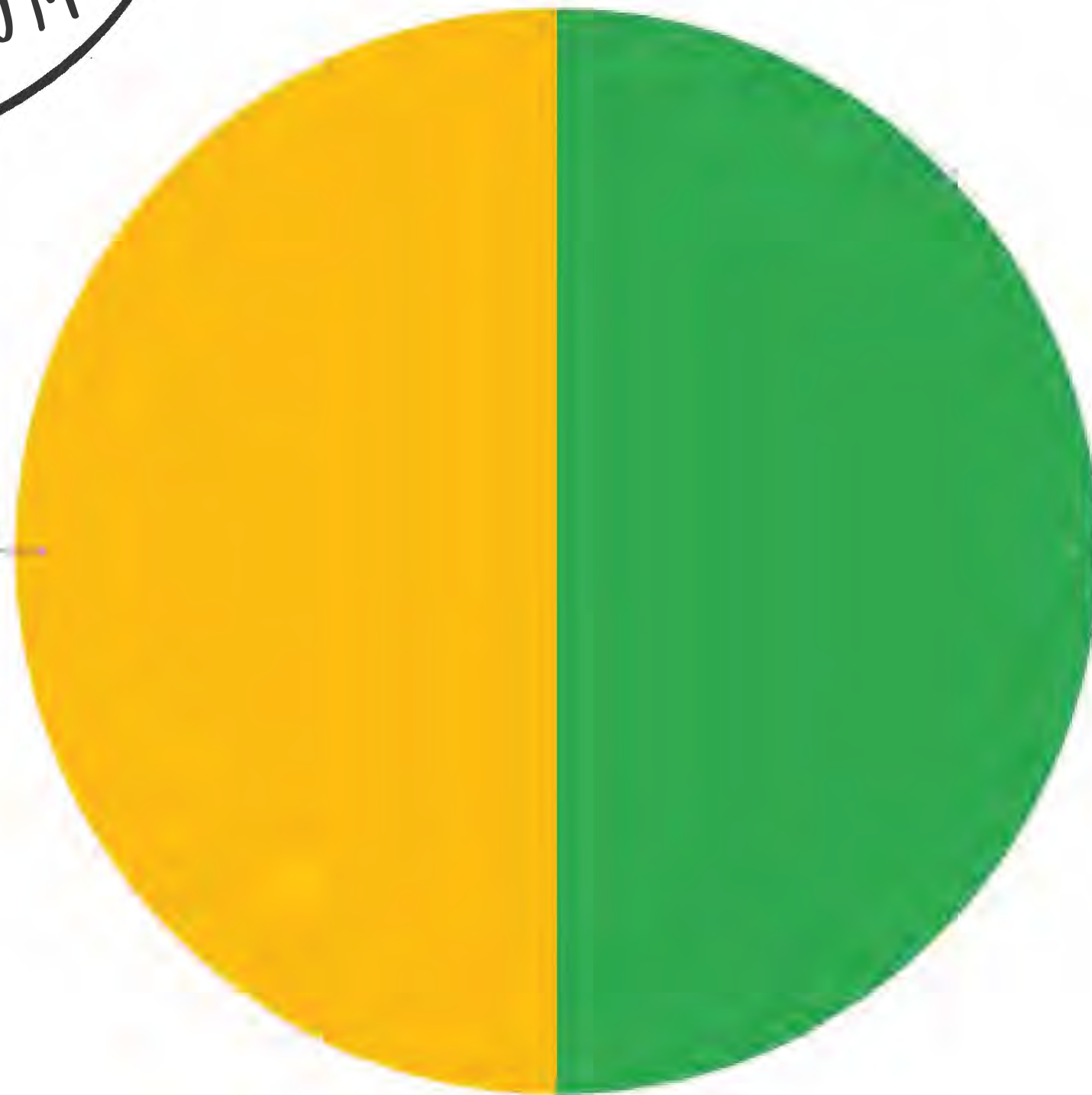




WORKED IN  
CLASSROOM

# DATA

Productive, Neutral  
50.0%

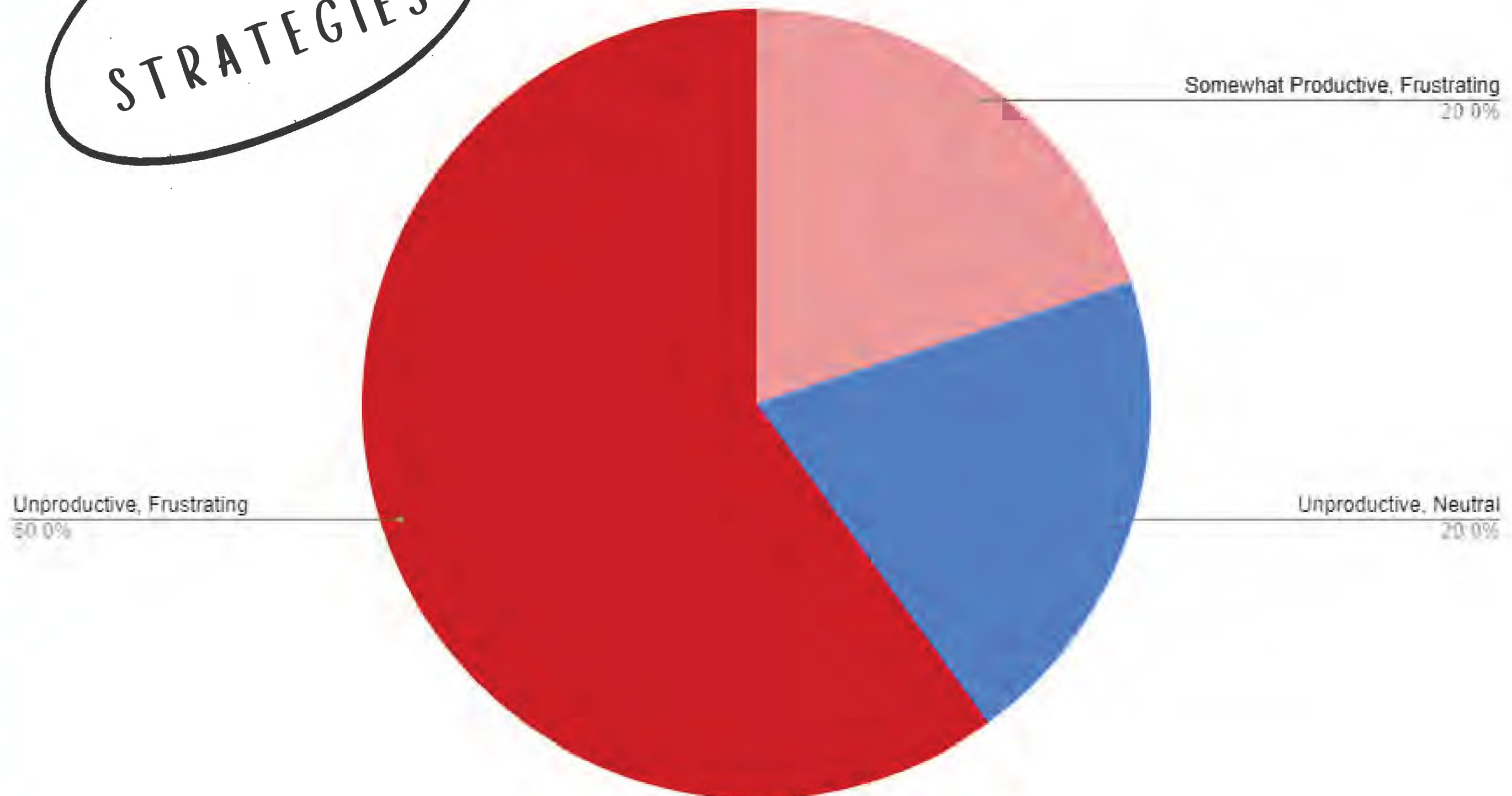


Productive, Positive  
50.0%



# DATA

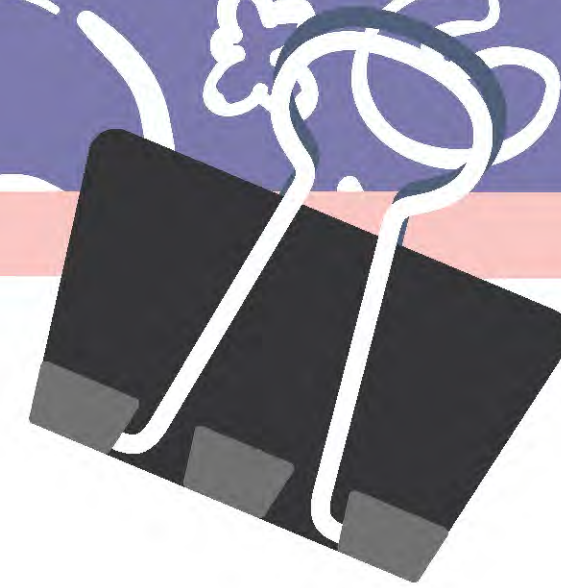
NO  
STRATEGIES





1-2  
STRATEGIES

# DATA



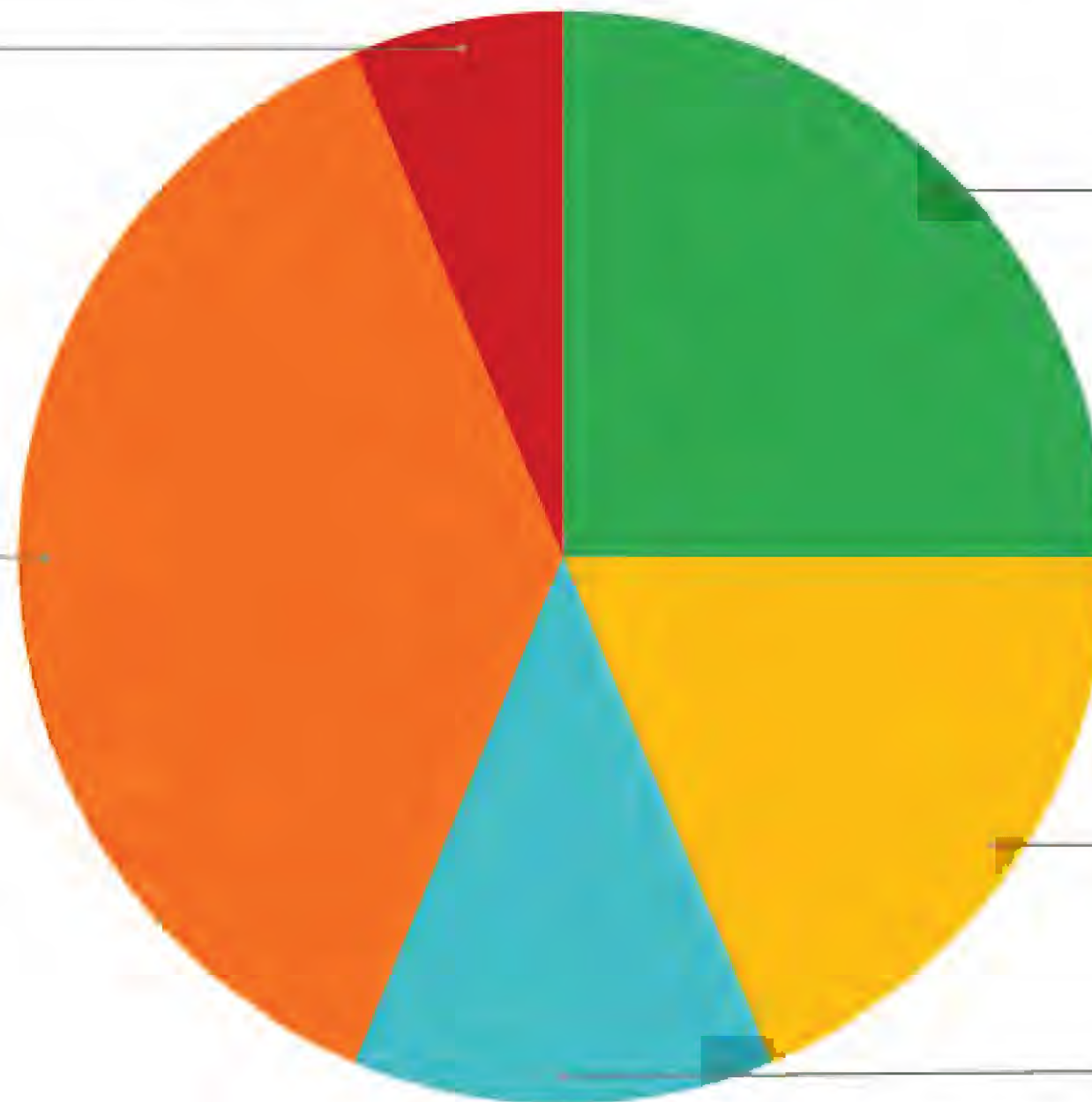
Unproductive, Frustrating  
6.3%

Productive, Positive  
25.0%

Somewhat Productive, Neutral  
37.5%

Productive, Neutral  
18.8%

Somewhat Productive, Positive  
12.5%





3 OR MORE  
STRATEGIES

# DATA

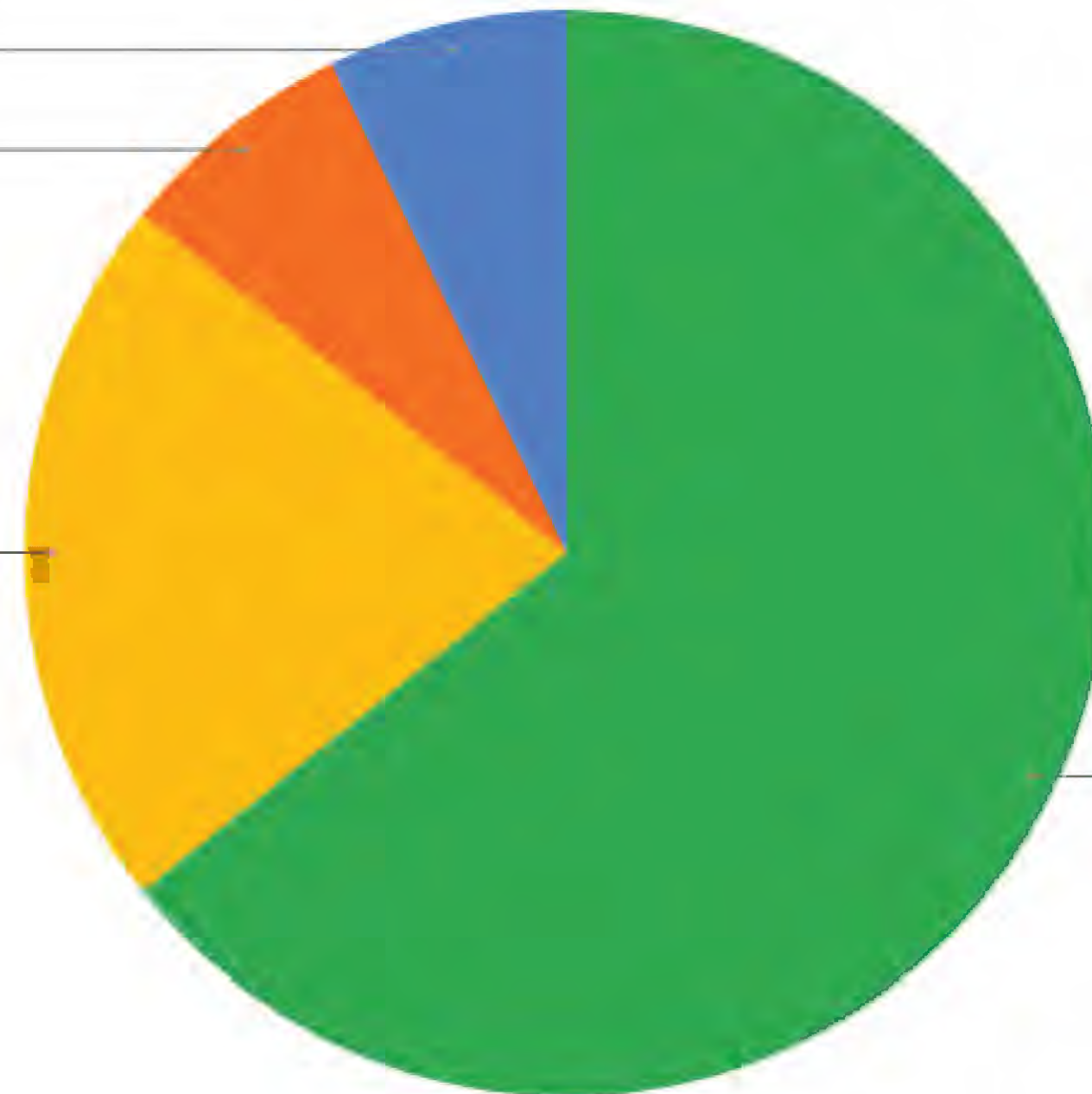


Unproductive, Neutral  
7.1%

Somewhat Productive, Neutral  
7.1%

Productive, Neutral  
21.4%

Productive, Positive  
64.3%





# DATA SUMMARY



## TYPE OF STRATEGIES

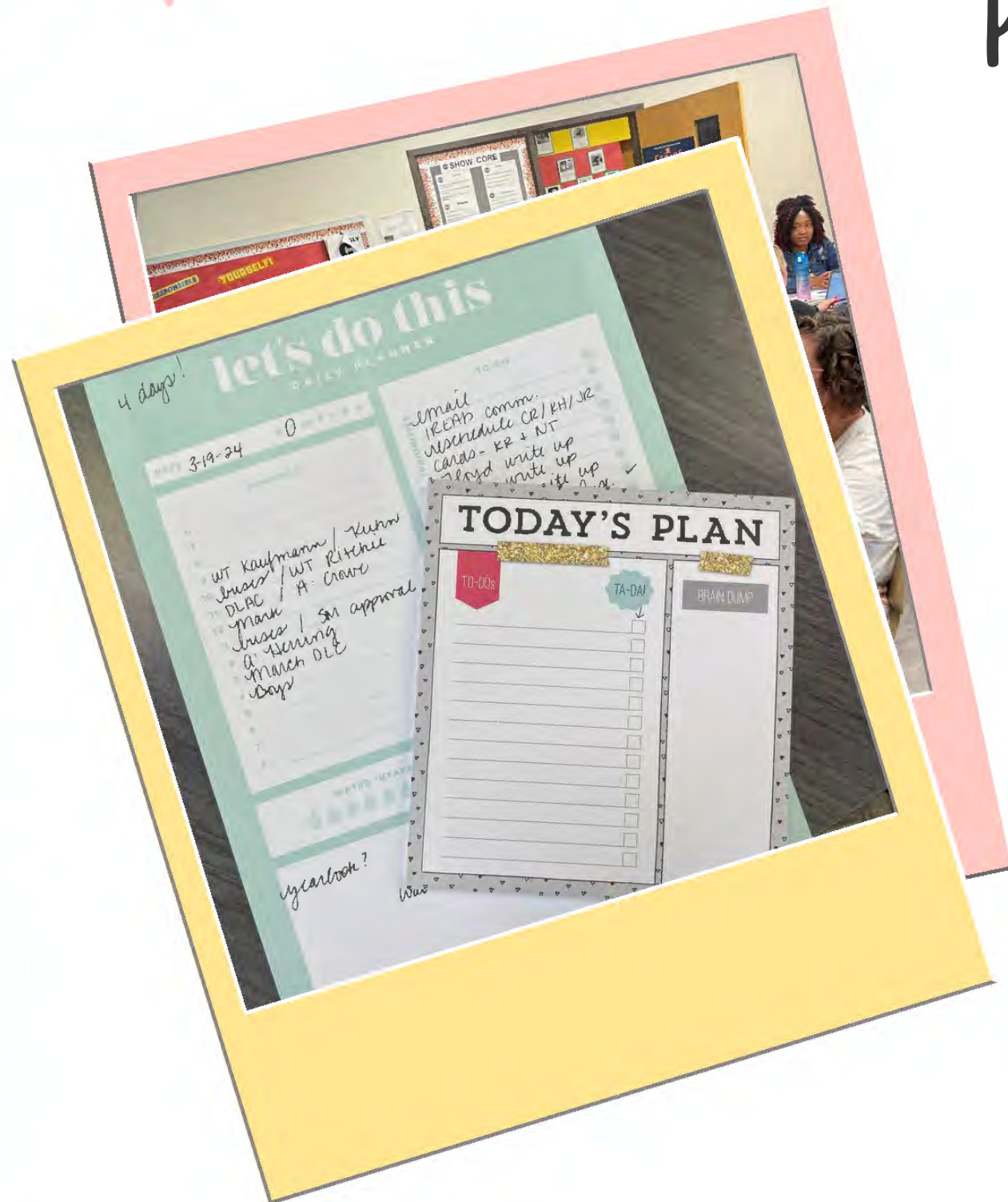
- All strategies had high success rates when implemented
- Most successful: Hallway time, printed organizers, and email sorting
- Scheduling tasks on calendar most mixed results
- Most consistently used: Tasks on calendar, printed organizers, and email sorting

## NUMBER OF STRATEGIES

- Days where no strategies were intentionally used were unproductive and frustrating
- Using 1-2 strategies led to more productivity but also mixed results
- Using 3 or more strategies consistently led to productive and positive days.



# REFLECTIONS ON PART 2



- Intentionality and setting a clear plan for the day matters more than what individual strategies I use.
- Combining strategies for task completion, interaction with staff and students, and email management lead to the most productive and positive days.
- Combining strategies and creating productivity in some areas helps me deal with what feels like lack of control in other areas (i.e. an overflowing inbox)
- I had slightly more unproductive days this phase due to wedding planning and a lot of sickness that will not be as big of a factor in typical months.





# MY DISCOVERIES

Learning Statement 1:

While I am motivated by task completion, a positive productive day for me is less about **how much** I get done and more about **what** I get done.

Learning Statement 2:

Sustainable productivity for me must focus on three areas daily: task completion, relationships and interaction, and email management.

Learning Statement 3:

Setting priorities and careful planning at the start of the day are important for me in striking a sustainable balance between productivity, my personal well-being, and managing the things I cannot control.





# LEARNING STATEMENT 1

While I am motivated by task completion, a positive productive day for me is less about how much I get done and more about what I get done.





# PHASE 1

In Phase 1, I learned that things like getting behind on email could derail my sense of productivity, even though my job is so much more than my inbox. However, I also learned that things I would have previously anecdotally said got in the way of my productivity (like people for example), actually did not. Time spent with others almost always felt productive and useful when I started tracking the data.

Also, time spent planning systems almost always felt productive, even when it forced me to get behind in other areas.

This taught me that I needed to merge my task completion motivation with an expanded view of what my “tasks” were.

# PHASE 2

In Phase 2, I focused less on getting everything done and more on prioritizing tasks, which included more than just email. Having the quantitative data to identify those elements of productivity made it easier for me to plan for them.

As a matter of fact, the data showed me that a slow or focused pace was not necessarily indicative of a productive or unproductive day.

Previously, I had found I could be hyper-productive and busy all day yet completely unsatisfied with my productivity, because I had a narrow view of what it meant to be productive.



A top-down view of a wooden desk with various objects. At the top center is a green typewriter with orange keys. To its left is a dark green book and a pinecone. Below the typewriter is a pair of black-rimmed glasses. To the right of the typewriter is a light-colored notebook with a black clip attached to its top right corner. Below the notebook is a small brown box labeled 'COLOR SLIDES'. The background of the entire image is a purple pattern with white swirls and geometric shapes. On the left side, there is a vertical pink bar with a series of purple horizontal bars, resembling a spiral notebook binding. On the right side, there are several overlapping colored rectangles in shades of purple, yellow, and pink.

Far and away the best prize that  
life has to offer is the chance to  
work hard at work worth doing.

Theodore Roosevelt

quote fancy



## LEARNING STATEMENT 2

Sustainable productivity for me must focus on three areas daily: task completion, relationships and interaction, and email management.



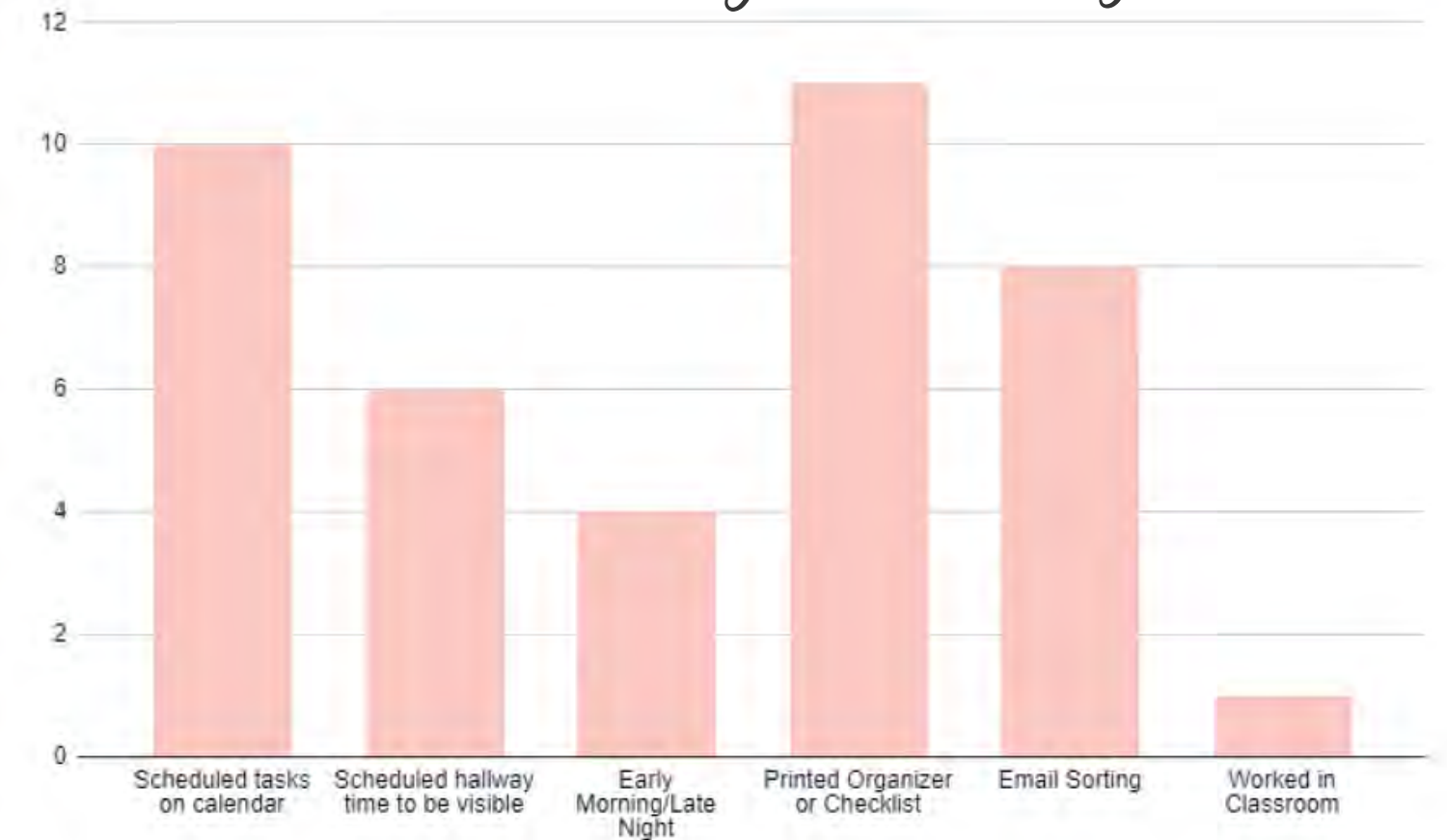


## SUPPORTING DATA

My most productive, positive days focused on multiple aspects of productivity, including strategies for task completion (scheduling tasks on the calendar, late nights, and printed organizers), email management (scheduled via above strategies and using strategies for sorting email to be more efficient), and time spent with staff and students (either working in the back of classrooms, scheduling time to be out in the hallway, or involving others in systems planning).

Even though my people focused strategies were used less often (an area of growth for me in the future), they had the most positive impact when utilized, especially when combined with other strategies.

### Productive, Positive Days - Strategies Used



Unproductive, Neutral

7.1%

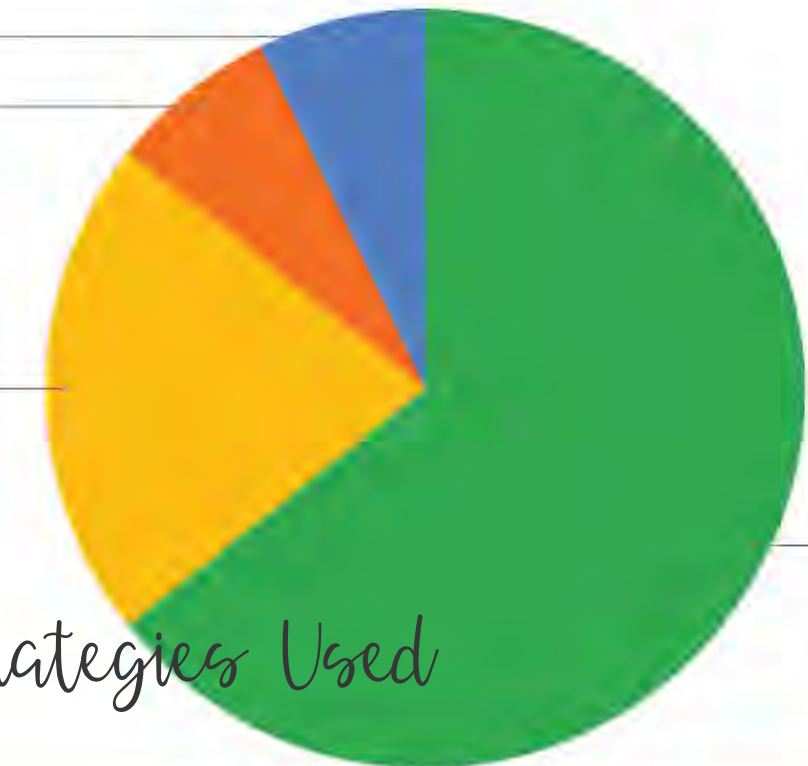
Somewhat Productive, Neutral

7.1%

Productive, Neutral

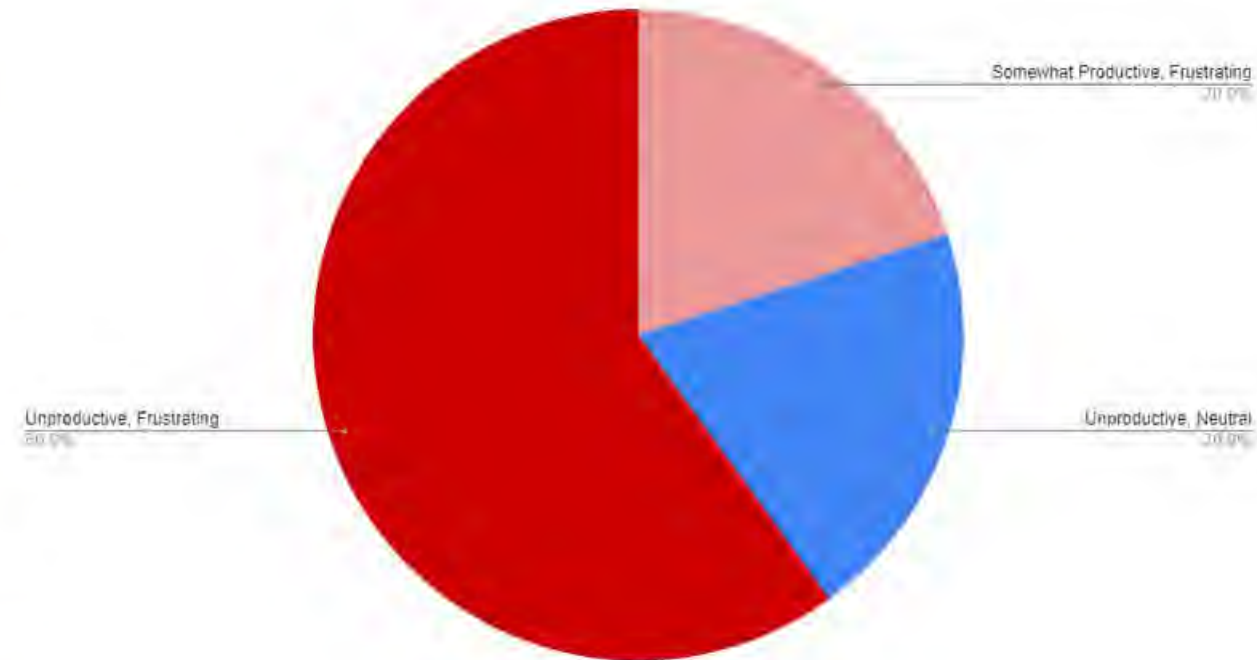
21.4%

3 or More Strategies Used

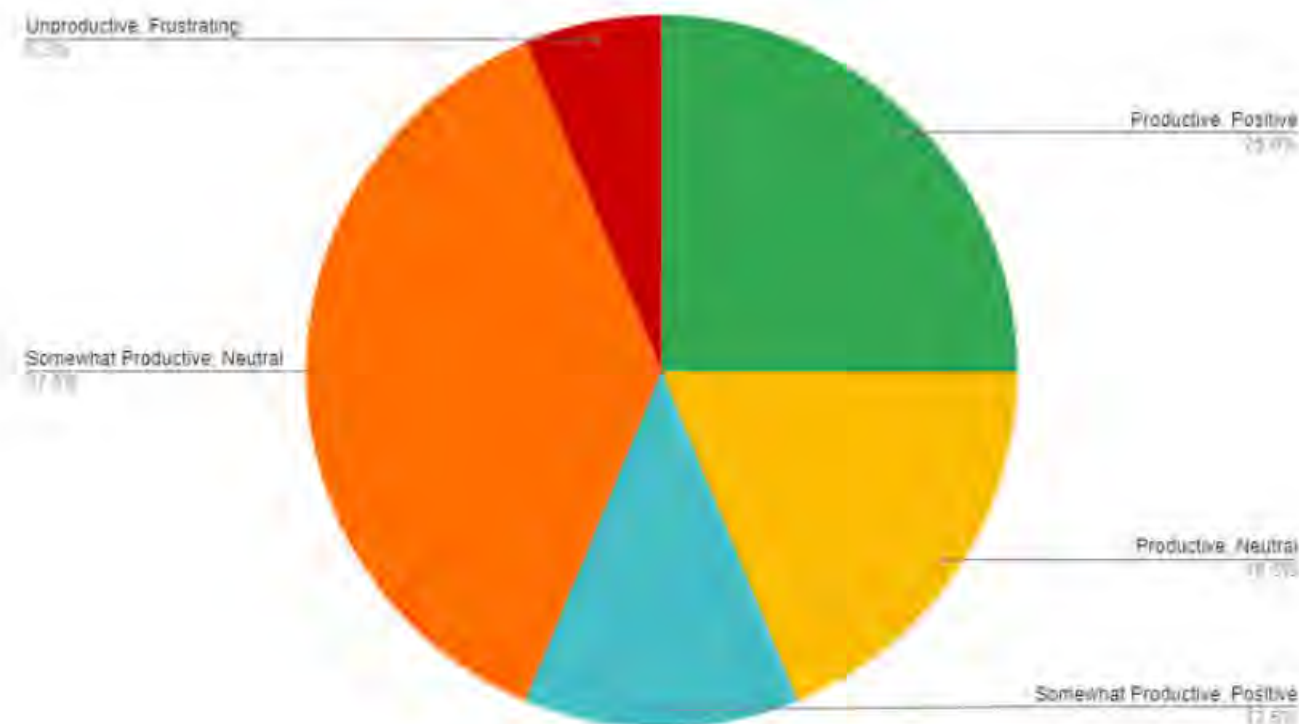




## USING NO STRATEGIES



## USING ONLY 1-2 STRATEGIES



Of significant note is that I learned using the strategies in isolation was at best inconsistent and more often ineffective.

Surprisingly, focusing on more elements of productivity each day and not getting as much completely “done” was more effective than hyper-fixating on getting everything done in one element of productivity.



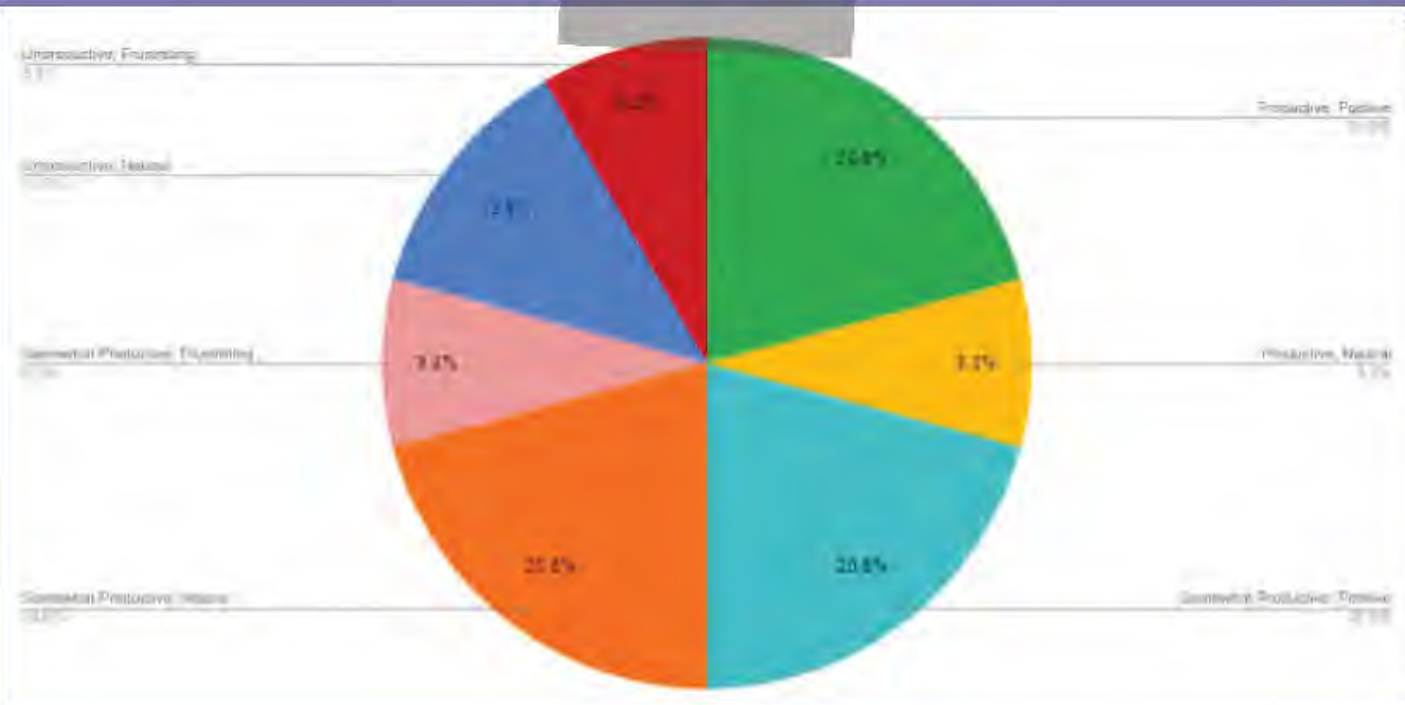
## LEARNING STATEMENT 3

Setting priorities and careful planning at the start of the day are important for me in striking a sustainable balance between productivity, my personal well-being, and managing the things I cannot control.

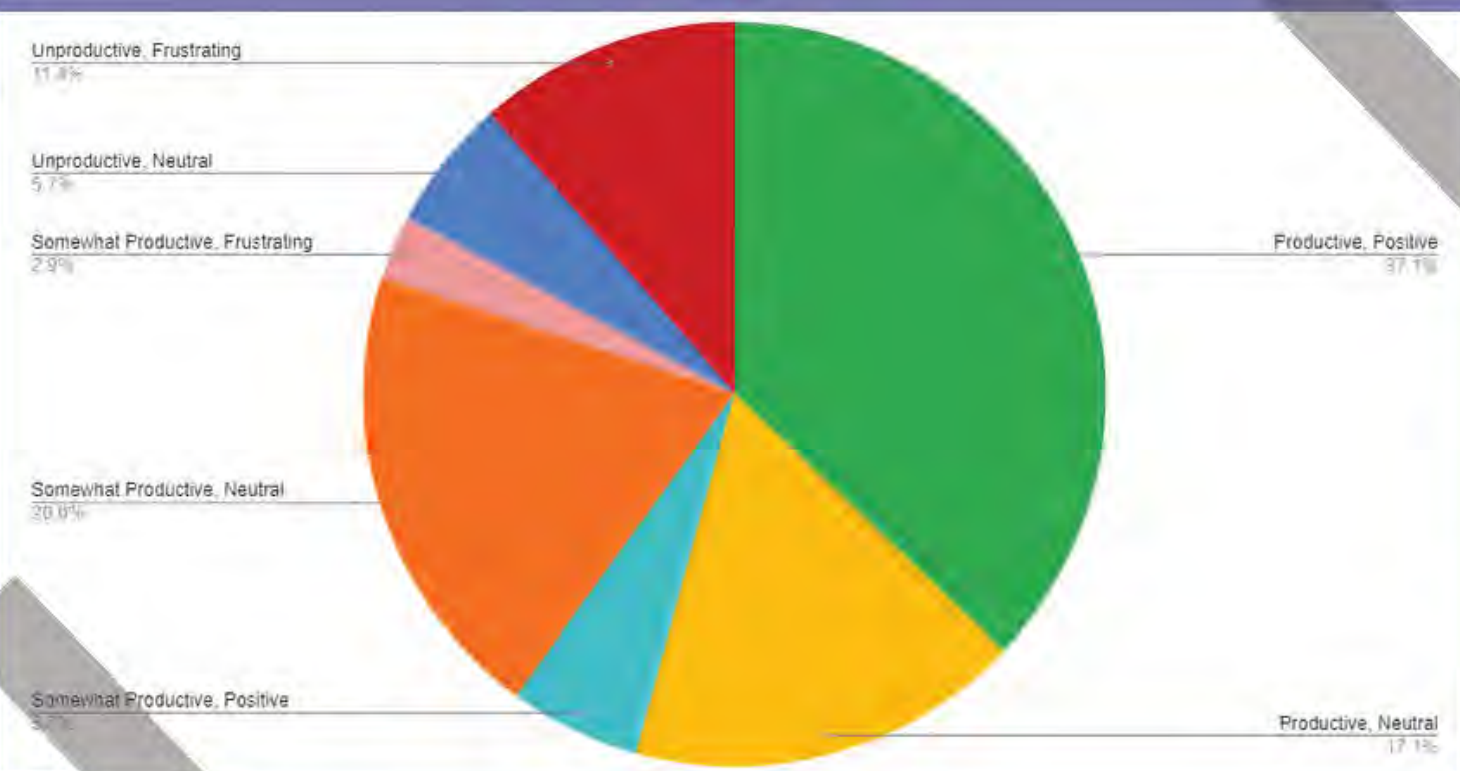




## Productivity (Control)



## Productivity (Test)

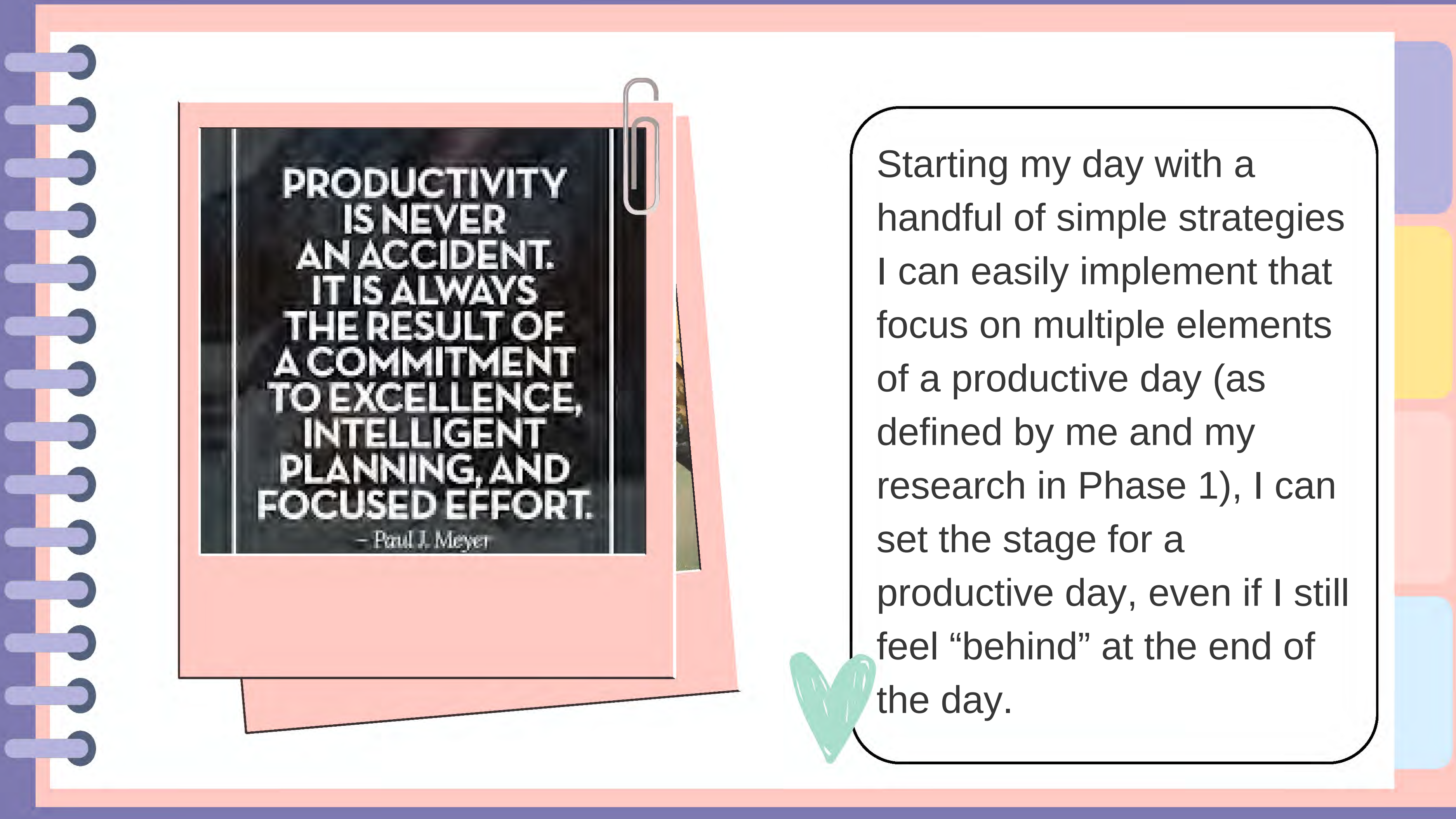


## INTENTIONALITY IMPACT

Without even diving into the strategies I implemented, simply planning for a productive day and committing to trying strategies improved my overall productivity (comparing the observation phase of my AR project to the implementation phase).

Making a plan for the day, regardless of what that plan was, had a significant impact.





**PRODUCTIVITY  
IS NEVER  
AN ACCIDENT.  
IT IS ALWAYS  
THE RESULT OF  
A COMMITMENT  
TO EXCELLENCE,  
INTELLIGENT  
PLANNING, AND  
FOCUSED EFFORT.**

— Paul J. Meyer

Starting my day with a handful of simple strategies I can easily implement that focus on multiple elements of a productive day (as defined by me and my research in Phase 1), I can set the stage for a productive day, even if I still feel “behind” at the end of the day.



# WHERE I AM HEADING NEXT



## Using What I Learned

- What productivity means to me
- How to plan for a productive day
- What strategies work for me and what doesn't
- My own blindspots

## Direction for the Future

- More intentional use of strategies that involve scheduling time for people (both staff and students)
- Intentional scheduling/planning of my late or early work



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# APPENDIX

- Data Collection Forms
  - [Phase 1 Reflection Form](#)
  - [Phase 2 Reflection Form](#)
- All Data Collected and Visual Representations of Data
  - [Phase 1 Data](#)
  - [Phase 2 Data](#)