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Background Leading to My Inquiry (Slide 2)

When it comes to my job, I expect everything that I do to be perfect and nothing less. As we went throught the PCM model, trying to strive for perfection aligns with my phase and base personality of thinker. An issue/stressor that I would consistently run into is that anything that I would do would either be delayed due to stressing about my thoughts that it has to be perfect or I would feel that I came up short when it was not perfect in my eyes.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to change my mindset and mentality in how I approach everyday tasks and challenges.

My Wondering (Slide 4)

With this purpose, I wondered if I do not let perfect get in the way of good, will I be more efficient in everyday tasks, challenges, and new implementations.

My Actions (Slide 5)

- To begin, I first identified items/projects that are current or upcoming. I identified what my goals and expectations were for these items.
- Next, I focused on how I was feeling. Am I feeling overwhelmed? Am I causing myself more stress that what is necessary? If I reconsider my goals of perfection, will it lower my stress levels?
- Time to track data! The data was used to assess how I was handling the items/projects. Do I feel that I am beling efficient or am I continuing to keep to try and perfect things?/
- Lastly, create a google form that I will fill out each week at the end of the week. Was I efficient or inefficient?

Data Collection (Slide 7-8)

The data that collected stated the following:
- The items/initiatives that I am leading are taking longer than originally planned.
- Teachers are losing trust in the direction of what we envision due to the extended time.
- When I am intentional and not focusing on the "perfect" component, items are completed in a shorter amount of time with a higher rate of efficiency.
- In the first 4 weeks of tracking, 25% of the time, I was effective in completing items/tasks with efficiency.

- As the weeks progressed, the data increased to 65% of efficiency in completing the items/tasks.
- In the last 4 weeks, my data stayed relatively the same at 70% efficiency.

My Discoveries (Slide 9)

- Learning Statement One: As a leader, I do not have to be perfect in everything that I do! Staff look to me to be efficient, not perfect.
- Learning Statement Two: When implementing items/tasks, setting a non-negotioable timeline will help focus on efficiency vs. perfection.
- Learning Statement Three: I have more support than I recognize and when completing items/tasks, I need to asks extra sets of eyes to review it and this will help alleviate stress and anxiety.

Where I Am Heading Next (Slide 10)

Being proactive in my approach and incooperating others is where I plan to head. My response has been overwhelming and exhausting on trying to be perfect thinking that my staff will fully trust in me. I realize that my staff does trust in me and they would like to be an intergral part in the process and I am looking forward to including them.

Perfect Isn't always efficient!

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The Background Leading To My Inquiry

Going through the PCM model, my phase and base are both thinker. This aligns with the way I approach how I lead and implement any and all projects. My goal is to be perfect in everything that I do and this either extends the start of a project or leads me to come up short in my own perspective when it does not go the way I had planned. This leads me to feel that I am inefficient in my role and causes stress.

The purpose of the INquiry

The self-inflicted pressure to strive for perfection has created undue stress and anxiety and slows down my ability to implement things in a timely manner. In order to be a better leader, I needed to make changes mentally in how I approach everyday tasks and challenges.

I wonder if I don't let perfect get in the way of good, if I will be more efficient

My actions

1. Identify items/projects that I am working on. What are my intentions for the project and what are my expectations.
2. What I am feeling? Am i focusing on ensuring that the item/project is perfect?
3. Track my data to see how I am handling items/projects? Am I allowing perfection to slow down my efficiency?
4. Create a google form that tracks data at the end of each week. The goal is to find what things I did effectively vs not effective and to see if there is a correlation.

What does the data Say?

What does the data say...

- The items/initiatives that I am leading are taking longer than originally planned.

- Teachers are losing trust in the direction of what we envision due to the extended time.

- When I am intentional and not focusing on 'making it perfect', items were completed in a shorter amount of time with a higher rate of efficiency.

What does the data say...

- In the first 4 weeks of tracking, 25% of the time I was effective in completing items/tasks with efficiency.

- As the weeks progressed, the data increased to 65% of efficiency in completing items/tasks.

- In the last 4 weeks of tracking, my data showed that I was efficient in 70% of items/tasks consistently.

My discoveries...

- Learning statement #1: As a leader, I do not have to be perfect in everything that I do! Staff look to me efficient, not perfect.

- Learning statement #2: When implementing items/tasks, setting a non-negotiable timeline will help focus on efficiency vs. perfection.

- Learning statement #3: I have more support than I give notice to and when completing items/tasks, I need to asks for extra sets of eyes to review it and this will remove the stress and anxiety.

Next steps...

Moving forward, I will be more proactive in my approach. My response has always been to be reactive because I am exhausting myself trying to make it perfect so my staff has complete trust in me. My staff believes in me and would rather be an integral part of the team and they want to help.