

### Jake Rodriguez

\*Resources for inquiry brief development:

- Chapter 3 of *Leading with Passion & Knowledge*

*Description (slide 2):*

Leading into this action research's purpose, it was essential to identify key components to focus on. The key themes that will develop my communication as a leader and person are; clear communication, knowing your audience, belief versus actuality, my perception versus others perception, comprehended communication versus ignored and quality versus quantity versus quantity in messaging.

- Purpose (Slide 3):

With the PCM profile indicating I am a Persister (base), Thinker (phase), I am interested in learning how my profile of leadership is perceived by others. The purpose of this AR project is to determine if people are perceiving my communication(s) in the same way I intend them.

- Wondering (Slide 4):

Are my intentions perceived in diverse ways?

To determine if my communication is interpreted in the same way I intend my audiences to perceive it.

- Sub questions:

- Is my messaging clear and not misinterpreted?
- Am I able to identify my Persister and Thinker styles in my communication?
- Do I see any distress behaviors in my written communication?
  - Is there an accurate way to have a valid data point with verbal interactions?
- If there are distress behaviors present, am I able to remove these behaviors to provide clear communication?

- Method (Slide 5)

- I will review at least five emails each week to see if there is emotion present (positive or negative) in the message, the message was clear, was the message purposeful, and addressed the 'main thing.'
  - \*Capture emails that are clear, unclear, and remove those pieces to create clear communication. Color coded with the themes identified. (Different communication arenas: admin, counselors, support staff, teachers)

- Data Collection (Slide 6):

- Minimum of five emails per week will be reviewed with the four primary areas being looked at: Emotion, Clear, Purposeful, Main Topic



# **Perceived Intent w/ Communication**

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# Background Leading to this Inquiry

Clear Communication

Know your audience

Belief vs Actuality

Your perception vs. Their perception

Received vs. Ignored

Quality vs. Quantity

# Purpose of This Inquiry

- With the PCM profile indicating Persister (base), Thinker (phase), the action research will reveal how my communication is perceived by others.
- FAITH>FAMILY>WORK

# My Wondering

- Are my intentions communicated in ways I intend others to understand them?
  - Determine if others perceive my messaging with clear understanding that correlates to my intent.




# My Actions

- Review at least five emails each week to see if there is emotion present (+/-), the message was clear, the message was purposeful, and if the message addresses the "main thing."
- Capture emails for a broad range of recipients, (teacher, admin, counselor, support staff) length of message (short, moderate, lengthy), purpose (level compassionate, moderate, direct)



## Data Collection

- Minimum of five emails per week will be reviewed with the four main areas being looked at: Audience, Structure, Purposeful, Main Topic.
  - 4 months of data
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# My Data

Week	Person/Role	Initiated	Reply	Logistics	Planning	Acknowledgement	Directive/Expectation	Short	Moderate	Lengthy	Rating	
												1- Compassionate
10/1-10/7	Teacher		x			x		x			1	2- Moderate
	Teacher	x		x	x					x	1	3- Direct
	Teacher		x			x		x			2	
	Teacher	x		x				x			2	
	Counselor	x			x		x				3	
10/8-10/14	Teacher	x		x			x		x		2	
	Admin	x			x					x	2	
	Admin	x			x		x			x	1	
	Teacher	x			x		x			x	1	
	Admin	x		x	x				x		3	
10/22-10/29	Support Staff		x		x			x			3	
	Admin	x			x			x			2	
	Admin	x			x					x	1	
	Teacher		x	x			x	x			2	
	Admin		x		x	x			x		1	
10/30-11/4	Admin			x		x				x	2	
	Admin		x			x			x		1	
	Counselor	x				x		x			3	
	Teacher	x		x			x		x		2	
	Support Staff		x	x					x		2	
11/5-11/11	Teacher		x	x			x	x			2	
	Admin	x		x			x	x			1	
	Support Staff	x			x		x		x		3	



# My Data

## **Totals**

- 33% Compassionate
- 43% Moderate
- 24% Direct

## **Compassionate**

Teacher (19%), Admin (38%), Counselor (5%), Support Staff (38%)

## **Direct**

Teacher (25%), Admin (33%), Counselor (12%), Support Staff (25%)



My  
Discoveries

## **Frequency of messaging**

- Reply vs. Initiated
- Logistics & Planning
- Acknowledgement vs. Expectations
- Short-Moderate-Lengthy

## **Recipient Variety – Direct**

Admin>Support Staff>Counselor>Teacher



Where  
Am I  
Heading  
Next

## **How can the largest represented messaging (moderate) be examined?**

- Timeframes of messaging
  - Where is my head space while responding?
- Relationship responses
  - Know the audience
- Love & Balance
  - Empathy and compassion



- Calendar (timeline):
  - Four reviews per month for four months: October, November, December, January.  
The focus in March will be to analyze the data and categorize the common themes.
  
- Data Analysis (slide 7 &8):
  - Does the message read as intended?
  - Is all the information essential?
  - Is the form of the message reflective of what I know to be effective for the recipient?
  - Are there common themes?
  - What trends can be identified?