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Background Leading to My Inquiry (Slide 2)

Outline what led you to this particular inquiry. Include the following:

- Overwhelmed by the number of tasks that I am expected to complete has gotten me to a point where:
 - I feel compelled to please everyone by taking on too many tasks, including teacher concerns, parent requests, and student needs.
 - I am being drained of emotional and physical energy, leading to stress and potential burnout
 - I struggle to focus on being an instructional leader due to overwhelming responsibilities and the pressure to please everyone is taking a toll on my personal well-being.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to: To prevent myself from becoming overwhelmed by taking on too much work in an effort to assist others, ensuring a more balanced and sustainable approach to supporting those around me.

My Wondering (Slide 4)

With this purpose, I wondered . . . As a harmonizer, I want to please everyone by doing everything for them which is detrimental to my own peace of mind. I am wondering if I focus on delegating, will this help me ease some stress and prevent me from experiencing burnout before the end of the year?

My Actions (Slide 5)

I began by identifying the specific tasks and responsibilities that were causing me the most stress or that I felt compelled to handle myself out of a desire to please others. Once these were clearly outlined, I broke them down into categories based on their importance, overall impact, and potential for delegation. I then considered the strengths and areas of expertise within my team to determine the most appropriate individuals to take on each task. After assigning responsibilities, I focused on establishing clear communication and fostering trust to ensure smooth delegation. Where necessary, I provided targeted training to equip team members with the skills and knowledge required to succeed in their new roles. Throughout the process, I monitored progress, offered constructive feedback, and made a few adjustments as needed to maintain effectiveness and alignment.

Data Collection (Slides 6-7)

To begin, I created a pre-tracking spreadsheet to gain a clear overview of responsibilities

across a three-week timeframe, with the intention of updating it weekly. I organized tasks that could be fully or partially delegated and charted them accordingly. As part of this process, I identified key roles involved—including the social worker, FACES coordinator, dean, secretaries, teachers, and head custodian—and outlined their primary responsibilities. I then organized and charted these responsibilities, paying particular attention to areas that directly contributed to my workload. Over the course of eight weeks, I tracked this process with a specific focus on monitoring my stress levels, allowing for reflection and refinement as I moved forward.

My Data (Slide 8)

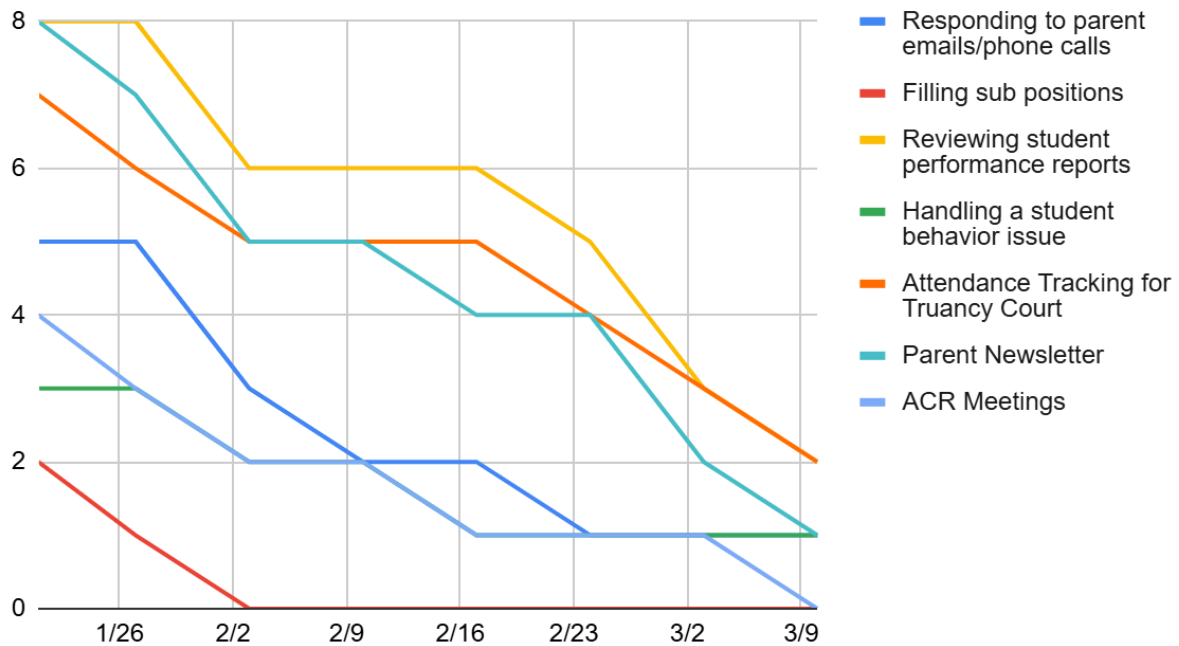
This chart shows the weekly responsibilities that I have and which ones I could potentially delegate or partially delegate. In addition, I also tracked the energy/stress levels that I felt pertaining to each responsibility:

Task Description	Time Spent (hrs)	Task Type	Delegation Potential	Energy Level/Stress (1-10)
Responding to parent emails/phone calls	0.5	Administrative	Partial	6
Filling sub positions	0.5	Staff Coordination	Yes	2
Reviewing student performance reports	1	Teaching Support	Partial	10
Admin Mtg	3	Administrative	No	3
Handling a student behavior issue	1.5	Student Support	Yes	5
Attendance Tracking for Truancy Court	1.5	Administrative	Yes	5
Parent Newsletter	1.5	Communication	Yes	10
Teacher Newsletter	1	Communication	No	6
ACR Meetings	2.5	Student Support	Yes	8
PLC Meetings	2.5	Teacher/Student Support	No	6
Central Office Weekly Update	0.5	Communication	No	2
Classroom Visits	2		No	2

My Data (Slide 9)

After tracking my stress levels over an eight-week timeframe, it was evident that delegating responsibilities to other staff members played a significant role in the decline of stress that I have been dealing with throughout the school year.

Task Delegation



My Discoveries (Slide 10)

I have made multiple discoveries throughout this experience:

- **Increased Awareness of Priorities**
- **Empowerment of Staff**
- **Improved Time Management**
- **Development of Leadership in Others:**
- **Enhanced Trust and Teamwork**
- **Reduced Stress and Burnout**
- One of the most significant insights I gained from this experience was a clearer understanding of my priorities as an instructional leader. Through the use of a pre-tracking spreadsheet and a structured eight-week monitoring process, I was able to pinpoint which tasks aligned with my leadership role and which ones could be delegated. Initially, I was managing over 16 recurring tasks each week, many of which were administrative in nature. After evaluating them, I determined that approximately 44% could be delegated. This allowed me to concentrate on high-impact areas such as instructional walkthroughs, professional development, and curriculum planning, which more directly support teaching and learning outcomes. In addition to improving my own focus, the act of delegating responsibilities had a positive impact on my staff. Delegation also led to a significant improvement in how I managed my time. Prior to implementing the tracking process, I was only able to conduct an average of three classroom visits per week due to being overwhelmed by operational duties. By Week 6, that number increased to nine visits per week, tripling my visibility in instructional spaces. Another key takeaway was discovering the leadership potential that existed within my staff. When given the opportunity to lead, many team members stepped up in impressive ways. As trust grew, so did the sense of teamwork among staff. Clear delegation and consistent follow-up fostered stronger relationships and more collaborative interactions. Finally, and perhaps most personally meaningful, was the reduction in my own stress and burnout. In the initial weeks of this process, my stress level was very high. By the end of the eight-week period, my stress level dropped significantly. With more time to focus on meaningful leadership work and with a capable team supporting daily operations, I felt more balanced, effective, and present. This shift not only benefited me, but also positively influenced the culture and performance of the entire school community.

Where I Am Heading Next (Slide 11)

The action research cycle has helped me recognize that effective delegation plays a critical role in school leadership. I've learned that task distribution can significantly impact school efficiency and morale. While some tasks were well-delegated, others require more clarity and better instructions to ensure expectations are met. I also realized that fostering collaboration among teachers can enhance productivity and reduce burnout. The implications for my work moving forward are clear: I need to refine my delegation process by providing clear instructions and supporting teachers where needed.

Looking ahead, I will focus on improving my delegation process by continuously reflecting on task distribution and adjusting as needed. I'll foster a culture of collaboration, ensure clear boundaries and instructions, and celebrate success stories to boost morale. I will also prioritize maintaining a healthy work-life balance to set an example for my staff. Additionally, my understanding of my Harmonizing trait, from *Seeing Through People*, has helped me approach delegation with more empathy. Moving forward, I will continue to refine my approach, balancing both efficiency and relationships.

Bibliography (Slide 12)

Regier, N. (2020). *Seeing people through: Unleash your leadership potential with the Process Communication Model®*. Berrett-Koehler Publishers.

Balancing Acts: Will Delegating Help Me Preserve My Peace and Prevent Burnout?"

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Background Leading to Inquiry

Tendency to "harmonize": I feel compelled to please everyone by taking on too many tasks, including teacher concerns, parent requests, and student needs.

Negative impact: This approach is draining emotional and physical energy, leading to stress and potential burnout.

Challenges: I struggle to focus on being an instructional leader due to overwhelming responsibilities and the pressure to please everyone is taking a toll on my personal well-being.

Purpose of Inquiry

To prevent myself from becoming overwhelmed by taking on too much work in an effort to assist others, ensuring a more balanced and sustainable approach to supporting those around me.



My Wondering

As a harmonizer, I want to please everyone by doing everything for them which is detrimental to my own peace of mind. I am wondering if I focus on delegating, will this help me ease some stress and prevent me from experiencing burnout before the end of the year?



Actions

- Identify the specific tasks or responsibilities that are causing me the most stress or that I feel compelled to do myself out of a desire to please others.
- Break down tasks into categories based on importance, impact, and ability to delegate.
- Consider the strengths and expertise of my staff members to determine where I should delegate.
- Focus on clear communication and trust when delegating.
- Provide training where needed
- Monitor and provide constructive feedback and tweak when needed.



Data Collection

- Pre-tracking spreadsheet
 - Responsibilities
 - Weekly
 - 3 week timeframe
- Organize tasks that can be fully or partially delegated and charted
 - Social Worker
 - FACES
 - Dean
 - Secretaries
 - Teachers
 - Head Custodian



Data Collection

- Organized primary responsibilities that I would chart
- Charted the process for 8 weeks focusing on my stress levels



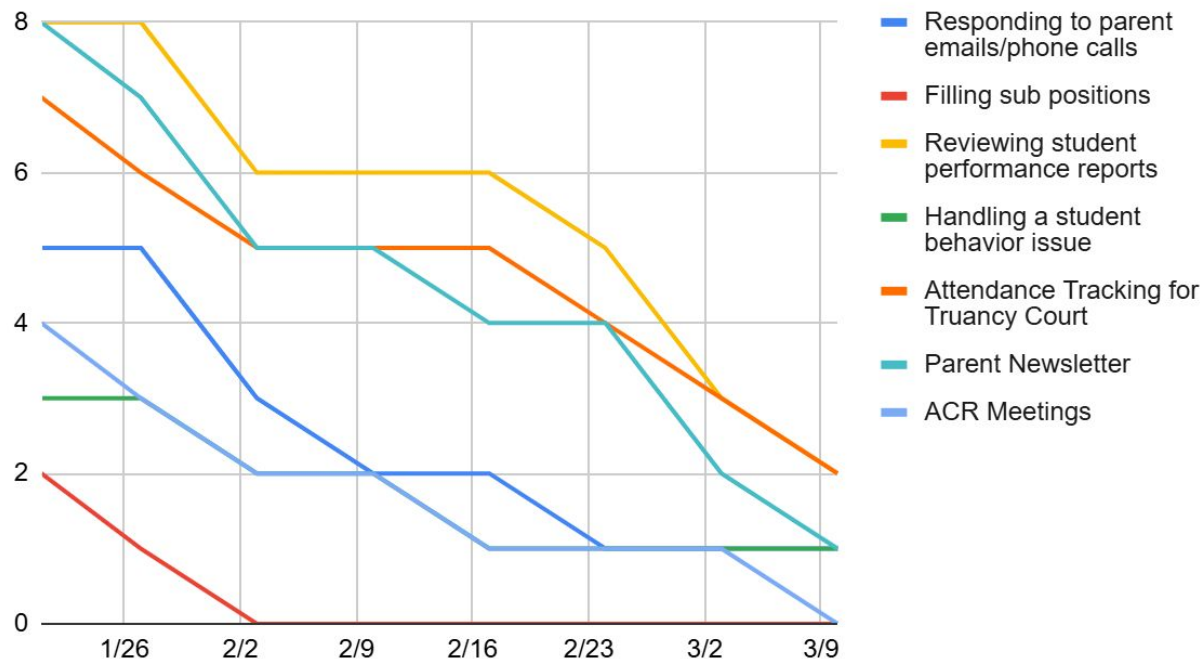
Data Tracking Sheet

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Data Charting and Monitoring

Task Delegation



Discoveries

Increased Awareness of Priorities: I gained clarity on which tasks truly align with my role as the instructional leader and which ones can be delegated, allowing me to focus on more impactful areas.

Empowerment of Staff: Delegating responsibilities led to my staff feeling more empowered and trusted, which has improved their morale and overall performance.

Improved Time Management: By delegating, I free up more time to engage with teachers and students, enhancing my visibility and presence in the school.

Development of Leadership in Others: I have discovered that staff members possess untapped potential and skills that can contribute to a more collaborative and efficient school environment.

Enhanced Trust and Teamwork: I found that relationships with my staff deepen and that they take more ownership of their roles, fostering a stronger sense of teamwork.

Reduced Stress and Burnout: Delegating effectively led to a decrease in stress and a reduction in burnout, as I was allowed to focus on what matters most

Where to Next?

- Continue to refine the delegation process
- Monitor and reflect
- Foster a culture of collaboration
- Set clear boundaries with a focus on instruction
- Share success stories
- Maintain work-life balance

Bibliography

Regier PhD, Nate (2020. Seeing People Through, Unleash Your Leadership Potential with the Process Communication Model. Oakland, California: Berrett-Koehler Publishers, Inc.