



Base and Phase in Relation to Psychological Needs

Principal Name: Tierney Stevenson

School Name: Vaile Elementary

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Background Leading to My Inquiry (Slide 2)

- Year four in a high-poverty, high-stress school where the majority of students have experienced trauma.
- Trying to find my own way after coming through COVID-19 as a young administrator
- New/young staff that require a lot of support in all aspects of their daily job responsibilities
- Turn-around needed, while navigating the pandemic and moving toward more “normal” days
- An unpopular, yet needed, time when critical conversations need to be taking place

The Purpose of My Inquiry (Slide 2)

Therefore, the purpose of my inquiry is to find out how a better understanding of my base and phase, to feed my psychological needs, can decrease the negative stress behaviors in myself, my job, and those around me.

When my currency is compassion, how do I deal/negotiate in conflict?

My Wondering (Slide 3)

With this purpose, I wondered what changes I might implement in my life outside of school and in school, that might help me to feed my own psychological needs so that I could also be a more effective leader. I also wondered if my diversion to conflict might also be creating negative, stress behaviors in my life.

My Actions (Slide 9)

- As a harmonizer, I did not have a plan or practice in place for dealing with conflict,

or a strategy for dealing with my toughest team. I avoided it.

- I put everyone's needs first, leaving little for myself at the end of the day.
- I often spent time, outside of school, worrying about these daily things. Those thoughts consumed my mind, causing anxiety and depression.
- My phase (thinker) needed its proper time/chance to help mellow things out.
 - Organize my week
 - Setting time aside for just me
 - Setting boundaries
 - Recognizing others' needs (phase/base)

Self-Care (base/phase)

Journaling 2-3 times a week
(list making journals, gratitude journal)

Self-Care (base/phase)

Yoga Weekly
Dr. Appointment (honest conversation)

Self-Care (base/phase)

Hard Stop Time at Work
No Weekend Work (silenced Dojo/Chats)

Self-Care (base/phase)

Planning Meals/groceries (healthy eating)

Conflict without Casualties

Understanding my teachers' base/phase

Conflict without Casualties

Keeping the focus on students

Conflict without Casualties

Setting up support systems

Conflict without Casualties

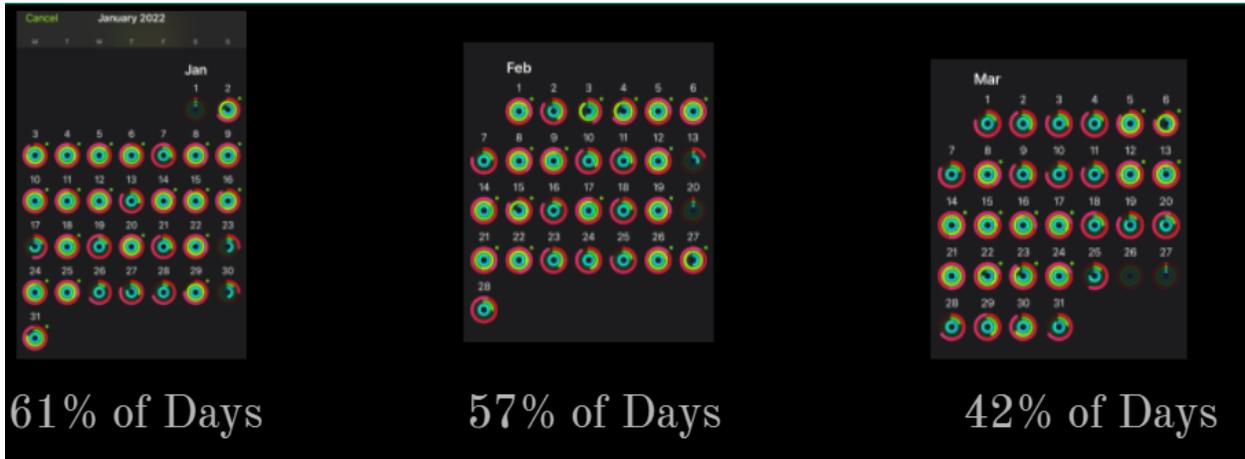
Acknowledging others' needs

Data Collection (Slide 14)

Tracked self-care activities

Tracked outcomes and effectiveness of PLCs

My Data (Slides 11-13)



Between January 2021-March 2022

38 Yoga sessions completed

(joined studio)

3 Barre Classes Completed

31 Walking Session Logged

4 Pain Aerobics Classes Attended

Jan.-Feb. Lost 14.2 lbs

Week 1	1	Ready to quit
Week 2	0	Took a break
Week 3	2	Awkward
Week 4	2	Surface level
Week 5	2	Tension
Week 6	2	Surface level
Week 7	2	Data
Week 8	3	Data
Week 9	4	Base/Phase Addressed
Week 10	4	Data
Week 11	4	Support

My Discoveries (Slide 15)

Anecdotal notes and journal entries were collected.

- **Allowing time to learn the base/phase of others, offered more opportunities for collaboration and less negative stress behaviors.** When taking a new/different approach in PLCs, things began to shift.
- **Taking time for my own psychological needs, helped me focus and be more efficient. Mood was also improved.** I realized in my personal reflections, that when my base/phase were met, overall mood and productivity were improved.

Where I Am Heading Next (Slide 16)

General reflections:

- Carving out the time for myself is a must moving forward. Delegating at work is needed.
- Taking time to better understand my staff's needs is necessary as well for the best outcomes.
- When I stopped to understand others' base/phase, I was better able to communicate and work with those personalities toward a common goal.
- Critical conversations worked themselves out the more our team grew to understand and respect each other.
- What/where is the best place for me where these needs can be met?

Bibliography (Slide 17)

Books

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.
- Regier, Nate, PhD (2017). *Conflict Without Casualties A field-guide for leading with compassion accountability.* Oakland, CA: Berrett-Koehler Publishers, Inc.

Presentation

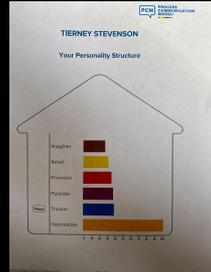
Stevenson, T (2022). Base and Phase in Relation to Psychological Needs. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

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Base and Phase in Relation to Psychological Needs

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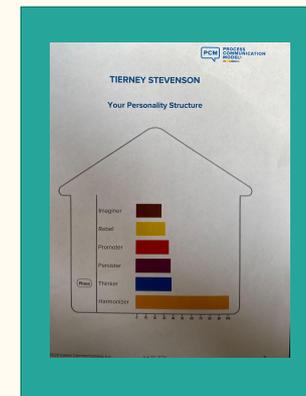
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My Wondering...

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Harmonizer

If you have a Harmonizer base:

- To stimulate your attention and interest, the person talking with you will use a warm and nurturing voice.
- You naturally communicate with this Nurturative channel.
- To feel good and be efficient, you require being recognized as a person, i.e. wants to hear "I care about you", "you're important to me". You desire unconditional acceptance of your person and need an environment that pampers the senses.
- Under light distress, in an interaction with others, you become unassertive regarding what you do, think, or say, and give priority to the other. You may accept unpleasant situations or make "wishy-washy" decisions.**
- Under severe distress, you make mistakes, laugh at yourself or act "stupid", attracting hostility from others as a consequence.

Thinker Phase

Need:

Recognition of work

Recognition of person

Under stress:

Over control

Does Not delegate

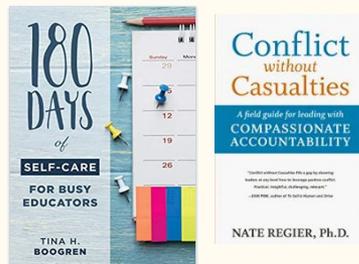
PCM © - PERSONALITY TYPES SUMMARY - PHASE		
Personality Type	Psychological needs	When under stress
THINKER	- Recognition of work - Time structure	- Over qualifies - Doesn't delegate - Over controls
PERSISTER	- Recognition of work - Convictions	- Focuses on what is wrong - Pushes beliefs
HARMONISER	- Recognition of person - Sensory	- Over-adapts - Makes mistakes - Attracts criticism
IMAGINER	- Solitude	- Withdraws - Passively waits
REBEL	- (Playful) contact	- Invites others to do or think for them - Blames others
PROMOTER	- Incidence	- Expects others to fend for themselves - Manipulates - Breaks the rules

My Actions

Reflections

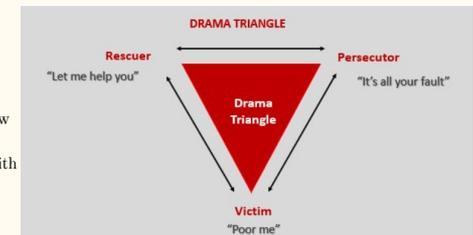
- As a harmonizer, I did not have a plan or practice in place for dealing with conflict, or a strategy for dealing with my toughest team. I avoided it.
- I put everyone's needs first, leaving little for myself at the end of the day.
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- My phase (thinker) needed its proper time/chance to help mellow things out.
 - Organize my week
 - Setting time aside for just me
 - Setting boundaries
 - Recognizing others' needs (phase/base)

Research



Take-aways

- Conflict is energy. It's unavoidable. How will you spend it?
- You can struggle against or struggle with conflict. One creates opposition and destruction while the other allows for mutuality and creation.
- Conflict with Compassion (my currency)
- The compassion cycle-resourceful, persistent, vulnerable (Karpman)
- Enter at "open"
- Own your potency.



MyActions (personal)

- Self-Care (base/phase)
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(list making journals, gratitude journal)
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No Weekend Work (silenced Dojo/Chats)
- Self-Care (base/phase)
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MyActions (professional)

- Conflict without Casualties
Understanding my teachers' base/phase
- Conflict without Casualties
Keeping the focus on students
- Conflict without Casualties
Setting up support systems
- Conflict without Casualties
Acknowledging others' needs

Data Collection

Self-Care Exercise

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Self-Care Personal base/phase



61% of Days



57% of Days



42% of Days

Conflict without Casualties

PLCs with Grade Level Teams

Every week on a scale of 1-5, high being a highly effect PLC time, the data below is from a difficult group. Thing didn't turn around until I acknowledged their base/phase needs. This was, in my opinion, a group of "thinkers".

Week 1	1	Missed to start
Week 2	0	Took a break
Week 3	2	Askward
Week 4	2	Surface level
Week 5	2	Tension
Week 6	2	Surface level
Week 7	2	Data
Week 8	3	Data
Week 9	4	Base/Phase Addressed
Week 10	4	Data
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My Data

Anecdotal notes and journal entries were collected.

- On days/weeks when I followed my plans for self-care, journal entries indicated that stress levels were low and my gratitude journal was also "easy" to write in on those days.
- Days when I participated in exercise, I felt much more level-headed and less sluggish. I was more productive at home and at school.

My Discoveries

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