



Strengthening the Weaknesses of My Base Personality

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Background Leading to My Inquiry (Slide 2)

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

- Context
- The issue/tension/dilemma/problem that led you to you to your action research

Context- This year, as a first-year member of IPLI, the focus was increasing our leadership capacity. As part of this process, each member of our Cohort took the PCM (Process Communication Model) inventory. After completing the inventory, we were given our PCM Leadership Profile. My leadership profile revealed that my base personality, meaning my strongest personality is Imaginer. The Imaginer personality strengths are characterized as imaginative, reflective and calm. However, the weaknesses of my base personality type are spontaneity, flexibility, openness to new ideas, creativity, the joy of novelty, and playful fun.

Issue/tension/dilemma/problem- As someone with an Imaginer base personality, I often struggle with making spontaneous decisions, being flexible, and I am hesitant to embrace new ideas.

The purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action plan inquiry was to....

Therefore, the purpose of my action plan inquiry was to track my actions that contradict the weaknesses of my base personality and survey administration and staff to assess my growth/improvement.

My Wondering (Slide 4)

With this purpose, we wondered....

With this purpose, I wondered if I could increase my leadership capacity by focusing on specific actions to strengthen the weaknesses of my base personality type, Imaginer.

My Actions (Slide 5)

In this step, begin by outlining how you gained insights into your wondering. Then, simply share exactly what you did to conduct this AR cycle.

In this section, provide the following:

- An articulation of any change/intervention/innovation/procedures you introduced.

First, I shared my PCM results with members of my administration and explained how I planned to conduct my research.

Next, I began tracking my actions. The actions I tracked were as early as December and some were from recall. The actions were not planned as many of the weaknesses pertain to flexibility and spontaneity.

Then, I surveyed a group of administrators and teachers. I struggled with the survey because being that it was my second year in this building, I didn't feel I would receive reliable feedback as there are changes being made.

Next, I asked teachers to write short claims to support their responses to the survey. I felt that the data would be more valid if the team gave specific examples to support their survey answers.

Finally, I was able to use the data to draw conclusions.

A good way to think about creating these segments is chronologically- what did you do first, second, third, etc. You should include such things as the timing and amount of each detail you share.

Data Collection (Slide 6)

Share the ways you collected data to better understand what was implemented.

When I realized that my action was a weakness, I would enter the information in my Trello Board. I included the weakness of my base personality, the event, my action, and the results.

Using my PCM booklet, I surveyed administrators and teachers forming questions based off of my personality weaknesses. I used Google Forms to collect the data. I then sent an email to the team I surveyed and asked them to complete a short summary of how I demonstrated the opposite of my base personality weakness.

My Data (Slide 7)

Display data and share the ways you analyzed the data. You may need additional slides.

Quantitative data is often presented in graphs/charts/tables. You may wish to present quantitative data in at least two kinds of graphs organized in different ways to help you explain different aspects of your learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to present qualitative data by including one or more samples of text to help you explain aspects of your learning.

My research consists of both qualitative and quantitative data. I selected a team of teachers and my administrative staff to complete the survey and give claim statements. The survey was created in Google forms. The team was asked questions that stemmed from the weaknesses of personality. They were then asked to support the answers to the survey with brief summaries. Another form used to collect data was a Trello board. I used this board to track my actions and assess the outcome.

[Inquiry Research | Trello](#)

[Leadership Strengths and Least Developed Strengths - Google Forms](#)

My Discoveries (Slide 8)

In this step, summarize your learning in two-three succinct statements that illustrate the most important and critical facets of what you learned:

- Learning Statement One:
- Learning Statement Two:
- Learning Statement Three:

Next, restate each learning statement and explain it. The explanation of your learning statement should refer to your data and you should include actual data within the explanation.

It is important to state that according to the PCM, I could complement my weaknesses by delegating to others with more strength in these areas; however, my goal was not to necessarily delegate, but to contradict my weaknesses through my actions. I organized and came up with the idea of having the (IREAD 3 Parade)

- Being flexible demonstrates open-mindedness as well as establishes a relationship of trust with those you serve
- Being more spontaneous helps build a fun culture and improves morale for both staff and students.
- Being open to new ideas helps me see things from a different perspective and promotes self-growth and change.

Explanation of Learning:

Being flexible demonstrates open-mindedness as well as establishes a relationship of trust with those you serve. After the height of the pandemic, I think we all learned that flexibility caused some good change. Although change was not easy, in hindsight it was needed. Being flexible doesn't mean you are weak, most often it is a show of empathy that all principals must possess. When you show your team flexibility, it establishes a level of trust. For example, both teachers and administrators referred to me shifting the schedules whether it be the building or observation schedule to accommodate either students or staff.

Being more spontaneous helps build a fun culture and improves morale for both staff and students. Although I continue to struggle with spontaneity, it is necessary to sometimes step away from day-to-day routine to break up the monotony. As you can see by one teacher's claim, I tend to be very structured and organized, and so I will work to continue to improve in this area. Another teacher states that I am spontaneous as her class was given a pizza party that they really enjoyed.

Being open to new ideas helps me see things from a different perspective and promotes self-growth and change. If new ideas weren't embraced, the world would not advance.

As a principal, I don't want to stick to the same procedures and routines simply because it's what I am comfortable with which is why I want to keep an open mind and embrace new ideas. This was demonstrated in one of the claims made by my assistant principal. I was open to dismissal ideas from both administration and teachers. We were able to try at least three different routines until dismissal was successful.

Where I Am Heading (Slide 9)

In this step, reflect on your action research journey as a whole that accomplish the following:

- General reflection on the specific action research cycle just completed (Some Questions to Consider: What have you learned about your school? What have you learned about your teachers? What are the implications of what you have learned for your work?)
- Generation of Directions for The Future (Some Questions to Consider: What changes will you make or have made in your practice? What new wonderings do you have?)

As you present your concluding thoughts, once again consider weaving a reference or two into your conclusions to connect your conclusions to the field of administration at large.

My action research journey has been an enlightening experience yet sometimes an uncomfortable one. I've learned through this cycle that I can't expect my administration and staff to carry out tasks the way I would carry them out or even expect them to duplicate my actions; however, being open to new ideas, being spontaneous, and more flexible leads to improved morale and builds trust in our relationships. As stated in the claims, both teachers and students benefit from spontaneity. Not only does learning occur, but a culture of fun is built. I have learned that teachers appreciate the characteristics of my weaknesses; therefore, I have learned that I must continue to work on these weaknesses and it will be an ongoing process.

Regier (2020) states, "*Being true to yourself from a PCM perspective means you can't rely on just one or two of the six types, or adopt an attitude that your strongest part is the best part. Being true to yourself means honoring all six types within you*" (Regier, 2020). My journey was just the beginning of a work that I will need to continue. For this cycle, I focused on the weakest part of my strongest personality type; however, for the future, I will work to honor all six personality types to better connect with teachers. My

new wondering is *In what ways can I honor all six personality types to connect to administration and staff.*

Bibliography (Slide 10)

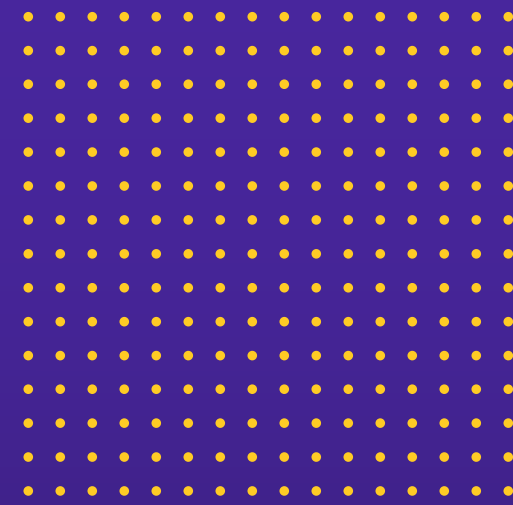
In this step, simply provide the bibliographic information for any references you cited in any of the previous steps. List your references in alphabetical order by author last name. Follow APA 6h Edition, to enter information about each of your references. Some examples are provided below. Examples of other reference types can be found here:

<http://owl.english.purdue.edu/owl/resource/560/06/>. You may also find the Citation Machine helpful (<http://citationmachine.net/>)

Regier, Nate (2020). *Seeing People Through*. Berrett-Koehler Publishers, Inc.

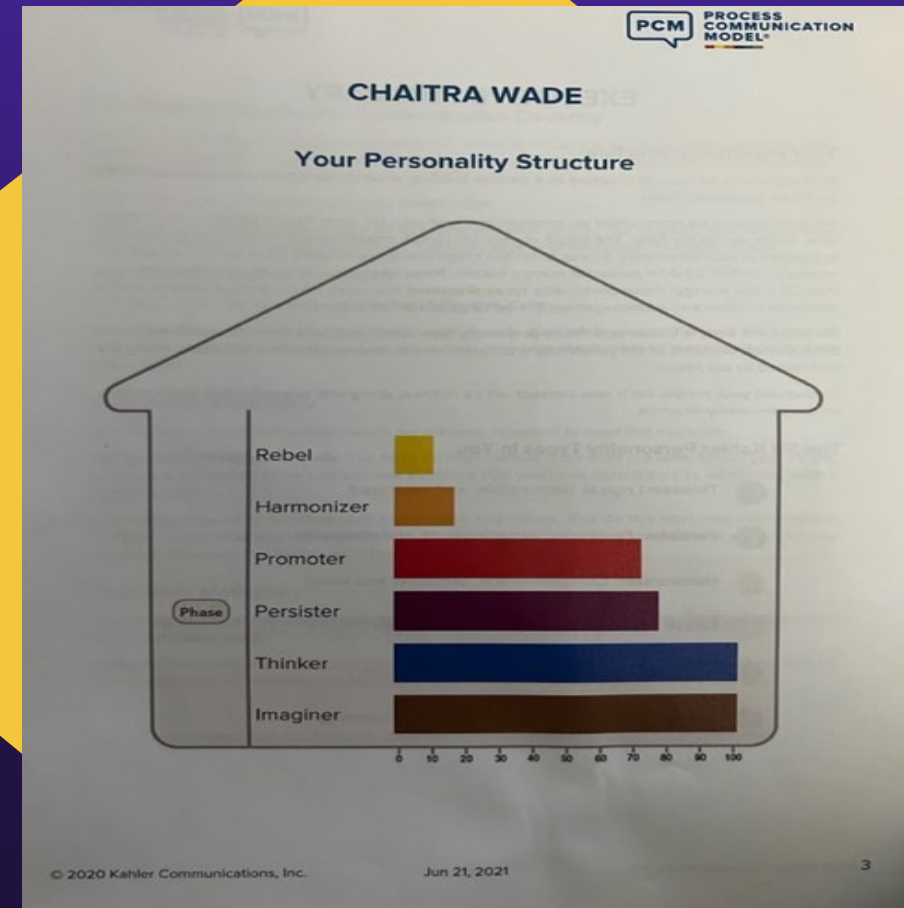
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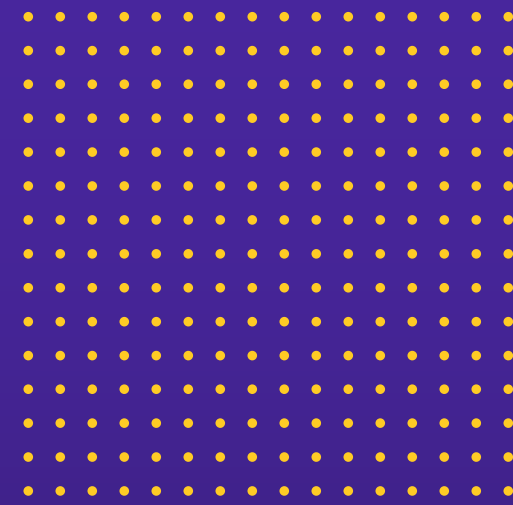


Background Leading to this Inquiry

- PCM (Process Communication Model) Inventory
- Base Personality Strengths
- Base Personality Weaknesses



Purpose of this Inquiry



- ❑ Increase my leadership capacity by taking specific actions to strengthen weaknesses
- ❑ Track my actions
- ❑ Assess my growth/improvement

My Wondering

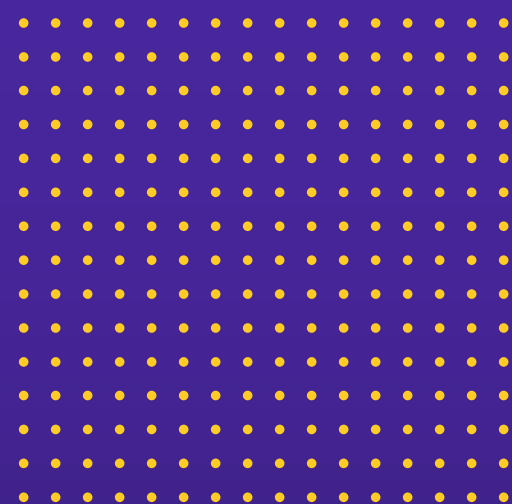
I wondered if I could increase my leadership capacity by focusing on specific actions to strengthen the weaknesses of my base personality, Imaginer.





My Actions

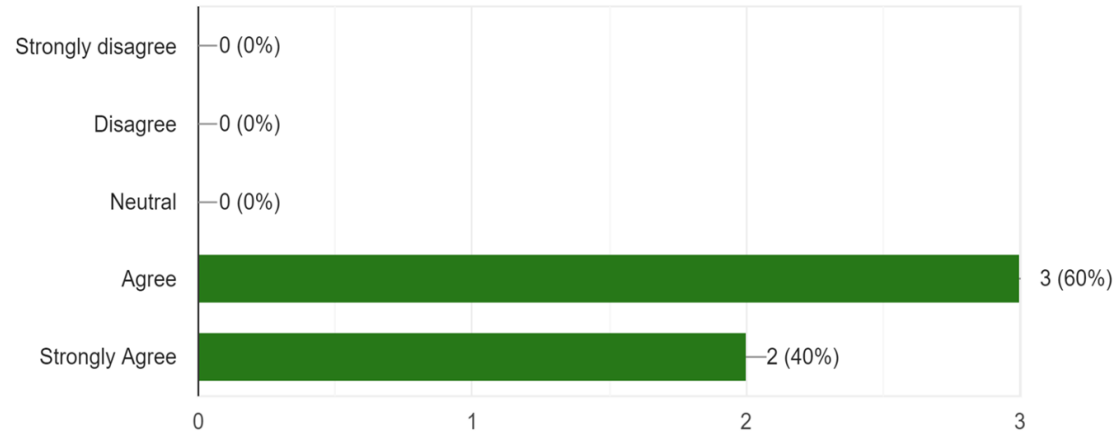
- Shared PCM Results with Team
- Tracked my actions
- Surveyed my team formulating questions based on the weaknesses
- Analyze Data



Data Collection

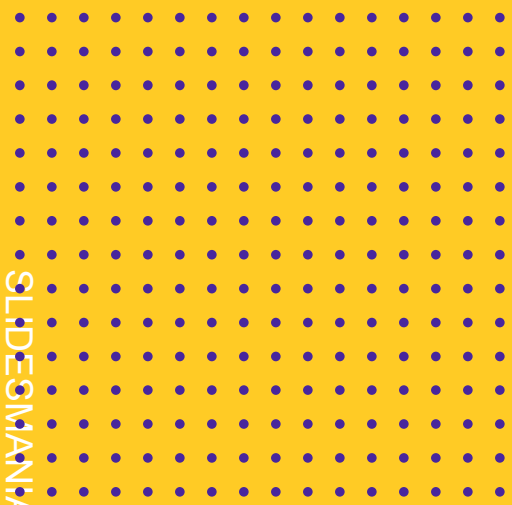
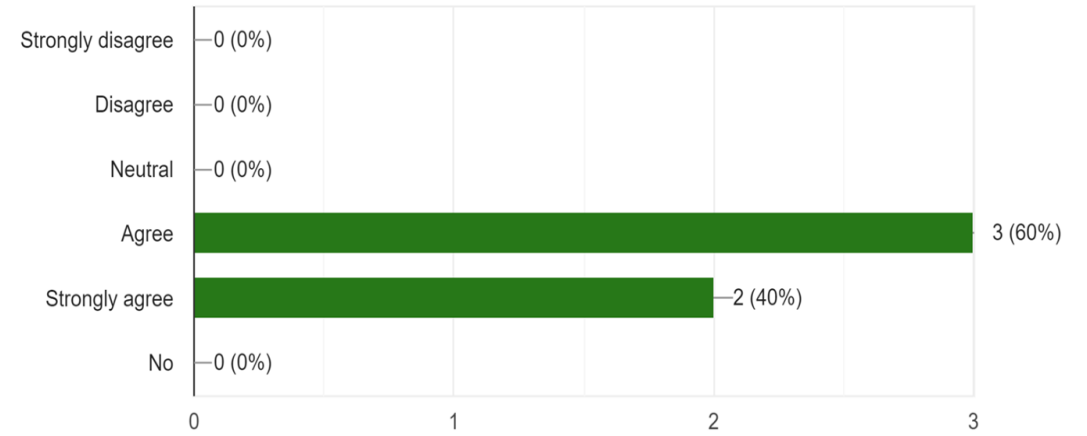
The principal is flexible.

5 responses



The principal is open to new ideas.

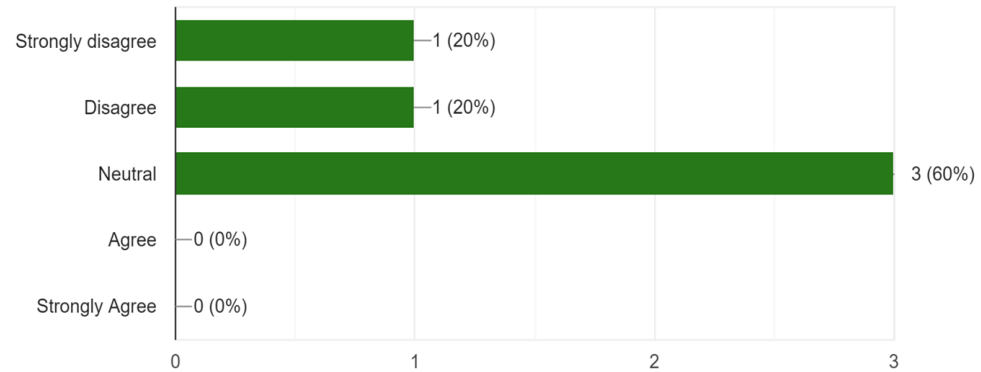
5 responses



Data Continued

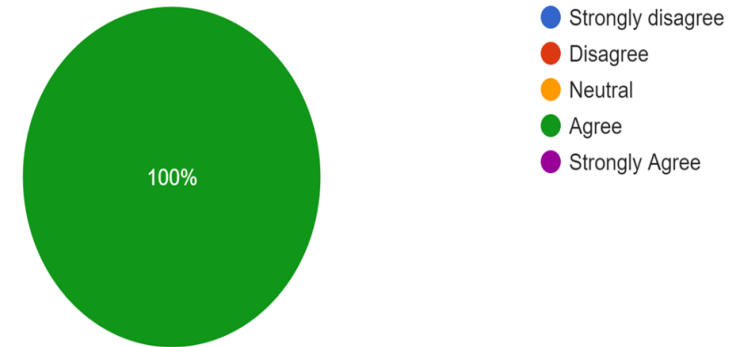
The principal is spontaneous.

5 responses



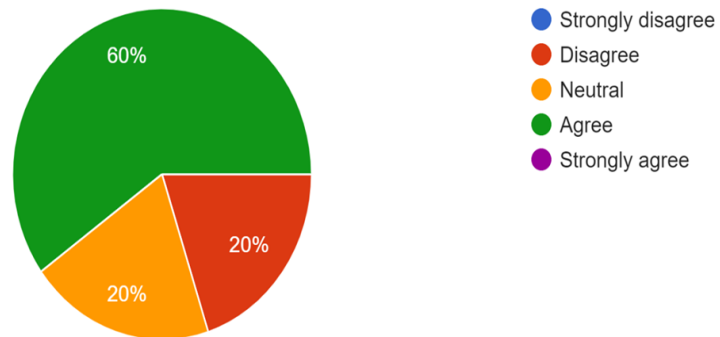
The principal is creative.

5 responses



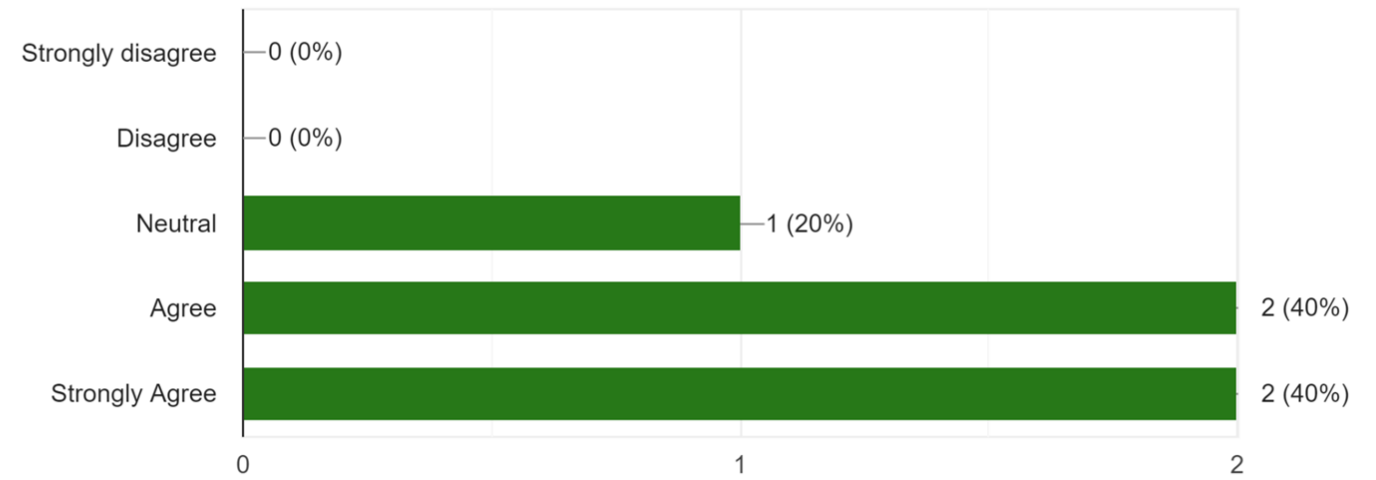
The principal allows me to be spontaneous.

5 responses



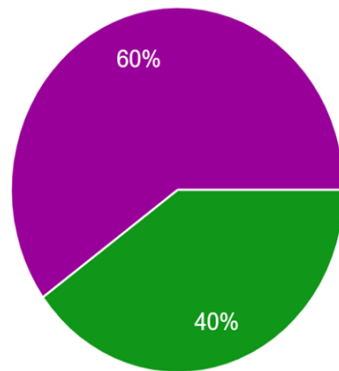
The principal allows me to engage in playful fun.

5 responses



The principal allows me to be creative.

5 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Tracking My Actions

Using Trello, I was able to document my actions.

The screenshot displays a Trello board with four columns, each containing several cards. The cards are organized into three main sections: 'To Do', 'Doing', and 'Done', followed by a 'Measurement of Success' column.

- To Do:**
 - To Do** (red header): Spontaneity and flexibility
 - To Do** (red header): Openness to new ideas
 - To Do** (red header): Creativity and the joy of novelty
 - To Do** (red header): Playful Fun
 - + Add a card
- Doing:**
 - Doing** (yellow header): Plan school-wide holiday party with Project Exploration and Boeing (1 comment)
 - Doing** (yellow header): Approve an assembly for 4th and 5th grade girls with former WNBA player Bridget Pettis. (1 comment)
 - Doing** (yellow header): When speaking about a way to involve teachers in reading the newsletters and the strategies of the month from Teach Like a Champion 3.0, the Dean of Students suggested having teachers present the strategies during staff meetings. (1 comment)
 - Doing** (yellow header): A new kindergarten teacher asked if she could assist in improving on our school wide PBIS. I told her it would be greatly appreciated. She is
 - + Add a card
- Done:**
 - Done** (green header): The school-wide holiday was held Tuesday, December 14, 2021. Each student received a gift, played games, enjoyed treats, and joined friends in a 3-D photo booth.
 - Done** (green header): Dean of students requested an assembly for the girls Monday, January 24th, and the assembly took place Tuesday, January 25th. The assembly focused on self-esteem and self-care.
 - Done** (green header): The second-grade team presented the strategy "Means of Participation" during a staff meeting held January 26th. The kindergarten team presented "Wait Time" on March 2, 2022.
 - Done** (green header): I added an additional device distribution date for Tuesday, January 4th for parents who could not pick up devices.
 - + Add a card
- Measurement of Success:**
 - Outcome** (purple header): Student and teacher feedback was positive. Thank-you cards were written to executives of Boeing and Project Exploration.
 - Outcome** (purple header): The feedback from students and staff was positive. The girls learned an affirmation and a dance they enjoyed.
 - Outcome** (purple header): Most teachers engaged with their colleagues who presented. Teachers were given time to Turn and Talk and many shared how they involve students in learning. Teachers were able to glean information from the "Wait Time" presentation to use in their classrooms.
 - Outcome** (purple header): There were at least fifteen students who benefited from the addition day of device distribution although we were back to in-person learning two days later.
 - + Add a card

Claims from Teachers

Teacher Claim

Mrs. Wade demonstrates flexibility by allowing me to extend daily lessons and lesson plans beyond the allocated time frame which is extremely important when student are not performing as expected.

Teacher Claim

The principal is flexible

- Allowed the reading and math block times to be switched on the schedule.

The principal is open to new ideas

- Allows for club proposals and ideas.

The principal is spontaneous

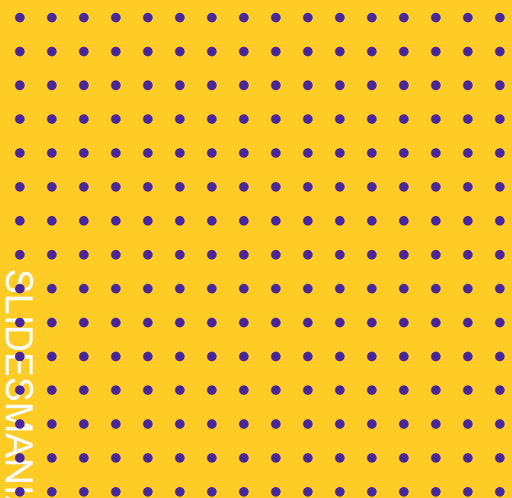
- No, she is scheduled and organized

The principal is creative

- Neutral, I have not seen this demonstrated
- The school could use more fun and excitement

Teacher Claim

An example of you being flexible is when we came to you and wanted to switch our reading and math blocks because the students are more engaged in the morning. You are open to listening to our ideas about how to get the students more engaged. Obviously, you have to be spontaneous for things like our pizza party which happened last minute and was very much appreciated. The door decorating idea was very creative and fun (by the way we should do a back to school one)



Claim from Administration

The principal is flexible.

Mrs. Wade shows flexibility in many ways. Even if a schedule is built and set, she will go out of her way to accommodate others. For example, she had meetings set today, but she rescheduled because one individual was not prepared. Another individual was not timely for her meeting and Mrs. Wade accommodated the adjustment of time changing her whole day. I have seen her flexibility, even when there is no room to be flexible.

The principal is open to new ideas.

Mrs. Wade is open to any idea that will result in student success. When we have team meetings, all ideas are important and shared. If an idea seems like it would work, she will allow us to try it. For example: We shifted the procedures for the end of the day dismissal 3 times at the start of the school year. We tried every idea until it worked. Being able to share our ideas creates a supportive environment.

The principal allows me to be creative.

I personally love being surrounded by color. Mrs. Wade has allowed me to bring that vision to the building. We try to add as much color as possible through the halls. All of our displays have a pop of color. Color encourages happiness and creativity.

The principal allows me to engage in playful fun.

I have seen Mrs. Wade play and skip down our sensory floor many times. I have skipped down our sensory floor many times. This simple act of play, shows students that even adults need time to have fun. We are always encouraged to see the good in everything. Working together as a team allows us to laugh through the hard days. It also makes the

My Discoveries

- Being flexible demonstrates open-mindedness as well as establishes a relationship of trust with those you serve
- Being more spontaneous helps build a fun culture and improves morale for both staff and students.
- Being open to new ideas helps me see things from a different perspective and promotes self-growth and change.

Where I'm Heading Next

- Continue to strengthen my base personality weaknesses
- Begin a new wondering

“Being true to yourself from a PCM perspective means you can't rely on just one or two of the six types, or adopt an attitude that your strongest part is the best part. Being true to yourself means honoring all six types within you.”(Regier, 2020).

Bibliography

Regier, Nate (2020). *Seeing People Through*. Berrett-Koehler Publishers, Inc.

Thank you!