



## Success Analysis Protocol With Reflective Questions

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*Developed by Vivian Johnson.*

The facilitator's role is to help the group to keep focused on how the success described by the presenter is different from more routine work. The *analysis* of what made this so successful is the purpose of the protocol. The facilitator is a full participant in this protocol, and each participant takes a turn as the facilitator. **"Success"** is defined as something that proved to be highly effective in achieving an outcome important to the presenter. Participants should focus only on the success of the presenter's work and avoid any comments that could be perceived as criticism or suggestions for improvement.

**1. Identify a success.** (5 minutes)

Write a short description of a success. [Note: you may want to specify here the arena of the success — in terms of your work as a teacher, as a learning community facilitator, as an administrator, with a student, using a particular teaching strategy, etc.] Describe the specifics of the success. Be sure to answer the question, "What made this experience so different from others like it that I have had?"

**2. Presenter describes the success.** (5 minutes)

In triads, the first presenter tells the story of his or her "success," in as much detail she s/he can remember. The group takes notes.

**3. Group asks clarifying questions.** (3 minutes)

The rest of the group asks clarifying questions about the details of the "success" in order to fill in any information the group needs to be helpful to the presenter.

**4. Group asks questions that help the presenter reflect upon the success.** (optional step 3-5 minutes)

The purpose of these questions is to help the presenter uncover why this was so successful—to see more in the success. The presenter answers the questions, but there isn't any back and forth discussion with the group. Some examples of questions include:

- Why do you think...?
- What was different about...?
- Why did you decide to...?

**5. Group reflects on the success story.** (10 minutes)

Group members discuss what they heard the presenter say, and offer additional insights and analysis of the success. The presenter is silent and takes notes.

**6. Presenter reflects.** (5 minutes)

The presenter reflects on the group's discussion about what made this so successful. The group then discusses briefly how what they have learned might be applied to all of their work.

**7. Protocol begins again for the next group member.**

Repeat steps 2 through 6 for each member of the group. Remember to keep the focus on the underlying principles or processes that made for success.

**8. Debrief protocol.** (5 minutes)

What worked well? What misconceptions or confusions emerged? What adaptations to this protocol might improve the process? How might we apply what we learned to other work? How might others (teachers, administrators, students) use this process to reflect on their work?

**9. Group Reflection**

The triad identifies and lists the factors that contributed to their successes, and shares this in the large group. The large group looks for trends across triads, and then discusses what it would mean to consciously create conditions that lead to success. (Time permitting)