



Facilitation Difficulty: 

 60 min.

 Any size group,  
divided into triads

 No preconference

**Purpose** – To analyze our successes so that we can learn from them. “Success” is defined as a set of actions that proved to be highly effective in achieving an important outcome. This protocol is also a helpful way to acknowledge what participants “do right.” This creates a feeling of mutual respect that helps to build trust. Using the Speed Success Analysis Protocol on a regular basis with diverse groups can help a school feel like “one school.”

**Facilitation tips** – It is important to help everyone focus on how the success being described is different from routine work, discerning what specifically made this piece of work so successful.

### Steps:

1. **Encourage** – (2 min.) *Some people in this culture are reluctant to reveal or discuss their successes. Many times, this is because they have been taught not to “brag.” A myriad of negative consequences exist as a result of our inability to reflect upon, discuss, and learn from our strengths, talents, and successes. It may be helpful to ask reluctant participants what they might say to a student who was similarly reluctant to talk about their successes (during a job interview, for example). This protocol will help us to analyze our successes so that we may recreate similar results elsewhere in our work.*
2. **Identify** – (2 min.) Each participant silently writes a short description of a success. [Note: you may want to specify the arena of the success – your work as a teacher, as a CFG<sup>®</sup> coach, as an administrator, with a student/parent/caregiver, using a particular strategy, etc.]. Make note of specifics around the success. Be sure to have everyone focus on the question, “*What made this experience so successful compared to others like it that I have attempted previously or since?*”
3. **Setup** – (2 min.) Divide the participants into groups of three (triads). Explain that each person in the triad will take turns being the facilitator/time keeper, the presenter, and a participant. (Note that the facilitator/time keeper will also fully participate.) Have the triads choose who will present first, second, and third. Review protocol steps 4-8 with the group. Remind the participants that they should use a timer and strictly follow time guidelines.
4. **Present** – (3 min.) The first presenter tells the story of their success in as much detail as they can remember. The other two take notes.
5. **Clarify** – (2 min.) The other two participants in the triad ask clarifying questions about the details of the success, to fill in gaps in their understanding to prepare for the next step.
6. **Separate and analyze** – (5 min.) The presenter turns away from the other two members of their triad and silently takes notes without making eye contact. The two remaining members discuss what they heard the presenter say, speaking of them as though they were not in the room (“Jennifer said” rather than “you said”), and offer additional insights and analysis of the success.
7. **Reflect** – (2 min.) The presenter rejoins their group and reflects on the other two participants’ perspectives on their success. If time is available, the group then discusses briefly how what they have learned might be applied to all of their work.
8. **Celebrate** – (1 min.) Take a moment to appreciate the good work of your colleague.

9. **Repeat rounds** – (13 min. x 2 more rounds = 26 min.) Repeat steps 4 through 8 for each member of every triad. Remember to keep the focus on the underlying principles or processes that made for success.
10. **List** – (2 min.) Each triad identifies and lists any common factors that contributed to their successes.
11. **Share** – (8 min.) The triads now share out the common factors with the large group. The large group looks to trends across triads, and then discusses what it would mean to consciously create conditions that lead to success.
12. **Debrief and reflect** – (5 min.)
  - *What worked well in the protocol?*
  - *What was your Ah-HA! moment? What surprised you in this protocol?*
  - *What misconceptions or confusions emerged?*
  - *Now that we have our list of common elements leading to success, what can we do with it?*
  - *How might we apply what we learned about successes to other work?*
  - *How might others (teachers, administrators, students) use this process to reflect on their work?*