

Figure 2.9: Success Tool—Performance-Factors Analysis Worksheet

Instructions: Display each section of this worksheet for stakeholders on a whiteboard or flip chart, or project it from a computer. The information you collect will help you build on what you learned in your initial independent inquiry using the tools described in chapter 1. After group members answer each question, be sure to share and compare the data and findings from your research.

Section 1: The Workplace—The Environment in Which the Work of Education Occurs Within the School or School District

1. What impacts adults' work and their results in the workplace? Consider the culture, the capability of leadership, the adequacy of supervision, the availability of coaching and support, the incentives for teamwork, the adequacy of rewards and sanctions, and more. How do you know that these are impactful factors?
2. Of those workplace factors, which ones do the adults who work in the school or who support the work of the school have control over? Which ones do the adults lack control over but must still overcome or accommodate to effectively do their work and get the needed results?

Section 2: The Work—The Tasks and Responsibilities That Make Up the Jobs That People in Education Do

1. What impacts the effectiveness, quality, and value of the work of adults in the school (or school district)? Consider the complexity, design of the job or work, changing nature of the work, clarity of the processes of the work, and so on. How do you know these factors impact the ability of the adults to do the work?
2. Which impacts on the effectiveness, quality, and value of the work of the adults in the school (or school district) are within the adults' control? Which ones are outside their control but must be managed by them?

Section 3: The Workers—The Adults Who Work Within the School or School District Whose Performance Impacts the Outcomes

1. Do all workers have the knowledge and skills required to achieve the results? What (if any) knowledge and skills need to be enhanced or improved? For whom do they need to be enhanced or improved? How do you know?
2. Are the workers motivated to do what needs to be done?
3. What factors increase motivation to achieve the right results? What factors hinder motivation?
4. What would encourage the right behavior in this context?
5. How do you know whether motivation strategies are working?
6. Does every worker clearly understand what is expected of them?
7. How do you set performance expectations?
8. How do you communicate expectations to workers?

9. How do you monitor, inspect, and evaluate individual performance?
10. What happens when a worker is not meeting expectations?
11. What are you personally in control of that could make it possible to achieve the needed improvements and results?
12. What actions produce results that currently exceed what is required?
13. What actions contribute to a failure to produce the desired results?

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