

EPISODE 125

Root Cause Analysis with The Five Whys



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How can I have the greatest impact by solving the highest-leverage problems first?

For Job Seekers



ASCEND
(((●))) LIVE

October 10, 2021

Baseline Data Now

The banner features a stylized mountain peak logo on the left with a red flag at the summit and a dotted line representing a climbing route. The background is a scenic photograph of a snow-capped mountain peak reflected in a calm lake at sunset. The text "ASCEND" is in large blue letters, "(((●))) LIVE" is in smaller purple letters, and "Baseline Data Now" is in large blue letters at the bottom right. The date "October 10, 2021" is in the bottom left.

Getting Proactive



- Don't just respond to the problem
- Look upstream
- Address the root causes of problems

PrincipalCenter.com/dan-heath-upstream

Beyond Blaming People



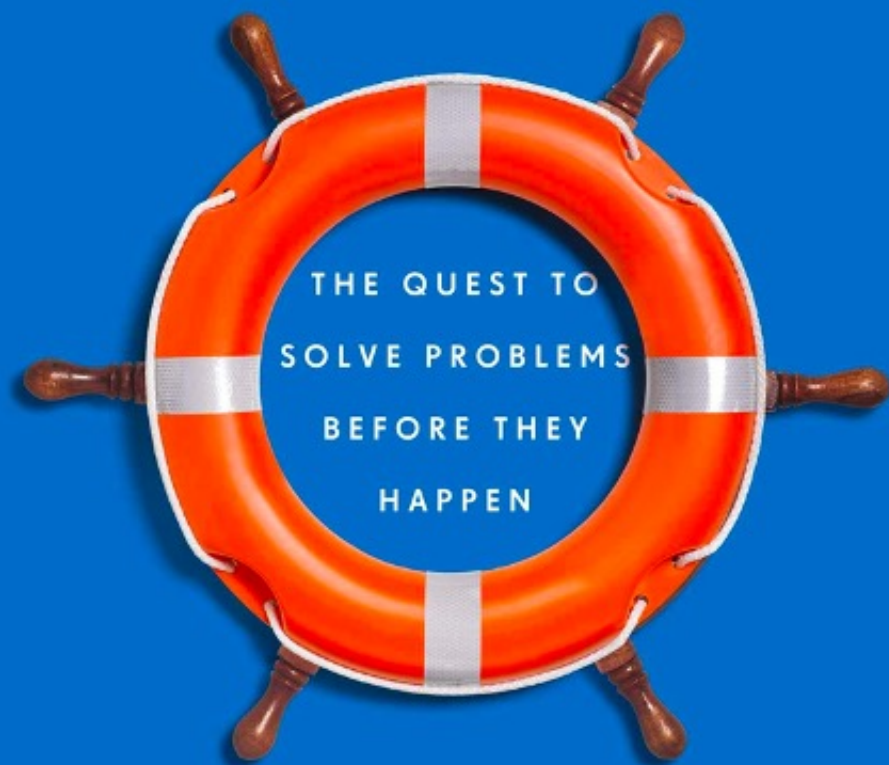
- People are doing the best they can
- We must work with the people we have
- But we CAN change our processes

PRINCIPAL

CENTER

RADIO

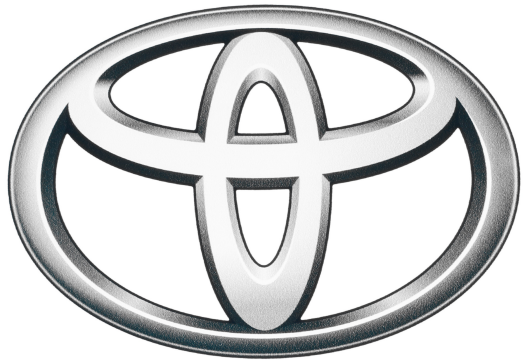
Upstream



DAN HEATH

New York Times bestselling coauthor of
Made to Stick and *Switch*

Root Cause Analysis



TOYOTA
ATYOT

- Developed by Sakichi Toyoda
- Part of Toyota Production System
- Ask "Why" five times

RCA “Five Whys” Example: Broken Equipment



- The machine broke down...why?
- A bolt rusted...why?
- It wasn't greased...why?
- It's not on the maintenance schedule...why?
- There's no process for adding new equipment to the maintenance schedule

RCA “Five Whys” Example: Students Tardy to School



- The student did not arrive on time...why?
- Missed the bus...why?
- Did not wake up in time...why?
- Does not have an alarm clock...why?
- ~~Poverty~~ We do not have a process for identifying students who need alarm clocks & providing them

RCA “Five Whys” Example: Mediocre Lesson



- The lesson was mediocre...why?
- The lesson plan was poor...why?
- Teacher used plans from internet...why?
- School has no curriculum for course...why?
- Our new course development process does not require a curriculum to be acquired

RCA “Five Whys” Example: Parent Angry About Grades



- The parent is angry...why?
- Student is failing a class...why?
- Student did not turn in work...why?
- Parent did not know work was missing...why?
- We do not have a process for notifying parents of missing work.

Root Cause Analysis

“Five Whys” Concepts



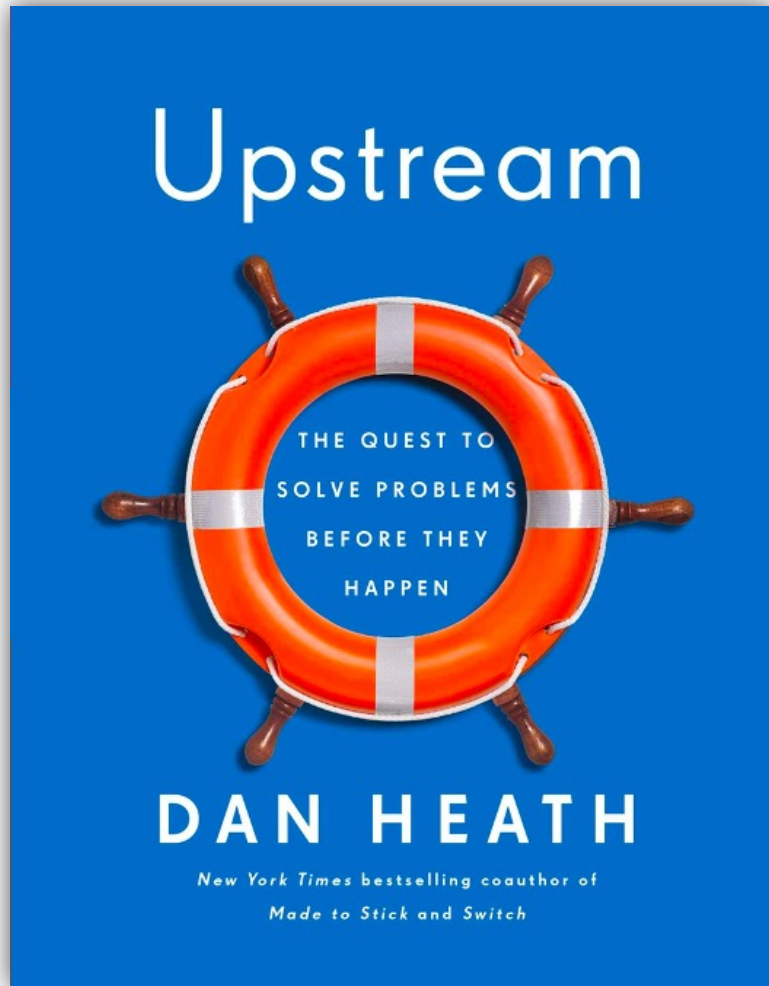
- Address causes, not symptoms
- Focus on what you can control
- Blame processes, not people
- The root cause is usually a process failure

Common Contributors Outside Our Control

- Resources
- People
- Society
- Chance



Ownership



“What’s odd about upstream work is that, despite the enormous stakes, it’s often *optional*. With downstream activity—the rescues and responses and reactions—the work is demanded of us. ...By contrast, upstream work is chosen, not demanded.”

—Dan Heath, *Upstream*, p. 41



As Leaders, We Bear Responsibility for the System



"I should estimate that in my experience most troubles and most possibilities for improvement add up to the proportions something like this:

94% belongs to the system
(responsibility of management)."

—W. Edwards Deming, *Out of the Crisis*, p. 315



3 Differentiated Roles



Role	Feedback	Verb	Influence	Shift To
Boss	Directive	Tell	Behavior	Practice-Aware
Coach	Reflective	Ask	Thinking	Impact-Aware
Leader	Reflexive	Change	Circumstances	Skill-Aware

A Challenge




Are you willing to look
upstream?


Get Into Classrooms

PrincipalCenter.com/notecards






CLASSROOM VISIT INDEX CARDS



www.InstructionalLeadershipChallenge.com



10 Questions for E

1. **Context:** I noticed that you []...could lesson or unit?
2. **Perception:** Here's what I saw student that time?
3. **Interpretation:** At one point in the lesson
4. **Decision:** Tell me about when you []
5. **Comparison:** I noticed that students expected to happen when you planned
6. **Antecedent:** I noticed that [] ...could an earlier lesson?
7. **Adjustment:** I saw that [] ...what did tomorrow?
8. **Intuition:** I noticed that [] ...how did
9. **Alignment:** I noticed that [] ...what li
10. **Impact:** What effect did you think it had

Mrs. Smith		105	12:15-12:39		4th
Name		Room	Lunch		Prep
Period/Subject	Date	Date	Date	Date	Date
Chemistry	8/31				
AP Bio	9/14				
Chemistry					
Prep					
Phys Sci					
Biology	9/29				
Biology					