improvement for equity by Design

FACILITATING IMPROVEMENT FOR EQUITY

FACILITATION LAB #1
ROOT CAUSE ANALYSIS

HTH Graduate School of EDUCATION

improvement for equity by Design

FACILITATING Digraphs

My Goals:

1. Build my nascent capacity to facilitate new types of group protocols
2. Learn to manage questions, concerns, and the unexpected

FACILITATION LAB #1
ROOT CAUSE ANALYSIS

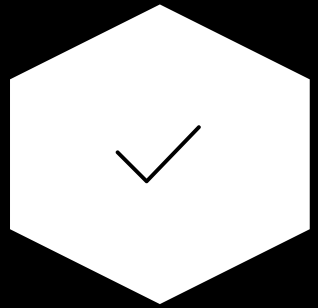
HTH Graduate School of EDUCATION

INTERRELATIONSHIP
DIGRAPH

PROBLEM
STATEMENTS

EMBEDDED SOLUTION

“Lakeridge High doesn’t have an arts program to support belongingness.“

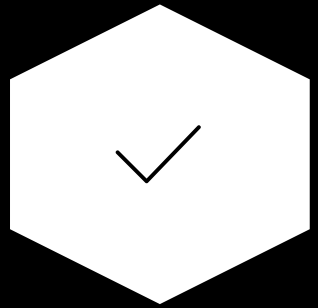


STICK TO THE PROBLEM

“Only 40% of students at Lakeridge High report feeling a sense of belonging at school.”

BLAMING OTHERS

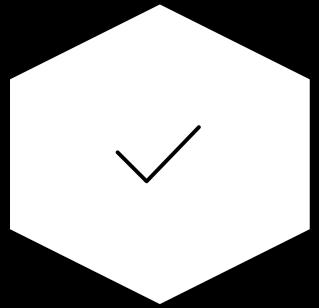
Don’t blame students or their families in your problem statement.



IN YOUR SPHERE OF INFLUENCE

Consider how to frame the problem in a way that gives our team access and agency.

BASED ON
ASSUMPTION



ILLUMINATES A
DATA-BASED GAP

A NEW TOOL!

INTERRELATIONSHIP DIGRAPH

MINDSET SHIFTS

NORMING

In the discussion, we can get clear on what our terms mean. Often what is in our head is different from how others are thinking about a root cause.

PRIORITIZING

Not all barriers are the same. Some are deeper and need to be addressed for lasting change to occur. We want to focus on causes rather than symptoms.

INTERRELATIONSHIP DIGRAPH

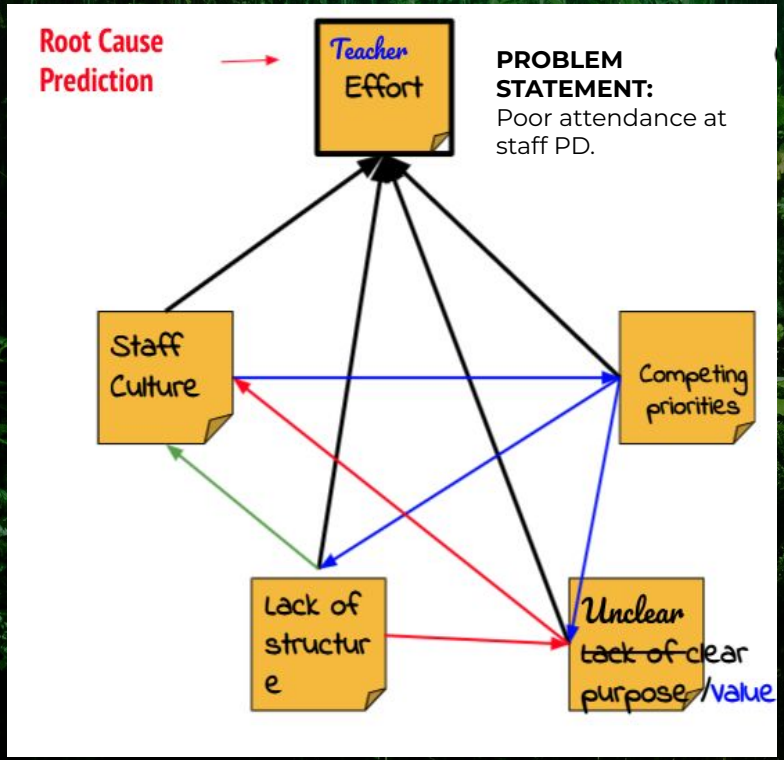
IDENTIFY UNDERLYING CAUSES

IDENTIFY THE CONTRIBUTING FACTORS TO A PROBLEM

EXPLORE THE RELATIONSHIP BETWEEN CAUSES

IDENTIFY WHICH CAUSES ARE MOST AT THE CORE

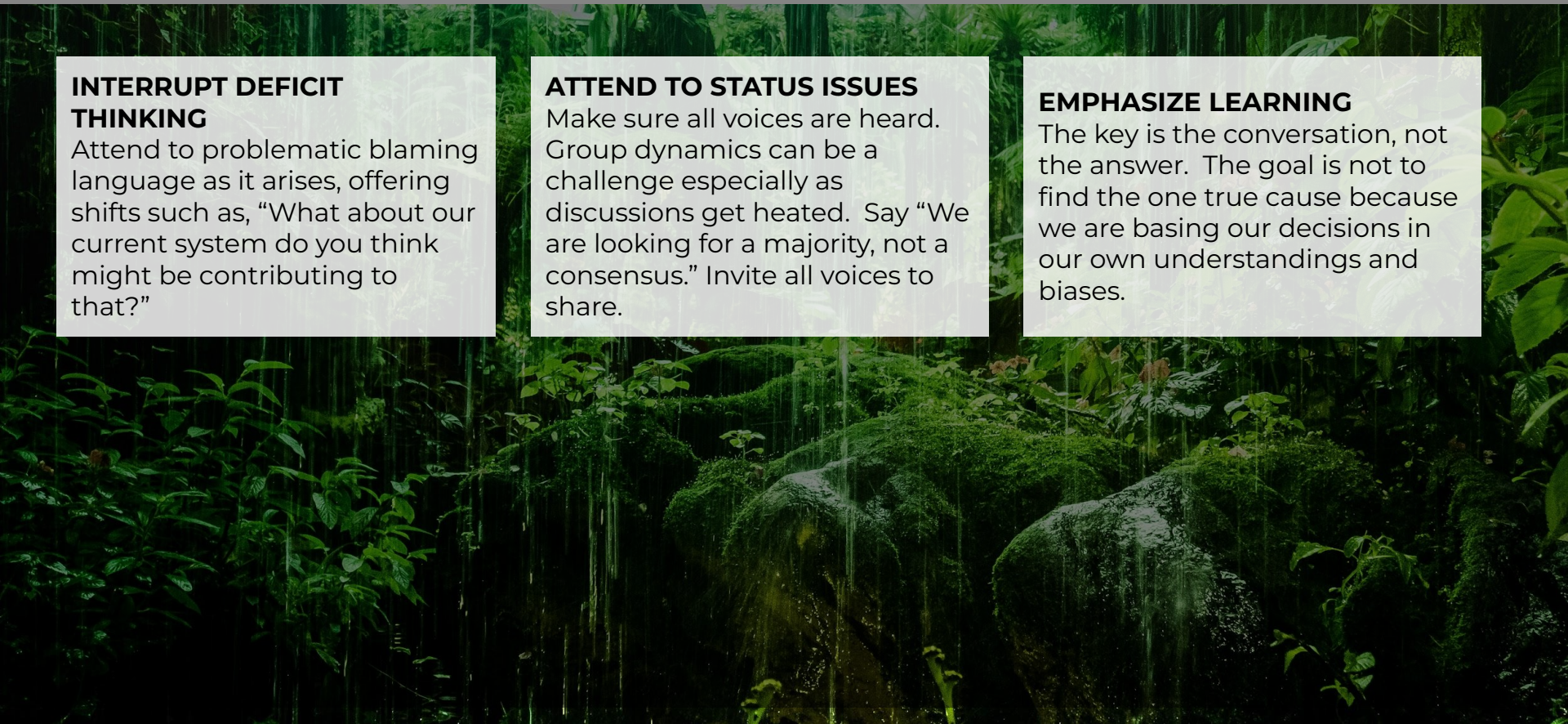
WHAT IS AN INTERRELATIONSHIP DIGRAPH?



PURPOSE
A digraph allows teams to explore the interconnectedness of underlying causes to help teams focus on causes rather than symptoms.

WHY USE IT?
Folks may feel overwhelmed after unpacking root causes from data, empathy interviews or fishbones. The digraph can help teams narrow their focus on the causes they identify as most central to the problem.

AVOIDING COMMON PITFALLS



INTERRUPT DEFICIT THINKING
Attend to problematic blaming language as it arises, offering shifts such as, “What about our current system do you think might be contributing to that?”

ATTEND TO STATUS ISSUES
Make sure all voices are heard. Group dynamics can be a challenge especially as discussions get heated. Say “We are looking for a majority, not a consensus.” Invite all voices to share.

EMPHASIZE LEARNING
The key is the conversation, not the answer. The goal is not to find the one true cause because we are basing our decisions in our own understandings and biases.

FACILITATION TIPS

DISPLAY PREVIOUS WORK
If you have done a fishbone, display it for clarity about where the identified causes come from. You can also display empathy interviews, research or data unpacking summaries.

LIMIT THE NUMBER OF CAUSES TO 5-8
The more causes you include in the process, the longer it takes. You may run into discussion fatigue.

EMPOWER PARTICIPANTS
If the group is getting a hang of the flow, you can invite a participant to take the lead on the conversation.

CHOOSE A CAUSAL DIRECTION FOR EVERY RELATIONSHIP
Start at the top and work your way around for each cause. In the end, there will be an arrow between all boxes. It's very rare for there to be no connection between two causes.

Many causes with influence on another, but do not draw an arrow that goes both ways. Instead draw an arrow in the direction that has the larger influence.

GET CLARITY ON TERMS
As the group discusses each cause, add language that adds specificity and clarity to the terms that are used. For example, maybe "time" turns into "lack of time" which then turns into "too many competing priorities."

Capture these revisions in the text of the post-it on your digraph poster.

AVOID SOLUTIONITIS

NORMS

The purpose of this protocol is to develop a deeper understanding of the problem before jumping to solutions.

YES, AND...

EMBRACE “DEFINITELY INCOMPLETE, POSSIBLY INCORRECT”

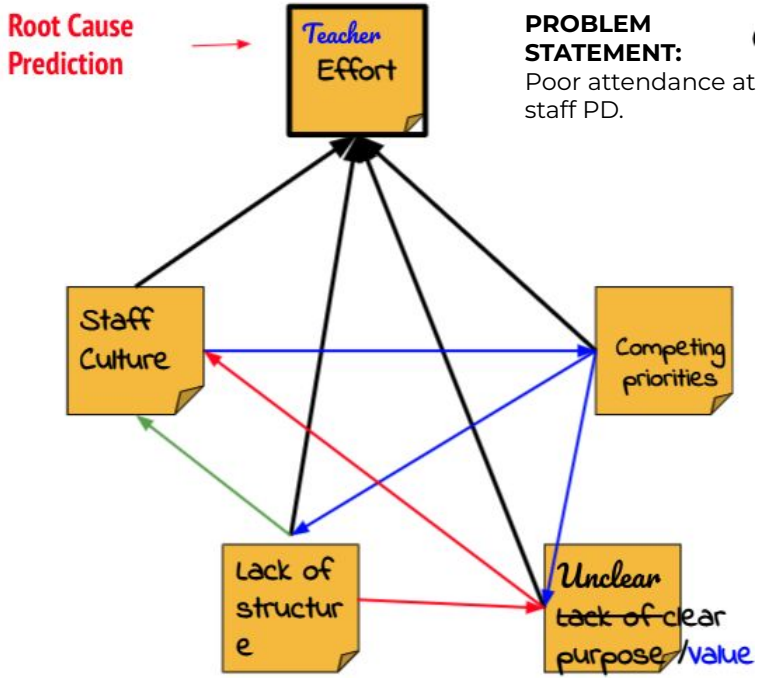
SHARE THE AIR

Revisiting the Problem: Interrelationship Digraph

Purpose: Helps us determine which root causes to focus on (often what we think is the *cause* is actually the *symptom*)

Chat noticings of student effort example:

What do we notice?

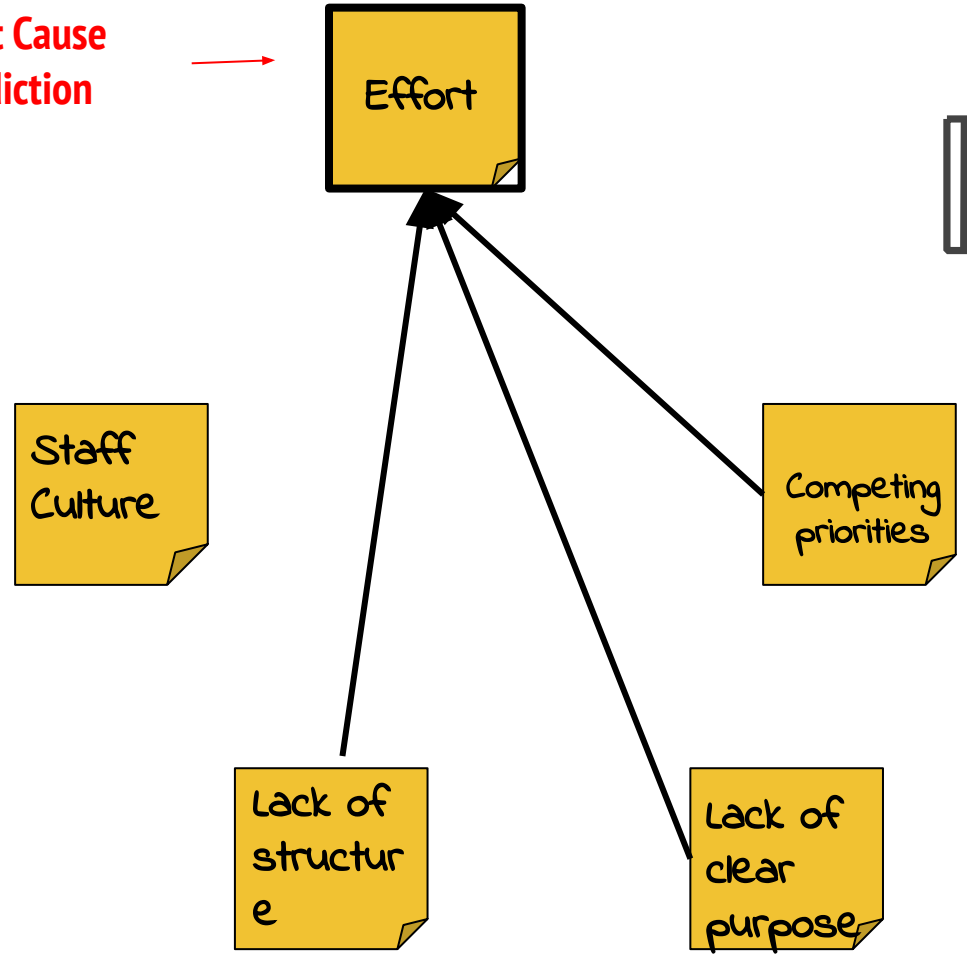


Problem: Poor staff participation in PD

Root Cause Prediction →

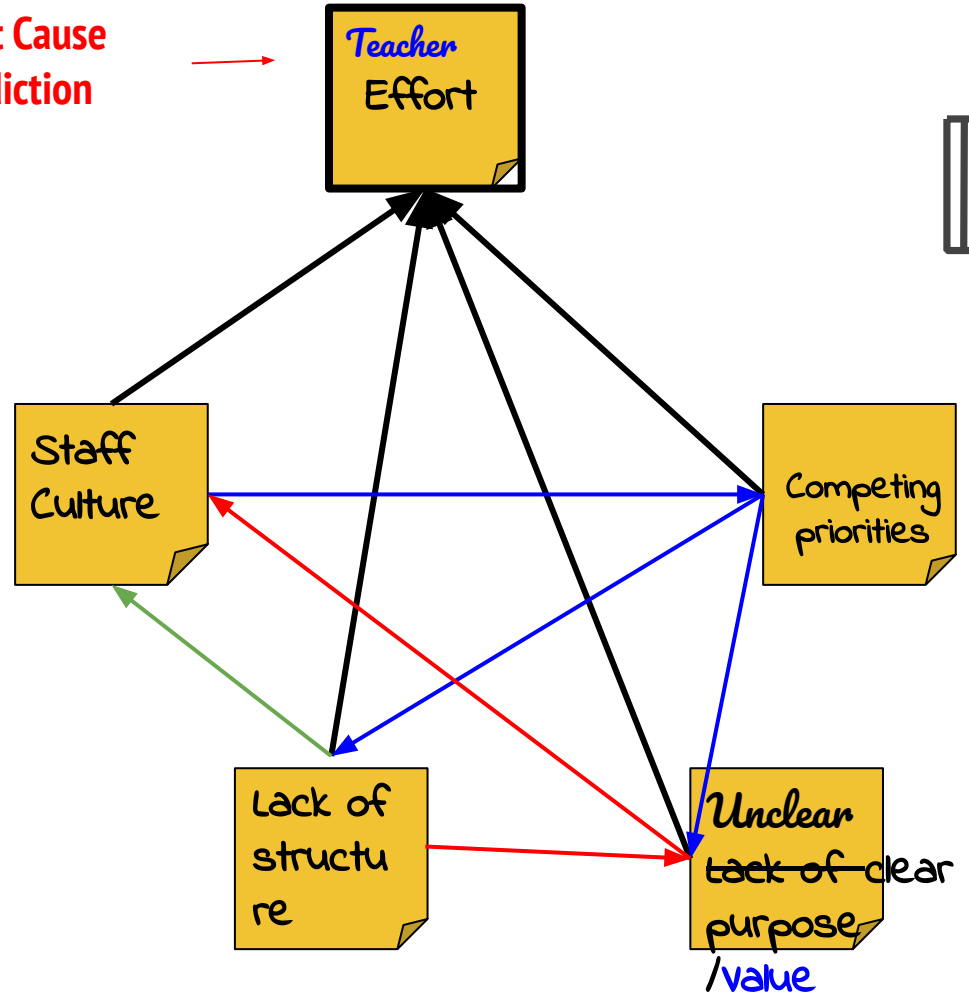
Is there a relationship between….

If yes, which causes the other **the most?**



Problem: Poor staff participation in PD

Root Cause Prediction →



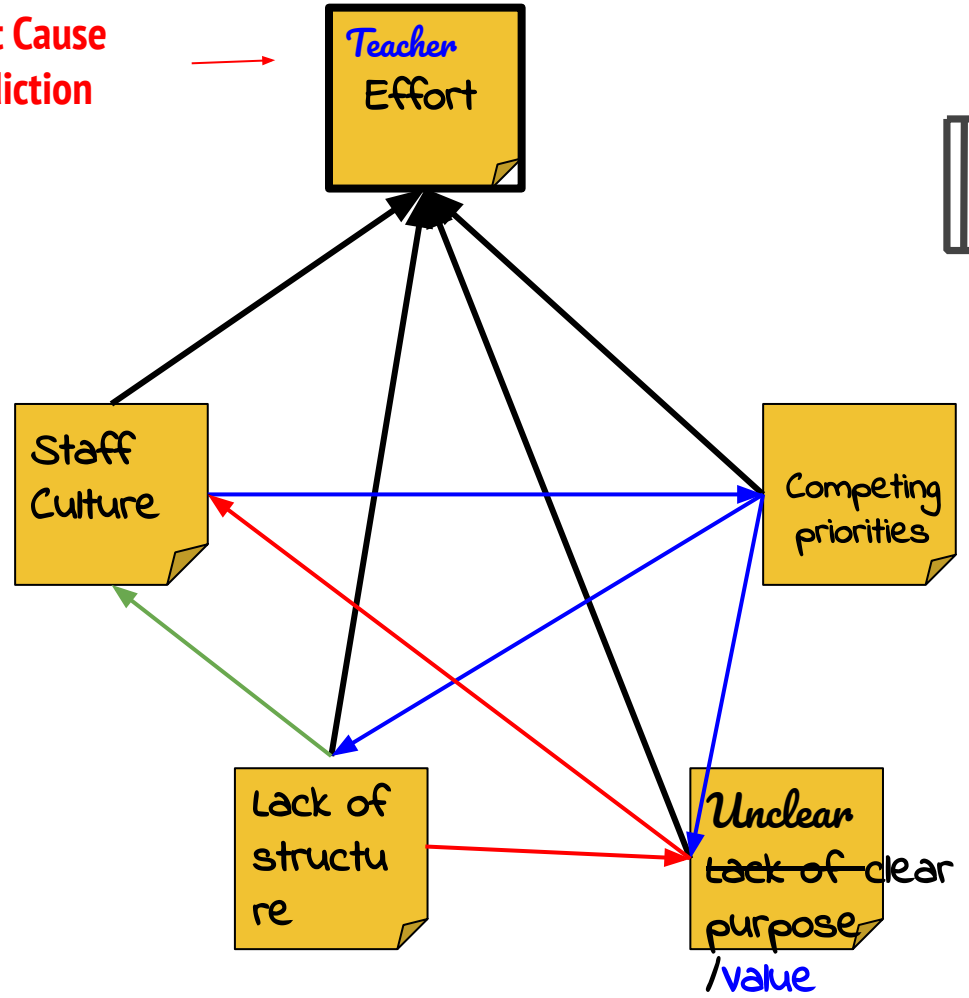
Is there a relationship between….

If yes, which causes the other **the most?**

Problem: Poor staff participation in PD

	OUT (Causes)	IN (Symptoms)
Effort	0	4
Competing Priorities	3	1
Unclear Purpose/Value	2	2
Lack of structure	3	1
Staff Culture	2	2

Root Cause Prediction →

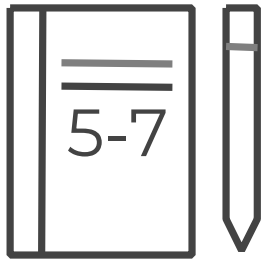


5

Facilitator = Next Birthday

Keep it moving. Uphold the norms.

INTERRELATIONSHIP DIGRAPH PROTOCOL



40 minutes

CHOOSE 5-6 OF THE CAUSES TO EXPLORE CHALLENGES OF FACILITATING CI

*Tools too technical

*Don’t address equity

*Don’t understand big picture

*Wrong people at the table

*Group dynamics

*Facilitator confusion

*Tech issues

*Time

*Content is driving

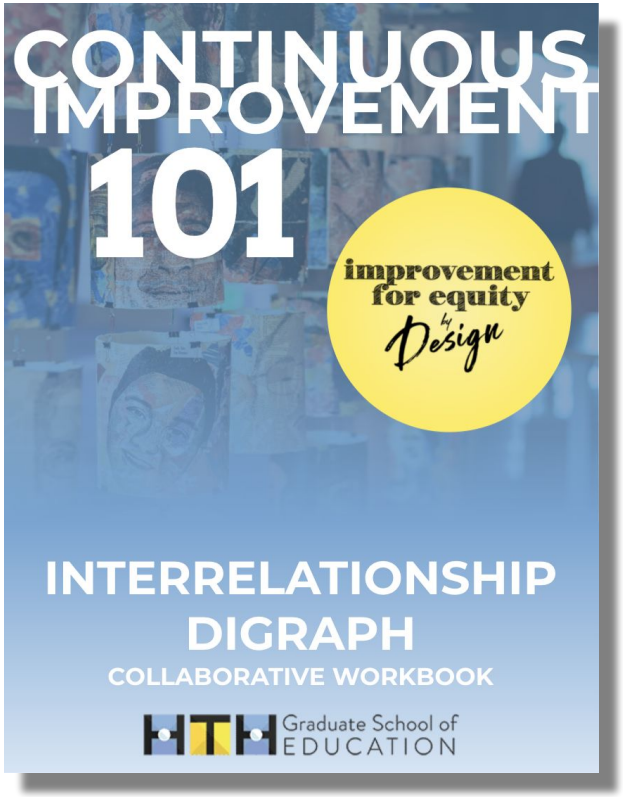
*Too much content for time

Make a copy of the Digraph Workbook Template.

Step 1: Write the problem statement at the top of the slides.

Step 2: Choose 5-6 of the most significant causes contributing to this problem from your fishbone diagram. Write them in a circle around the outer edge of the workbook, like the numbers on a clock face. (3 min)

Note: These should be the big category names from your fishbone diagram if you have completed one.



STEP BACK & REFLECT

(10 minutes)

Take a look at the clusters that have emerged.

- What root cause(s) do we see as most at the heart of the problem?
- What was your original prediction? What new understandings emerged from this process?
- What have you tried to address the root causes - and what are the *successes* and *challenges* we've experienced? What will you do next?

6 DEBRIEF

(10 minutes)

Self Reflection (2-3 min): Facilitator shares how they feel they did with their goals, citing moments that went well and moments that were tricky for them.

Feedback & Discussion: Learning group starts with celebrations, then moves to feedback based on the facilitator's goals. How did this feel? What did we appreciate? What moments felt tricky? What might we suggest or do differently? *Facilitator takes notes and participates in the discussion*.