improvement for equity by Design

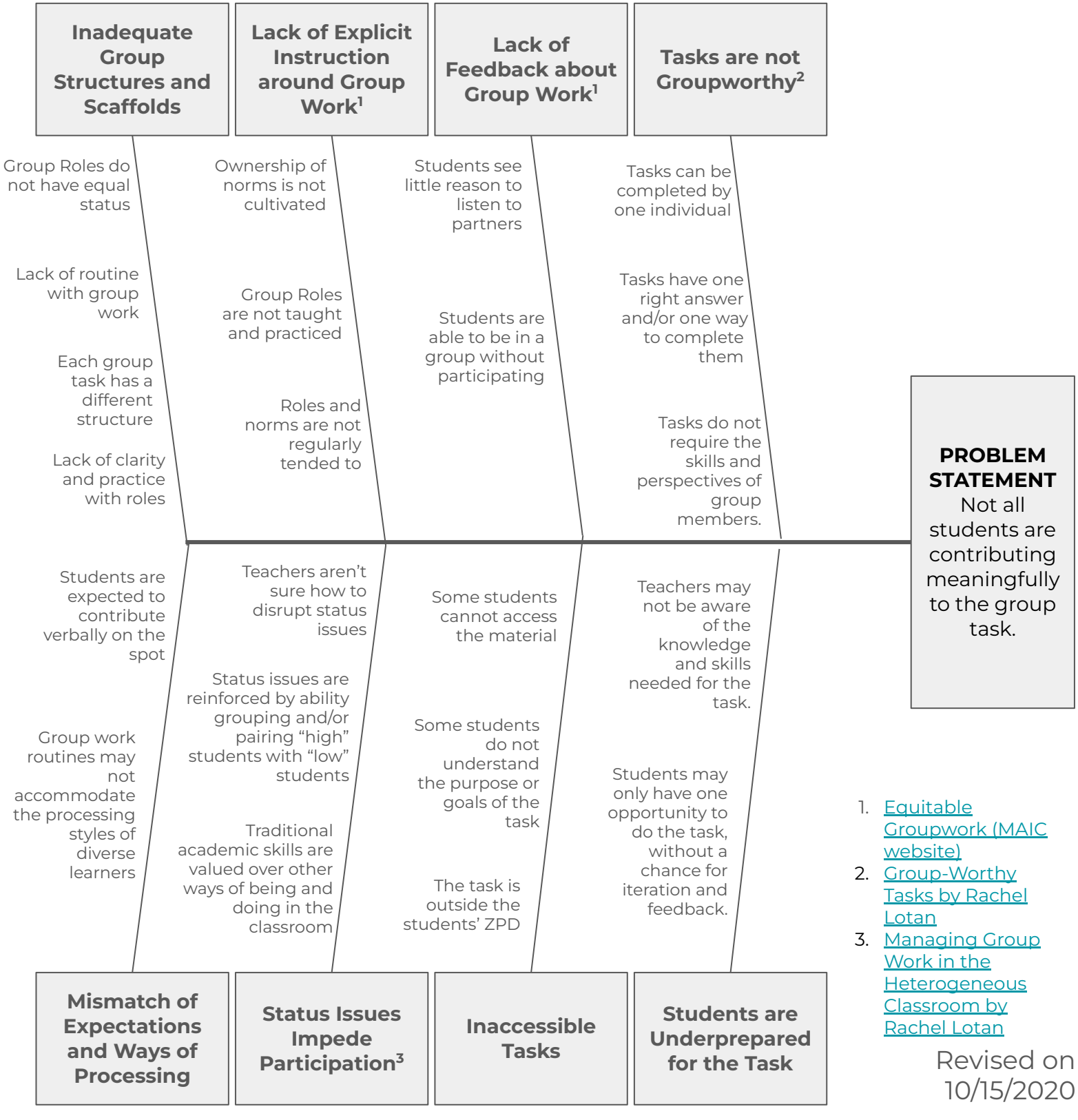
EQUITY CHALLENGE ANALYSIS FISHBONE DIAGRAM

Graduate School of EDUCATION

FISHBONE DIAGRAM
EXAMPLE

Graduate School of EDUCATION

Factors Contributing to Inequitable Group Work



1. Equitable Groupwork (MAIC website)
2. Group-Worthy Tasks by Rachel Lotan
3. Managing Group Work in the Heterogeneous Classroom by Rachel Lotan

Revised on 10/15/2020

ABRIDGED FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Abridged Fishbone Generation Protocol

The purpose of this protocol is to arrive at a deeper understanding of the problem before jumping to solutions. The abridged version is intended to support a group in generating possible root causes of the problem in 45-60 minutes. In this abridged version of the protocol, a facilitator completes the final step of consolidating the group's ideas into a single fishbone diagram after the collaborative session is over. When facilitating this protocol online, make sure the leave time for orienting the group to the online collaboration tools.

Norms:

- **Avoid Solutionitis**... the goal is to understand the issue, not solve it (yet)
- **"Yes and..."** the goal is to generate lots of ideas, and not fixate on one
- **Embrace "definitely incomplete; possibly incorrect"**
- **Share the air**

Roles:

- **Facilitator** who monitors times, walks people through the process, and helps uphold the norms.

Before Starting

- Get clear on the group's problem statement.

Our Team's Problem Statement:

Step 1: Initial Brainstorm of Causes (5 minutes)
Based on your work digging into the problem (i.e. empathy interviews, expert convenings, relevant data, research, etc.) and your own ideas/experiences, individually brainstorm as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it.

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**

ABRIDGED FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Step 2: Equity Check
Idea Sorting (3 minutes)
Organize your ideas into two categories.

WITHIN MY LOCUS OF CONTROL	OUTSIDE OF MY LOCUS OF CONTROL

Take a moment to consider the power of "we" instead of "they." For any ideas that fall outside of your locus of control, ask yourself, "How might **we** be contributing to the problem?" Keep asking "Why?" to drill down to the roots.

Thinking in "we" helps us move from blaming others or engaging in deficit thinking, and encourages us to identify forces within our control.

Dig Deeper (3 minutes)
For any causes that are outside of your locus of control, dig deeper into the root causes, looking for causes that might be within your locus of control.

EXAMPLE

Problem Statement:
Not all students are contributing meaningfully to group work.

Original cause I brainstormed

Some students disengage and others take over.

Causes I identified after asking "Why?" and thinking about my own role

We have not created an environment where all students feel their contributions are valued.

We are assigning group work tasks that can be completed by an individual.

As a cause, this is problematic because it places the blame on students. Rather than a cause of the problem, this is more of a description of the problem.

These are my actions in the classroom that may be contributing to the problem. Identifying these will be much more helpful to me as I work to solve the problem.

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**

ABRIDGED FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Step 3: Share & Categorize (15-20 min)

- **Share around:** Each person shares one cause contributing to the problem. Prioritize the causes that are within your locus of control. If others have a similar cause, you can start to cluster those post-its together on your poster.
- **Add on:** Continue to share your brainstormed causes, building on each other's ideas and adding new causes that may contribute to the problem.
- **Cluster on your Poster:** Group related causes together, and give each category a title. (You can rename the "cause cluster" to give it a title.)

Exit Ticket: Step Back and Reflect (5 min)

Take a look at the clusters that have emerged.

- Does your diagram capture the root causes you think are important?
- Anything missing?
- Did any student-blaming sneak back into your root cause analysis? If so, how might you reframe these causes as factors that you can influence?

Debrief (5 min)

How did we do upholding the norms? How might we adjust this protocol in the future? What perspectives might we be missing?

After the Protocol

A facilitator or small group looks at all of the cause clusters that emerged and consolidates the group's thinking into a single fishbone diagram. This diagram will continue to evolve as the group learns more about the root causes of the issue.

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**

FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Improvement Tool: Fishbone Generation Protocol

The purpose of this protocol is to arrive at a deeper understanding of the problem before jumping to solutions.
Click here for a model to unpack prior to engaging in the protocol.

Norms:

- **Avoid Solutionitis**... the goal is to understand the issue, not solve it (yet)
- **"Yes and..."** the goal is to generate lots of ideas, and not fixate on one
- **Embrace "definitely incomplete; possibly incorrect"**
- **Share the air**

Roles:

- **Facilitator** who monitors times, walks people through the process, and helps uphold the norms.

Step 1: Review Problem Statement (2 minutes)

- Write your group's problem statement at the "head" of your fishbone diagram.
- Clarifying Questions: Next the group will be brainstorming possible causes for this problem. If anyone needs clarification on the statement before the brainstorm, now's the time to ask.

Our Team's Problem Statement:

Step 2: Initial Brainstorm of Causes (3 minutes)
Based on your work digging into the problem (i.e. empathy interviews, expert convenings, relevant data, research, etc.) and your own ideas/experiences, individually brainstorm as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it.

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**

FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Step 3: Idea Sorting (3 minutes)
Organize your ideas into two categories.

WITHIN MY LOCUS OF CONTROL	OUTSIDE OF MY LOCUS OF CONTROL

Take a moment to consider the power of "we" instead of "they." For any ideas that fall outside of your locus of control, ask yourself, "How might **we** be contributing to the problem?" Keep asking "Why?" to drill down to the roots.

Thinking in "we" helps us move from blaming others or engaging in deficit thinking, and encourages us to identify forces within our control.

Step 4: Dig Deeper (3 minutes)
For any causes that are outside of your locus of control, dig deeper into the root causes, looking for causes that might be within your locus of control.

EXAMPLE

Problem Statement:
Not all students are contributing meaningfully to group work.

Original cause I brainstormed

Some students disengage and others take over.

Causes I identified after asking "Why?" and thinking about my own role

We have not created an environment where all students feel their contributions are valued.

We are assigning group work tasks that can be completed by an individual.

As a cause, this is problematic because it places the blame on students. Rather than a cause of the problem, this is more of a description of the problem.

These are my actions in the classroom that may be contributing to the problem. Identifying these will be much more helpful to me as I work to solve the problem.

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**

FISHBONE GENERATION PROTOCOL

Graduate School of EDUCATION

Step 5: Share & Categorize (15-20 min)

- **Share around:** Each person shares one cause contributing to the problem. Prioritize the causes that are within your locus of control. If others have a similar cause, you can start to cluster those post-its together on your poster.
- **Add on:** Continue to share your brainstormed causes, building on each other's ideas and adding new causes that may contribute to the problem.
- **Cluster on your Poster:** Group related causes together, and give each category a title. (You can rename the "cause cluster" to give it a title.)

Step 6: Step Back & Reflect (5 min)

Take a look at the clusters that have emerged.

- Does your diagram capture the root causes you think are important?
- Anything missing?
- Did any student-blaming sneak back into your root cause analysis? If so, how might you reframe these causes as factors that you can influence?

Step 7: Gallery Walk (5 min)

Each person gets to vote with one heart and one star:

- High Leverage: Put a heart by the factor, that if addressed, you think would have a significant impact on the problem.
- Practical: Put a star by the factor that your team could address with little effort.

Step 8: Debrief (5 min)

How did we do upholding the norms? How might we adjust this protocol in the future? What perspectives might we be missing?

Please use/adapt/share this protocol as you see fit! All we ask is that you keep the attribution statements so people know where they came from, and can reach out. For more protocols visit: **https://hthgse.edu/crei/protocols**