

Video Action Team (VAT) Guide

Course: A3 Problem Solving & Decision Making and Root Cause Analysis/5 Why



What is a Video Action Team?

It is a small group of 4-8 people who come together on a weekly basis to discuss the Construction Accelerator® videos they are watching and to share their learning. The intent is to clarify the ideas, pick out the most relevant ones for their work, and put what we learn into *Action*. Today.

How to use this guide

Ownership of a Course or purchase of a Pass or Subscription gives us access to the videos. This Guide groups videos in a “small batch” way that allows us to watch about 15 minutes of video before each week’s meeting, then, in the meeting, discuss them for 45 minutes, developing our Action Plans. Meetings can be in person or virtual using Zoom, Teams, etc.

The opening round robin on the next page is a general query to the group to get the conversation going and bring out the thoughts that are top of mind. There are a selection of discussion questions that follow, but don’t feel like we need to go through all of them! Use them to branch out from the round robin discussion or lead the group to explore other ideas in the videos.

The overall goal of the discussions is to give the group good answers to the second Action Round Robin: “What action can you personally take immediately...”

Tips

- **Switch it up!** Swap who leads the discussion each time we meet. A big part of Lean practices involves leading a group through thoughtful discussion to fruitful action. Get some practice here!
- **Stick to a regular schedule!** If we intend to meet once a week and that keeps not happening, then consider shifting to every other week if that helps. Avoid continually shifting or cancelling meetings because things get “busy”. Consistency is key for morale *and* for motivation!
- **Follow your interests!** While this VAT Guide charts a logical path to learning each topic, if your interest – or the demands of your work – take us to a different set of videos, we can let our needs “pull” us in the right direction. Just assure you come back where you let off.

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Course: A3 Problem Solving & Decision Making and Root Cause Analysis/5 Why



Session 1: A3 – Problem Solving (Left Side)

Topic 502

PREPARATION

WATCH: 3 Highlighted Videos: “Why Use an A3 and What is it?” (highlighted in green), “How to Make an A3 – Who is Involved & Getting Started” and “How to Make an A3 – Performing the Analysis” (highlighted in yellow)

DOWNLOAD and LOOK OVER: “Practice Scenarios” and “Template – Problem Solving with Prompts” (click “Show More Documents”)

DO: The first two Action Items: “Where could you use an A3?” and “Start your A3” (These may be done before or after this discussion.)

Select Course:	A3 Problem Solving and Decision Making
Select Topic:	A3 Problem Solving
A3 PROBLEM SOLVING	
Why Use an A3 and What is it?	03:35
How to Make an A3 - Who is Involved & Getting Started	04:56
How to Make an A3 - Performing the Analysis	03:45
When do you use A3 & Learn by Doing	04:21
A3 Tips	03:45

OPENING ROUND ROBIN

- What was the most important or interesting point in these videos from your perspective?
- Was there something you didn't understand or didn't agree with?

DISCUSSION QUESTIONS (Choose from these)

- Where does the name “A3” come from?
- What are the various types of A3’s (things they are used for)? Note: we’re focused on Problem Solving in these sessions.
- Why does A3 conform so well to the PDCA (Plan, Do, Check, Adjust) cycle?
- Why does A3 work so effectively with collaborative teams?
- For what reasons is A3 a good communication tool, especially for reporting to executives?
- Discuss the roles of Owner/Champion, Collaborators, and Mentor.
- What is the difference between Background and Current Condition?
- Why do you need an accurate, well-thought-out Current State and Goals/Targets BEFORE coming up with Analysis and Counter Measures?
- What are the most important things to do to perform an Analysis?
- What is the value of visual charts or graphs in communicating data and ideas in the A3?
- A3 is a “method of thinking”, so what is “A3 Thinking”?

ACTION ROUND ROBIN

- Choose a problem to solve and start your own A3, hopefully through Section 3 or 4. Download the “Template, Problem Solving (blank)” from Support Documents and use that (handwritten is ok).

PLUS/DELTA (2 Minutes)

- What did you like about today’s session and what would you change for the next time?

TAKEAWAY ROUND ROBIN

In two words what is your big Takeaway today?

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Session 2: A3 – Problem Solving (Right Side)

Topic 502

PREPARATION

WATCH: 2 Highlighted Videos: “When do you use A3 – Learn by Doing” (highlighted in green) and “A3 Tips” (highlighted in yellow)

Select Course:	A3 Problem Solving and Decision Making
Select Topic:	A3 Problem Solving
A3 PROBLEM SOLVING	
<input type="radio"/> Why Use an A3 and What is it?	03:35
<input type="radio"/> How to Make an A3 - Who is Involved & Getting Started	04:56
<input type="radio"/> How to Make an A3 - Performing the Analysis	03:45
<input checked="" type="radio"/> When do you use A3 & Learn by Doing	04:21
<input checked="" type="radio"/> A3 Tips	03:45

DOWNLOAD TO LOOK OVER: Last session you downloaded “**Template – Problem Solving with Prompts**”. Now spend a few minutes looking through Sections 5, 6 and 7 (the Right Side of the A3). Be prepared to discuss these prompts.

DO: The last 2 Action Items below the video: “Continue your A3” and “Complete and Implement your A3” (These may be done before or after this discussion.)

OPENING ROUND ROBIN

- What was the most important or interesting point in these videos from your perspective?
- Was there something you didn't understand or didn't agree with?

DISCUSSION QUESTIONS (Choose from these)

- When should/could you use the A3 process?
- Do you always have to use the written A3 form? In other words, how can you use “A3 Thinking”?
- What are the benefits of engaging more Collaborators in your A3?
- If your A3 is all-text, how can you convert some of that to graphics or visuals? Why bother?
- Why do we call them “Mitigation Measures” instead of “Solutions”?
- What is the difference between Mitigation Measures (Section 5) and Action Plan (Section 6)?
Note: many people mix them together.
- In the PDCA (Plan, Do, Check, Adjust) cycle, where does “Action Plan” occur?
- Who should be involved in Follow-up (Section 7)? How far after the implementation of the Action Plan could or should the Follow-ups occur? How often?
- In the PDCA (Plan, Do, Check, Adjust) cycle, where does “Follow-up” occur?
- Why did Andy say “Resist the Shortcuts”?

ACTION ROUND ROBIN

- Using the A3 you started in Session 1, complete it through Section 7. Share it and perhaps even implement the Action Items.

PLUS/DELTA

- What did you like about today’s session and what would you change for the next time?

TAKEAWAY ROUND ROBIN

In two words what is your big Takeaway today?

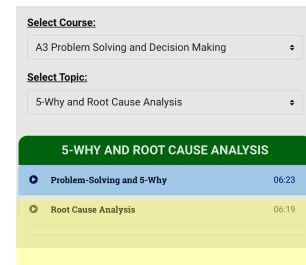
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Session 3: 5 Why and Root Cause Analysis

Topic 501 (NOTE: This session is also part of the Continuous improvement Course. You only need to discuss it one time.)



PREPARATION

WATCH: 2 Highlighted Videos: “Problem-Solving and 5 Why” (highlighted in green) and “Root Cause Analysis” (highlighted in yellow)

DOWNLOAD and READ: “Root Cause Analysis and 5 Why”.

DO: The first 2 Action Items below the video: “5 Why Session” and “Mitigation Measures” (Please do these BEFORE the session.)

OPENING ROUND ROBIN

- What was the most important or interesting point in these videos from your perspective?
- Was there something you didn't understand or didn't agree with?

DISCUSSION QUESTIONS (Choose from these)

- Which of these more closely characterizes your project culture or organizational culture: (a) It's your problem, fix it. (b) Let's figure this out together and find the best fix. Discuss.
- So what's so wrong with “Fire Fighting” when it's so much fun and rewarding?
- What's the difference between a Fire Fighter and a Fire Marshall, as applied to your work?
- What is the point of asking “Why” five times?
- What should you do when you ask 5 Why and, as answers emerge, you begin to see multiple root causes?
- Why do we call Root Cause Analysis (RCA) “5 Why on steroids”?
- When you want to draw it, what are the elements of the “fishbone diagram”?
- In a group doing Root Cause Analysis, why do you need a Prepared, Enthusiastic, Neutral facilitator?
- Who should participate in a Root Cause Analysis session?
- What are the best ways to get a “Problem Definition” everyone agrees on?
- What goes on each of the back-bone-connected “fish bones”?
- In each of the back-bone-connected “fish bones”, how and where do you enter answers to “Why that?” and “Why that?” and “Why that?” and “Why that?” and “Why that?”
- What do we draw to indicate what we believe to be Root Causes?
- Why do we call them “Mitigation Measures” instead of “Solutions”?

ACTION ROUND ROBIN

- When you get back with your team, ask your teammates, “What's the problem of the day?” and do a 5 Why till you get to what the group feels is the root cause. Develop a Mitigation Measure and test it. (If your 5 Why reveals multiple Root Causes, here's your chance to practice RCA!)

PLUS/DELTA

- What did you like about today's session and what would you change for the next time?

TAKEAWAY ROUND ROBIN

In two words what is your big Takeaway today?