Names of Group Members:

# DEFINE the Problem using The Toyota Method

**Grading:**

**To meet standard (85%):**

1. **Work collaboratively to complete all parts of this document**
2. **Step 2:** Find and analyze FOUR new sources for each of your Problem Statements. EIGHT sources total.
3. **Step 3:** Desired future state is clearly articulated and the significance of fixing this problem and a timeline are included.
4. **Step 4:** Root causes are identified and analyzed.

**To qualify for an A:**

1. **Work collaboratively to complete all parts of this document**
2. **Step 2:** Go above and beyond the minimum required number of sources
3. **Step 3:** Significance of the problem demonstrates depth of thought and a deep understanding of the context surrounding the problem statements. Timeline is realistic and demonstrates critical thinking.
4. **Step 4:** Students conduct additional research to identify root causes.

## **Step 1: Identify the Problems**

* What is the problem? / What are the problems?
* How did you discover the problem?
* When did the problem start and how long has this problem been going on?
* Is there enough data available to contain the problem? If yes, move on to Step 2. If not, go back and do more digging in the Empathize stage.

NOTE: You will complete this step via a Poster in class. Please check in with your teacher once you have completed your Poster. Once it’s clear that your group understands the Empathize Stage background information, your teacher will give you the green light to move on to Step 2.

## **Step 2: Clarify the Problems**

* **PART ONE: Write the PROBLEM STATEMENTS.**
  + “\_\_\_\_\_\_ needs a way to \_\_\_\_\_\_ because/but/surprisingly \_\_\_\_\_\_\_\_\_.”
  + Ensure the problem is contained - i.e. make sure you are identifying very specific and tactical problems, rather than broad statements or general issues. **Use your "Redesign the Lunchtime Experience" Problem Statement to help you understand what makes for a good vs. not good problem statement.**

|  |  |
| --- | --- |
| **Problem Statement #1** |  |
| **Problem Statement #2** |  |

* **PART TWO: RESEARCH Your Problem Statements!** 
  + What additional resources do you need in order to FULLY UNDERSTAND this problem? NOTE: Your teacher has provided you with background/overview information. In order to FULLY clarify the problem, you will need to identify additional perspectives and resources. Aka: This is where your group will need to conduct your OWN INDEPENDENT RESEARCH SPECIFICALLY ABOUT YOUR PROBLEM STATEMENTS.

**Complete the following for each of your Problem Statements.**

**Problem Statement #1:**

|  |  |
| --- | --- |
| Source | Summarize the information this source gives you about your problem statement. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Problem Statement #2**

|  |  |
| --- | --- |
| Source | Summarize the information this source gives you about your problem statement. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## **Step 3: Define the Goals**

**Problem Statement #1:**

|  |  |
| --- | --- |
| **What is the end goal or desired future state?** For example, how will the experience for victims of human trafficking in King County change as a result of addressing this problem? |  |
| What will you accomplish if you fix this problem? |  |
| What is the desired timeline for solving this problem? |  |

**Problem Statement #2**

|  |  |
| --- | --- |
| **What is the end goal or desired future state?** For example, how will the legal consequences for traffickers change as a result of addressing this problem? |  |
| What will you accomplish if you fix this problem? |  |
| What is the desired timeline for solving this problem? |  |

## **Step 4: Identify Root Causes**

**Problem Statement #1:**

|  |  |
| --- | --- |
| What are all the possible causes of this problem? |  |
| What are the most significant and most likely **root causes** of this problem? |  |
| What information or data is there to validate the root cause? NOTE: To qualify for an “A” you will need to do ADDITIONAL INDEPENDENT RESEARCH. Include an explanation of what sources you consulted as well as links to the sources. |  |
| What individuals and institutions can influence the root causes? NOTE: Be specific. Don't just say, "The government can influence root causes" or “School can influence root causes”. What specific governmental entity are you talking about? In what concrete and realistic ways can school influence the root causes? |  |

**Problem Statement #2**

|  |  |
| --- | --- |
| What are all the possible causes of this problem? |  |
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