



SOFT SKILLS AS A TOOL FOR CREATIVITY IN RURAL AREAS PROJECT

2020-1-FR01-KA204-079841

1) NAME AND DESCRIPTION OF THE TOOL

5 whys

The purpose of 5 WHYS method is to find out the real reason for the problem and make sure you have identified it clearly. It encourages you to look at the problem fully (retrieved from www.mindtools.com)

2) OBJECTIVES OF THE TOOL

The **three** main objectives of the tool are the following:

- Find a real reason for the problem
- See a problem from many different angles
- Use a systematic method to find out the real reason WHY

3) CONNECTION OF THE TOOL SKILL

During **5 WHYS** method it allows for discussion on what is causing the problem and allows people to see it from all angles, which ideally leads to real cause for the problem. The 5 Whys technique is a simple and effective tool for solving problems. Its primary goal is to find the exact reason that causes a given problem by asking a sequence of “Why” questions. The 5 Whys method helps your team focus on finding the root cause of any problem.

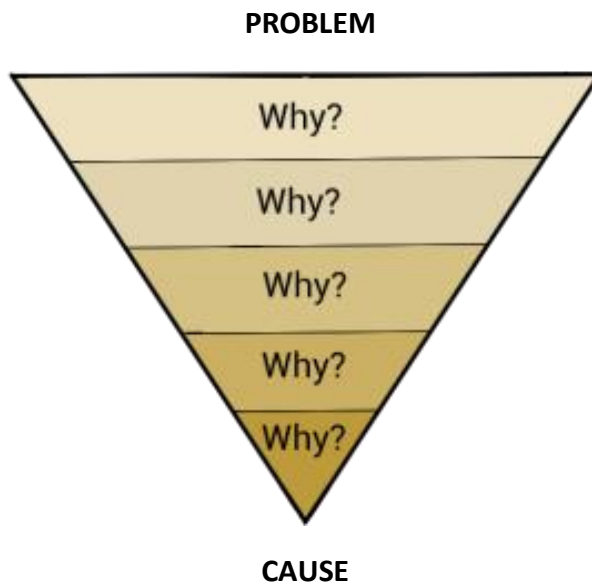


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4) RESOURCES & MATERIALS

- A rectangular board to which a large sheet of paper can be pinned using pins
- 5 different coloured cards or post it notes
- The following diagram:





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5) IMPLEMENTATION OF THE TOOL

Step 1 (5 minutes). THE "PROBLEM". At the top of the sheet, write down the "PROBLEM". It should be formulated in a clear way, as a questioning phrase or as a problem to be solved. Take your time to formulate a real problem, linked with your expertise area if possible.

Step 2 (3 minutes). 1st "WHY" & "REASON 1".

Participants ask the question "Why" there was problem and right it down on one coloured card or post it note. There might be more than one reason why. Label these reasons "Reason 1" and put on the sheet under the "PROBLEM".

Step 3 (3 minutes). 2nd "WHY" & "REASON 2"

Participants ask the 2nd question "Why" to "Reason/s 1". Again, there might be more than one reason. Write these down on another coloured card or post it note. Label these reasons "Reason 2" and put them on sheet under the "Reason 1"

Step 4 (3 minutes). 3rd "WHY" & "REASON 3".

Participants ask the 3rd question "Why" to "Reason/s 2". Again, there might be more than one reason. Write these down on another coloured card or post it note. Label these reasons "Reason 3" and put them on sheet under the "Reason 2". At this stage you might be able to group together some reasons.

Step 5 (3 minutes). 4th "WHY" & "REASON 4".

Participants ask the 4th question "Why" to "Reason/s 3". Again, there might be more than one reason. Write these down on another coloured card or post it note. Label these reasons "Reason 4" and put them on sheet under the "Reason 3". At this stage you might be able to group together some reasons.

Step 6 (3 minutes). 5th "WHY" & "REASON 5"

Participants ask the 5th question "Why" to "Reason/s 4". Again, there might be more than one reason. Write these down on another coloured card or post it note. Label these reasons "Reason 5" and put them on sheet under the "Reason 4". At this stage you might be able to group together some reasons.

Step 7 (3 minutes). CONTINUE ASKING "WHY" until you get the same "REASON/S" twice in row. This should now give you some of the real "REASONS" for the problem. If you have not seen some repeating on the "REASONS" you might need to keep asking "WHY".



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6) WHAT TO LEARN

The method has many advantages of its use:

- gives a broad view of the problem
- teaches cooperation
- gives the opportunity for all to speak
- teaches the ability to analyse and organise information
- systematic approach to finding of the cause of a problem
- gives the opportunity to compare views of group members
- it complements the participants' knowledge on a given topic
- increases work efficiency
- allows the team to see the problem clearly

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