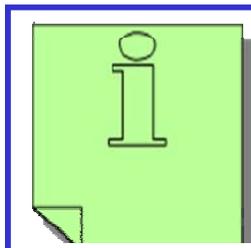


## TACTics Journal

A Publication for and by TOC for Education Practitioners  
September 2012

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### 2012 TOCfE Virtual Conference

October 17-19

9 AM-1PM EST (GMT: 14:00-18:00)



***Registration is FREE***

***To register:*** Visit the “What’s New” page on the TOCfE web site to access the registration procedures.

**Keynote Address: Rami Goldratt**

**Presentations, roundtables and chat room discussions led by worldwide TOCfE specialists will include TOCfE applications for:**

- **Mathematics, Science, Social Studies and Language Arts**
- **Student Drop Out Prevention/Students at Risk of Failing**
- **Early Childhood Education**
- **Dyslexia**
- **Bullying**
- **Counseling and Social Services**
- **Autism**
- **Leadership Skills**
- **Parents**

*Hosted through Saginaw Valley State University, Michigan, USA and coordinated through the volunteer services of Dr. Danilo Sirias*

*Conference IT Expenses provided by a donation from*



## **14<sup>th</sup> TOC for Education International Conference**

Dates: April 17-20, 2013

Location: Baltimore, Maryland USA

Airport: Baltimore/Washington International Airport (BWI)

Venue: Embassy Suites Airport

*(Venue is 30 minutes by train to downtown Washington D.C)*



## **“A GOAL IS A DREAM TAKEN SERIOUSLY: TOCfE, Japan”**

**written by Kathy Suerken: [suerken@cox.net](mailto:suerken@cox.net)**

“A goal is a dream taken seriously” (author unknown) was a favorite quote of Eli Goldratt and one that is well modeled by Yuji Kishira in Japan. He and his Goldratt Group (GG) team have been *seriously* implementing a Future Reality Tree they wrote two years ago to use TOC to change a country! This “AMBITIOUS TARGET” is well described in a presentation given last October in Plock, Poland at our 13<sup>th</sup> International Conference and is posted on our ‘what’s new’ page at [www.tocforeducation.com](http://www.tocforeducation.com). Within it, you will find some of the substantive results of our first TOCfE seminar held last summer in Kyoto and attended by 140 participants from Yuji’s business and personal network.

This year when he offered—just in an email—another 4 day TOCfE seminar to the 1<sup>st</sup> 150 participants who registered, the seminar was filled in 2 days! By finding a slightly larger venue, we ended up with 180 participants along with more than 20 assistants

consisting of Yuji's GG team and TOCfE champion practitioners from our previous seminar.

Our class was very eclectic and included business executives from major international companies, IT professionals, k-12 and University educators, consultants from various social sectors, parents and even two students, ages 13 and 17! The Ministry of Education sent representatives on several days and the Minister of Education personally attended the closing day.



This seminar validated that it is possible to address an undesirable reality that exists in most classrooms around the world—one that is very bothering to teachers. And that is: the problem of meeting the learning needs of all students who may have diverse levels of prior knowledge; skills; learning styles; and interests.

Our training was based on a TOCfE textbook to analyze and interpret information/curriculum through the 'basic skills' of TOC through the CLOUD, Logic Branch and Ambitious Target Tree. Entitled, "The TOC Learning Connection," the book applies learning objectives and methodologies that are generic to all learners while specific enough to identify and address targeted academic standards and benchmarks upon which educators are measured.

The successful outcomes as noted by observed engagement of participants, content of feedback and active participation of every learner in process work would not have been possible in a class of 180 participants, however, without our 20 very dedicated and able volunteer assistants. They facilitated our group practice sessions that are so integral to our coaching cycle. Even though our smaller groups were still large, these practice sessions were very productive and significantly contributed to our learning curve.

Our feedback sessions revealed the importance and value of the Categories of Legitimate Reservations to very simply challenge basic assumptions. I have embedded 4 of the Categories of Legitimate Reservations in delivering all three tools and feedback from participants conveyed they were applying clarity and existence reservations to every day communication and situations over and above their application to formal process work.

Speaking of existence reservations, on the second day I observed several in audience using their iPads and assumed they were unengaged in the seminar. Wrong assumption! Turns out that these participants were using twitter to discuss what they were learning!

Additional integration of IT into our learning curve occurred when our small groups were writing logic branches on a text about the history of Japanese education. When sharing some of their trees, they revealed they had used their iPads to do some background research in order to fill in some explanatory 'because' boxes!

One of the powerful case studies presented during the seminar was given by business coach and parent, Yumiko Yoshida, who attended our 2011 seminar. Although she had not previously worked with children, she saw the need to apply what she had learned when there was a breakdown in her son's elementary school (not her son's class). She writes:

*“Apparently it had started quite soon after the school year began but things got worse when the teacher fell sick-- perhaps because of the stress. During the teacher's absence, there were 7 substitute teachers and the class became increasingly chaotic: students walking around during class; many arguments; fighting everywhere etc.*

*One day I realized that no one asked what the students were thinking about the situation. So I simply asked a boy, whom I knew since he was very small, what he was thinking. He answered, 'I'd like to get on well with classmates but I can't. I'd like to know what others are thinking'.*

*“So I held a meeting with him and 6 of his friends and created the branch with them to know what there were thinking and feeling about the situation.”*



Yumiko kindly translated the branch (seen here) and it reads like a small current reality tree. It begins with undesirable actions of others that bother them and leads to effects such as: classes are suspended, then we don't have enough school hours, then we are going to be stupid, then we fall behind in our studies and concluding with, 'we can't walk through our life'-- after which they commented, "we have to do something NOW!"

I am personally very inspired when I note that children--even though they will initially blame others for consequences that impact them--when using a TOC tool will usually take responsibility for actions to improve the situation!

As Yumiko writes, *“They started a project to implement two ideas. #1. Be calm when someone starts fighting and #2. ‘To be kind to everybody.’ #2 was an interesting approach because, according to what they said, “If we are nice and kind to other students, they must reply kindness to us.” What a peaceful solution they found by themselves!”*

*After a week, a girl in the project asked me, “I tried to be kind to others but I wonder what kind means? Just to be nice to them? Is it really kind, you think? My mom couldn’t answer my question.”*

*I said, ‘what situations make you feel people are being really kind? Keep your question in your mind and find your answers for yourself.’*

Yoshida concludes: *“I think this is a life- time study. This child discovered a wonderful question! As to the outcomes, we started this project one month before school year ends. I think there was a little change in the class but that the class itself didn’t get over the breakdown. But through this project they got many things as described in the words of the students on the last day: “We are all ok, since we found that if we discuss together, we could find a solution by ourselves.’ **That made me cry because their faces were full of confidence!**”*

Yashida shares that next time she will also use the Ambitious Target tool with them. In addition to this case study, she also guided students to apply the branch to a science lesson on why rain falls. The process work (branches) from both of these examples will be posted to our web site in both English and Japanese as our October case study of the month.

In order to enrich the learning curves (POOGIs) of his assistant facilitators, Yuji met with them for several hours after each day’s sessions for discussion and further practice. By the end of the seminar, the group he was mentoring had grown to more than 50 as more and more participants asked to join in order to deepen their understanding and become more involved with TOCfE, Japan. Additional actions to develop a sustainable, powerful TOCfE implementation include TOC club meetings in both Kyoto and Tokyo each month and an active website that contains many video testimonials.

At Yuji’s request I also gave a new 2 day TOCfE credentialing seminar that was attended by 14 of his most active practitioners and that included our new TOCfE Director for Japan, pictured here. We are pleased and honored to announce that Dr. Yasunage Wakabayashi will represent TOCfE as Director in Japan. He is a Professor in the Graduate Schools of Management and Economics at the prestigious Kyoto University.



As a result of our 4 day seminar, we have another very exciting announcement. We are pleased to welcome Satoru Nishi, age 13, as our first Japanese member of AGOAL ACADEMY! He attended all 4 days of our seminar and received the certificate of completion.

Finally, it is important to report that Eli was spoken of frequently during this event as Yuji and I both shared many spontaneous “Eli used to say” teachable moments. Yuji shared a short video clip of Eli to formally close the seminar. It was a very powerful

and poignant reminder of the man who planted and nurtured our Future Reality Trees of ***substantive, realistic hope for a better world.***

### **And Finally – from Alan ...**

“It always amazes me how young children react to the TOCfE tools. It seems that they only need a ‘vehicle’ with which to express what they know to be self improvement and everything makes sense to them. “

This is what I said in the Tactics issue of September 2011. Our Japanese friends are really assimilating TOC for Education and it is a very warming situation.

As I also said last year ... That was a good lesson learned in Japan.

I’m looking forward to the virtual conference and, in particular, the opportunity to return to Baltimore next April. Get your registrations in as soon as possible.

Best wishes to you all.