 TACTics Journal  
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TOCfE Leadership Summit: Some Highlights

*Kathy Suerken*

It began when the **PHILIPPINE** delegation arrived a day early to enable Dr. Jeni Corpuz to give a presentation to Mid-Bay Rotary Club of Niceville, Florida on the integration of TOC for Education critical thinking tools in several Manila, Philippines area school systems. Accompanied by teacher and TOCfE facilitator, Heidee Ferrer, Dr. Corpuz, who is Superintendent of San Juan City Schools, was presented with a club banner to give to Mid-Bay’s sister Rotary Cub in Makati City. The two clubs are partnering to sponsor TOCfE activities in the Manila area. Since its introduction in the Philippines through Rotary sponsored trainings, TOCfE tools have been taught to over 250,000 children there through counseling, curriculum, and leadership training applications.

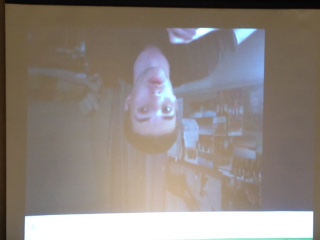
The next day Jeni, Heidee and I were joined by 20 other TOCfE national directors and senior advisors from **Australia, Brazil, Colombia, Israel, Japan, Peru, Poland, Netherlands, United** **Kingdom and United States** for a 4 day ‘thinking summit’ designed to enhance our TOCfE “Engines of Harmony” (as verbalized by Eli Goldratt) while working to strategize how to significantly increase our TOCfE throughput. Although we have a mission statement based on Eli’s founding objectives, it is very broad and abstract. As we know, verbalizing a goal that is precise and focusing is not so easy. Our leadership team has have working in monthly GOTO MEETINGs to integrate the Hedgehog concepts of Jim Collin’s GOOD TO GREAT FOR THE SOCIAL SECTORS monograph :with TOC tools in order to develop a verbalization that is general enough to encompass our networks diverse expertise and entrepreneurial applications while also sufficiently focused on practical objectives that most effectively enable our overarching TOCfE GOAL Collins does this by having social sector organizations create three intersecting circles in which are written 1) What you are deeply passionate about 2) what you can be best in the world at and 3) what drives your resource engine. The essence of Collin’s Hedgehog concept is to help an organization to determine with “piercing clarity how to produce the best long-term results.” This is accomplished through a deep understanding of the three intersecting circles that support and reinforce each other and this synergy is then translated into a simple concept where they intersect. Collins use of the Hedgehog process resonates with TOCfE practitioners because of his emphasis on simplicity and avoiding bad multitasking by saying ‘no’ to opportunities that do not fit the organization’s hedgehog.

Although we realize our verbalization is subject to thoughtful, continuous review, the intersection of our three circles currently reads: “To **expeditiously** educate as many people as possible to sustainably use the TOC Socratic learning processes in order to unleash their potential now and in the future.”

With this in mind, each summit participant was asked to write an Ambitious Target Tree (ATT) related to concretely enabling: “Sustainable progress in using TOC to create ever-flourishing education in their country.” Many identified a lower, more specific and personally significant target based on their current, local TOCfE realities…. such as Dr. Danilo Sirias, who serves TOCfE as a senior research advisor. Danilo is working to launch a project in USA that will definitely have global impact: a TOCfE Online Training Program! Thus, the ATT to achieve this involved all of our international team.

Sharing perspectives through discussion of various ATTs provoked supremely insightful discussion that was significantly enhanced when we were able to skype with some of our targeted beneficiaries: STUDENTS!

Such as a group of students from Thinking Zone School in Gdansk, **POLAND.** They are the first class of students attending a new TOC based school, the details of which were shared in our September-October edition of TACTics (please see: <http://www.tocforeducation.com/what.html> and click on 2015 TACTics files)

  
Additionally thanks to Debi Roberts, we had a lengthy skype interview with Alex Ately, a student at Oxford University in **UNITED KINGDOM** and who is a member of Students4Students, an educational charity. They train and mentor students aged 16 and above to tutor in primary schools and currently work with 45 such tutors. All tutors volunteer their time (minimum 1 hr a week during the term) supporting a child who is not reaching their potential. Debi, who was invited to be a trustee for the charity, has donated training on all 3 tools which have been very well received and being put into practice. In Alex’s words: “By using the goal setting tool, I was able to see what my tutees wanted to gain out of the session as well as use it to help them see why it was important to learn. Moreover, the goal setting technique was useful as a behavioural management technique—if they misbehaved it was their goals they were jeopardizing which made it much easier to bring them back on track.” (TACTics will provide a more in-depth article on this stellar, comprehensive project in our January-February edition).

Our summit meeting took a natural progression toward our ‘Engines of Harmony’ as we began to share local projects and activities, something Collins calls creating a ‘flywheel effect.”

**** Such as that of (DDM) Gaby Garcia’s, now published research work through the University where she teaches (as shared through these excerpts translated from Spanish). It is entitled “Efficacy of a Preventive and Educational Strategy with Children 6-8 years old at School using TOCfE Branch and Ambitious Target.”

Gaby’s abstract reads: “ A method of oral health prevention was developed based on patient education using education tools**. Objective and Assessment:** To assess the Effectiveness of an Education Strategy in Children between 6 and 8 years old. Better habits were observed: i.e. by reducing the consumption of high sugar content bottled beverages and an increase of homemade drinks. The children also showed an increased score in the identification and conceptualization of the images and were able to verbalize concepts in a clear and concise manner. Finally, changes were observed in the percentage of biofilm between groups, with decreased acid production in the biofilm, which is enhanced in the experimental group. **Conclusion:** The development of favorable oral health habits tends to yield positive results over time if educational tools to develop and integrate knowledge are applied in an educational and fun way for children and reinforced by parents.

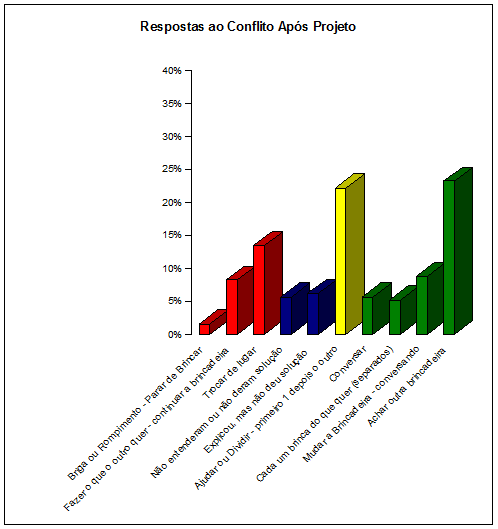
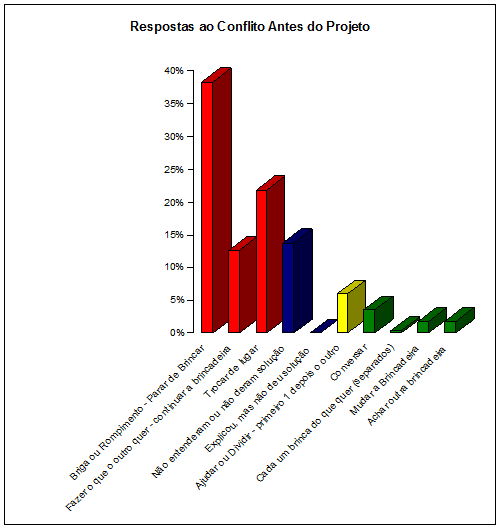
In the graph, left bar is control group and right bar is experimental group. Pink shows percentage of children with ‘new plaque. Experimental group has a significant increase of this type of plaque, An increase of newer (less damaging) plaque means that they had changed some habits. With blue bars experimental group has a significant reduction in acid (long term) plaque. So in summary, although both groups maintain similar plaque presence on green bar, the experimental group had a reduction on acid producing plaque which is a sign of bacterial activity and cavity related. As a result of this research, the demand for this TOC prevention program is greatly expanding. Please see article published in September-October TACTics available at:

<http://www.tocforeducation.com/what.html> and click on 2015 TACTics files)

In watching Gaby’s presentation, Cristina Rosskamp, TOCfE Director, Brazil was inspired to share some research conducted in her work in using the Yani CD in Joinville schools. Cristina is a consultant at Neogrid, a software company that is very supportive of TOCfE and is sponsoring her to work part time to bring TOCfE tools to local schools.

The research Cristina shared was conducted in 14 schools and 76 classes of 8-9 years old (more than 1500 students). They used a story from a famous Brazilian comic book. In the comic, a little girl and boy are playing house and cleaning it together. She asks him why he is not enjoying playing house with her and he replies: “Guess why?” The general idea, according to Cristina, is that boys do not clean houses and girls are not supposed to be the provider of the household. This is a strong cultural tradition here.

The children were asked to solve the conflict without knowing TOC Cloud. After which, they worked 6 sessions of 2 hours each, using Yani CD with exercises. The class teachers were involved. After finishing the program, they asked the children again to solve the conflict, now using CLOUDs. The responses before and after the Cloud training are detailed in the graph below.



Before After

Bar 1 Answer: Fight or stop playing (note reduction of this answer when Cloud used)

Bar 2: Do what the other wants to: give up (also reduced after Cloud)

Bar 3: Change places (ignoring if the other side wants to change)

Bar 4. They did not understand the conflict or give solution (greatly reduced after Cloud)

Bar 5: They explained the conflict but gave no solution

**Bar 6 :**  A bit of each, one at a time

Bar 7: Solution is to talk about the conflict

Bar 8: Each plays what he wants, but separate

Bar 9: Make some changes in game in order to be ok for both (much more chosen after Cloud)

Bar 10: Find another game that both like (favorite choice after Cloud)

Christina also shared she is now working with 61 schools, training counselors to use the tools. Her project will also involve 56 preschools as soon as all resources are in place.

These are just a few highlights from our meeting and now to share two significant post conference events.

Redesigning a Meaningful Life Keynote Speech

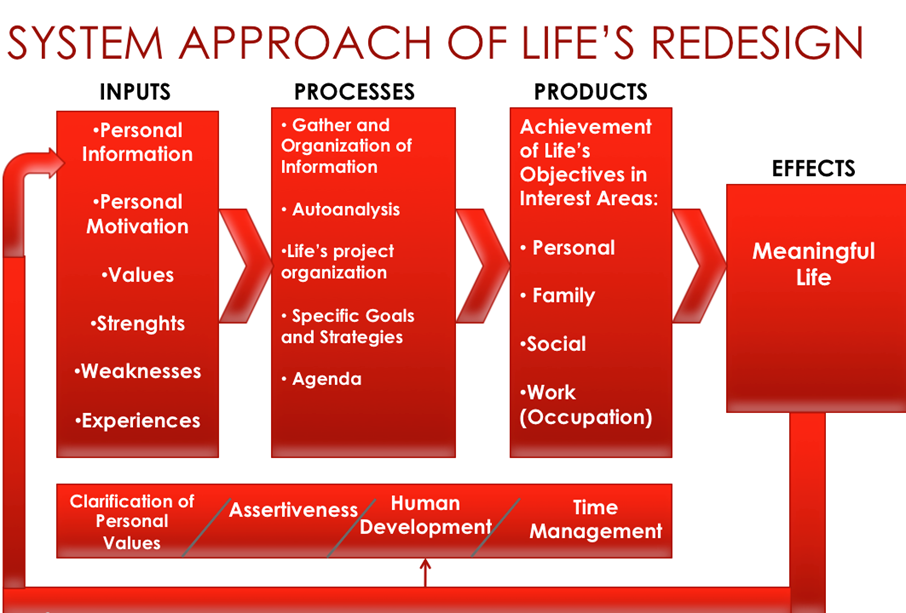
*MARCELO LOMBARD PÉREZ, MEXICO*

I completed TOC Odyssey training in 2009. I own a consultancy firm named Qi Consulting & Training and I also work as the Educative Innovation Manager at Íkalo International School in León, Guanajuato.I recently delivered a keynote speech at the Institute of Technology in the city of La Piedad, in the state of Michoacán, for 1,000 University students, called “Redesigning a Meaningful Life”.

Rosa Pérez-Servín and I prepared the material which is based on Dr. Eliyahu Goldratt’s book “The Choice.” We were first exposed to it during a 3 day event  with Dr. Goldratt in Nottingham, England  during which he worked with us to analyze the essence of the book.

For most of us, our time goes very quickly in every possible aspect and that has a direct impact in our way of living, relationships and family structure. This reality has led our society to big amounts of consuming things that we don’t even need.  It is tearing us apart from the people we love or that we used to spend time with and results in the constant looking for instant pleasure and the absence of contact with the spiritual dimension of being.

We realized that Dr. Goldratt’s book has the answer to all of those negative effects… that *every day* we have the opportunity to make a STOP and redesign  it in a more functional, caring and meaningful way of living. Our proposal (also based on Viktor Frankl’s work) is very clear and achievable. First, we established the need of working on our self-esteem, personal image, hobbies, passions and abilities to choose. In other words to rethink about all the things that are important for us. In order to do it, I presented the Pillars of TOC (we think of them as Pillars of Harmony) that Dr. Goldratt wrote about in order to overcome the 4 obstacles. As Dr. Goldratt used to say, we MUST choose, always choose! At the end of my presentation, I was asked to transform the material into a formalized course or workshop and we will have news about that soon!



(Editor’s note:  Marcelo modestly refrained from mentioning that his keynote received a resounding standing ovation from the students)

TOCfE International Conference!

*Kathy Suerken and Rosa Perez-Servin*

We are pleased to announce that Íkalo International School will host a TOCfE International Conference February 19 and 20 in San Miquel, Mexico. More details will be released soon!