 TACTics Journal  
 A Publication by and for TOCfE Practitioners  
 March-April 2015 TACTics Journal

In this issue:

* TOCfE: A Dream Taken Seriously (1995--) *Kathy Suerken*
* 4th Japanese TOCfE Symposium Etsuko Yasuda and Kathy Suerken
* Case Study: Winning Strategy: Election to Student Council of an

Elementary School Student *Kozue Iwai (translation by Yumiko Yoshida)*

* Case Study: Using TOC Thinking to Develop a Brighter, Positive

Attitude Toward Life: A Message from a Junior High School Student with

Asperger Syndrome Motoi *Tobita*

* Case Study: Positive Changes in Self-Confidence in an Adult with

Developmental Disability  *Naomi Ohigashi (summary prepared by Mayuko*

*Hamano)*

TOCfE: A Dream Taken Seriously (1995---)

*Kathy Suerken*

Do you celebrate anniversaries? Especially ones that commemorate life-changing events? I am thinking about one in particular that continues to change many lives.

What brings it to mind is a seminar I gave recently in Japan. I had been invited to be keynote speaker at the 4th TOCfE Japanese Symposium to speak on the history of TOCfE. Yuji Kishira, Director, Goldratt Group, Japan specifically asked me to convey how we in TOCfE “*developed such a huge knowledge inspiring people so much and your learning from Eli” and w*hich he said would be captured on video.

Realizing it would be easier to ‘reverse the tides’ than distill our TOCfE saga into a 45 minute speech, I offered to provide a supplemental one day event entitled: “The TOCfE Journey toward a Better World: Insights and Lessons Learned.” Trying to avoid just a list of chronological ahas, I decided to exploit the synergistic framework provided by the criteria of “Build, Capitalize and Sustain”\*\* as a way of identifying and explaining the gold nuggets discovered and ‘mined’ on our journey. These were conveyed through a series of interrelated vignettes—true stories shared though pictures, testimonials and process examples. (\*\*Build, Capitalize and Sustain are subtitles in a Goldratt Group Strategic and Tactic Tree)

Within this seminar was a true story from 1995 rather pertinent to this April 2015 edition of TACTics—one that represents a significant TOCfE anniversary. At the time I was a middle school teacher and had been invited by Eli Goldratt to give a presentation of my students’ use of TOC as part of a Success Magazine Conference that featured a one day event with Eli. When I finished speaking, an attendee named Dave Beltran hurriedly came forward and said, “I’m President of my Rotary Club and we want to build lives, not jails. If I pay all your expenses, will you come to East Los Angeles and repeat your presentation?”

So it was that on April 24 1995, I found myself giving that presentation to 20 teachers Dave had rounded up. When I finished, they **all** signed up to take a 5 day TOC seminar (Management Skills Workshop) during their summer vacation time. It is important to share that I am convinced it was the work of a teacher colleague, Belinda Small, that was likely the most compelling—the reason best explained by one of Eli’s gold nuggets: “If you want people to use TOC, you must demonstrate how it fixes a problem for them that they know they don’t know how to fix.” Belinda’s example was on enabling disruptive students to modify their own behavior (<http://www.tocforeducation.com/branch-b/bb01.html> ).

When I returned to Niceville, Florida I faxed the sign-up sheet to Eli. His response was a phone call that began: “Kathy, we are going to make your wish come true! Send me a budget of what you would need for a first year of a TOCfE for Education charitable organization. And it’s not just going to operate just in Florida but worldwide and… you’re President of i!”

The date of ‘the calling’ was April 29, 1995. Twenty years later, this date represents an anniversary that is symbolic of one of Eli’s favorite quotes: ‘A Goal is a Dream Taken Seriously.’ And appropriately the title of my keynote address to convey its message as the essence of TOCfE and that of our founder, Eli Goldratt.

**4th Japanese TOCfE Symposium**

*by Etsuko Yasuda and Kathy Suerken*

TOCfE was launched in Japan in 2011 with a 4 day seminar (TOC Learning Connection)- a workshop that is repeated every summer by a growing facilitator network to very large audiences who are encouraged to share their new TOC know-how with family, friends and colleagues in their everyday lives. About 15 TOCfE clubs throughout Japan meet monthly for practice and discussion and a one day symposium is held every year to share case studies.

This year’s symposium, held in Kyoto, was attended by over 150 participants and showcased 12 case studies that reveal the breadth and depth of TOC implementations in Japan and included the following topics:

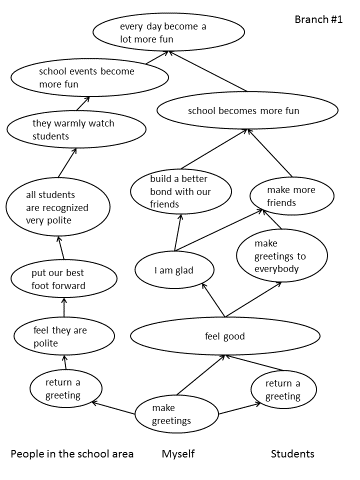
* The road to Olympic games: Using logic to unravel the ‘game sense’ of top athletes
* Getting results from just 20 minutes of using Ambitious Target Tree for 100 new employees (resolving dilemma of limited time to teach TOCfE)
* Resolving family trouble by using a CLOUD
* TOCfE for College Students
* Application of Chest of Secrets for young children
* Addressing the cause of why people have trouble writing down logic branches
* Ambitious Target Tree saved my brother from becoming ‘down and out’
* Making the operation of a cycling competition in Japan 15 times more efficient by using TOCfE

And the following summaries of 3 case studies:

**Case Study: Winning Strategy!**

*Article and TOC process work written by Kozue Iwai, pictured (with permission) with her TOC mentor, Shinichi Iwai. Translation by Yumiko Yashida*

I wanted to be the vice president of the school council when I was in 5th grade of the elementary school (last year). I created the branch (Branch #1) with my father to prepare for the election speech.

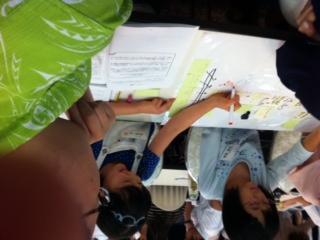


Unfortunately I was defeated. I needed just a few more votes. Where was I wrong?

WIN

Impressive speech

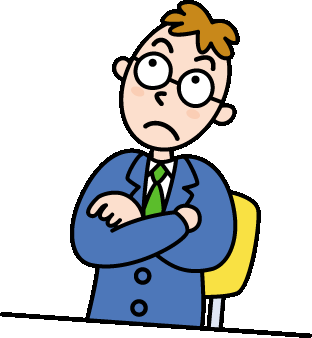
My commitment is articulated

Last summer I participated in the TOCfE TACT seminar and also was present during my father’s facilitator training where I heard him say something helpful that I noticed!.

I’

I’d like to tell by my words and not read words from a text

DEFEAT

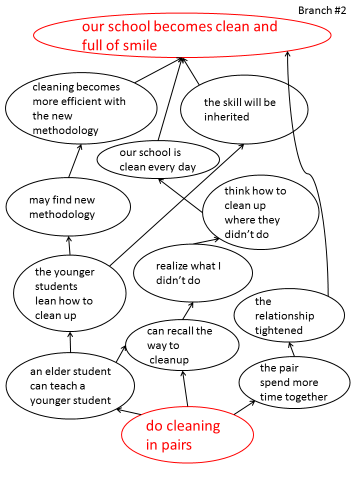


My father

The commitment is not fully mine

Impressive speech

When analyzed with the branch. I realized that the speech was created with my father's strong support. I wasn’t making speeches with my own words and, because of that, I couldn't win enough sympathy from the students. The election takes place every half year and I became a candidate for vice president again .This time I wrote a speech including my commitment with my own words (Branch #2), even though there was a help of my father. In the result, I was elected!



In addition, I used the Ambitious Target Tree to improve my rhythmic gymnastic skills and gained a new skill in only 2 hours for 3 days and got a golden medal. Now I am the president of the school council and make an effort to let all students make greetings to each other every day.

**Case Study of Motoi Tobita**

Using TOC Thinking to Develop a Brighter, Positive Attitude Toward Life

*A Message from a Junior High Student with Asperger Syndrome*

***Problem***

Yuuki, a 13 year-old female student diagnosed with Asperger Syndrome, didn’t go to elementary school most of the time due to problems in making human relationships.

After getting into junior high school, she continued to have problems in both behavior and academic grades which were almost always in the bottom 20%. As example of her behavior problems,, she and her friends went into downtown Tokyo to a place where the crime rate is high. They got caught by police and were taken into custody. Yuuki was completely lost and didn't feel that she had reason to live.

With the help of a home tutor who is a TOCfE master facilitator, she used the TOCfE tools to analyze her problems such as:

- Why she has communication problems with her mother when she plays computer game?

- What happens if she doesn't take medicine (for a secondary disease)?

- Why she has to study at school?

**Solution**

The sessions were conducted more than 30 times over one and half years. Additionally, she and her mother took the 4 day TOCfE certification program (TOC Learning Connection Seminar)in August 2014. In Yuuki’s presentation at the 2015 Symposium, most of her work was presented using Logic Branches.

**Results and Yuuki’s Message**

Yuuki says that she sees hope and a bright future after using TOCfE tools. One finding is how adults should behave when communicating with children, especially children with Asperger. When adults give instruction (do this!) then children don’t always understand the real intention of why they have to do it. When adults ask questions then children start to think "why? “ Yuuki herself has changed her behavior and, more importantly, she thinks this was achieved by the change in behavior of adults around her—that when adults change, then children will change.

**Case Study of Naomi Ohigashi: Positive Changes in Self-Confidence in an Adult with Development Disability *Summary written by Mayuko Hamano***

Ms. Ohigashi is running a day care center for children with developmental disorder. Two years ago, she planned to welcome one male voluntary staff who was also developmentally disabled. Some of the staff members resisted to welcome him, but, after discussion using the CLOUD, they solved their problem and decided to welcome him. A year later, February 2015, she and this male staff member made a presentation at the Symposium in Kyoto, showing how they made improvement.

This male staff member says that, at first, he did not know what to do or how to talk with the children at the center but gradually he came to be able to have better communication with children and other staff.. By making the branch, he discovered he wouldn’t have changed if he did not join this day care center. He feels he wants to try various new things now. So he wrote a letter to Ms. Ohigashi : “I want to spend more and more time with children and to understand them. I am working twice a week, but please let me work more.”

However, if he wants to work more, he needs to become a paid staff instead of voluntary staff. So with Ms. Ohigashi help, he made an Ambitious Target Tree to become a paid staff. And now he is proceeding to overcome each obstacle. Through this experience, he gained more confidence and his objective became clear. Other staff members also understood the meaning of welcoming him and working with him. Ms. Ohigashi says, “I presented this case to everyone because the persons who are developmentally-disabled feel very uncomfortable wherever they go because they are not welcomed. However, I want to make a better society where people welcome them and I hope that living together with them becomes common sense.”