

# TACTics Journal

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## In this issue:

- *“Keeping the TOCfE Fires Burning: What Motivates Us?”*  
by Kathy Suerken
- *“Around the World with TOCfE”*
  - Peru: Nelly Caraza Charun
  - Poland: Maciej Winiarek
  - Colombia: Francis Mejia
  - United Kingdom: Debi Roberts
  - USA: Dr. Danilo Sirias; Dr. Barry Morgenstern
  - Philippines: Dr. Jenilyn Corpuz
  - Mexico: Daniel Brown; Rosy Servin-Perez
  - Japan: Motoi Tobita
- And Finally...from Alan*

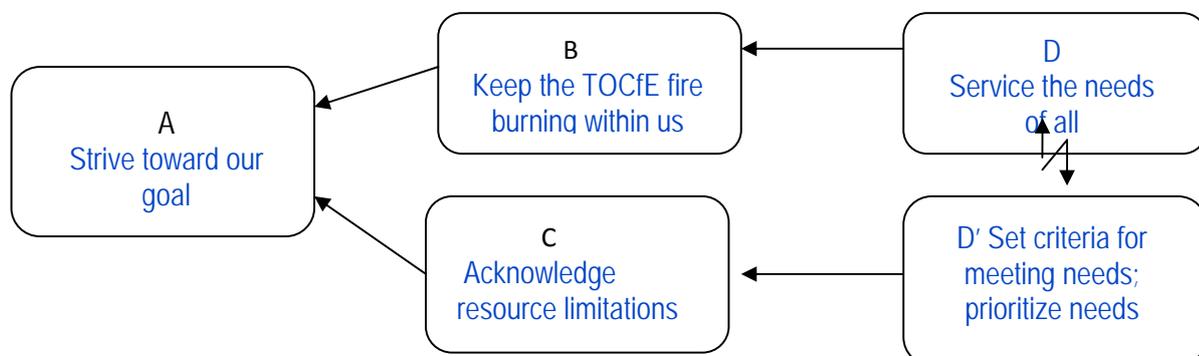
### Keeping the TOCfE Fires Burning: WHAT MOTIVATES US?

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***“You need not see what someone is doing to know if it is his vocation, you have only to watch his eyes...” W. H. Auden***

When Managing Partner of AGI, Eli Goldratt frequently said, “Although our stated goal is to generate and disseminate knowledge, what we really want to do is to “PUT THE FIRE BACK INTO PEOPLE’S EYES!”

At a TOCfE Leadership Summit in 2000, Eli presented the following TOCfE core CLOUD:



Although we did not ask him to clarify 'A,' perhaps we can assume he was referring to our PURPOSE: "A better world through TOC for Education." Why is B a necessary condition?

Is it because we will not be motivated to take actions if we are not sufficiently 'fired up' about our affiliation with TOCfE? We know that we must remove the "Engines of Disharmony" that will de-motivate us. But what motivates us in TOCfE—what drives us? Are there common denominators?

According to Daniel Pink in his book, DRIVE, the motivation needed to complete complex, conceptual tasks (*like changing the world?!*) requires intrinsic rather than the extrinsic ("carrot and stick") motivation that may work for more rudimentary, mundane tasks. Indeed, he suggests extrinsic rewards may even be detrimental to achieving complex tasks because we become focused on the reward rather than the task.

When we seek intrinsic rewards, however, satisfaction is derived from performing the task itself. Pink suggests there are 3 elements in this kind of motivation that not only improve performance but also deepen satisfaction. They are: autonomy, mastery and purpose. Since these are abstract concepts, they need to be clarified through specific context. (To watch a brilliant u-tube presentation of them:

<http://www.youtube.com/watch?v=u6XAPnuFjJc> )

In her new book, THE HOW AND WHY OF THINKING in SCHOOL, Denise Meyer provides a highly insightful analysis of the negative effects of the "carrot and the stick" approach with children (gold stars, certificates, etc) along with how the three elements of motivation relate to students and the way we can facilitate and inspire life-long learning through TOC.

What about the context of TOCfE as an organization? Since the TOC tools are Socratic, they do inherently foster autonomy, especially relative to ownership of knowledge, responsible decisions and **innovation**.

Do we have evidence that affiliation with TOCfE fosters autonomy among our practitioners relative to their contributions to our organization? Can we point to new applications and unique implementations of TOC that are helping us not just strive—but make substantial progress— toward a better world *now and in the future*. What about the work being done with:

- Children and adults who have dyslexia?
- Children at risk to develop addictive behaviors?
- Students in drop out prevention programs?
- Children diagnosed with Down Syndrome, Cerebral Palsy?
- Adult inmates in the penal system?
- Children considered to be gifted?
- Children with Asberger Syndrome?
- Children in Romani populations?
- Cutting edge math application?

To encourage responsible innovation (while acknowledging our resource limitations) we have tried to provide opportunities (TACTics, seminars, conferences) for those affiliated with TOCfE to **master** (more and more) the existing and relevant TOC know-how. In this way, we

try to ensure innovations lead to fruitful outcomes that do not distort the basic fundamentals and governing principles of TOC.

In TOC, there is (happily!) always more to learn and, while we employ our autonomy to find fresh solutions to problems in education, it takes also mastery that involves a lot of effort. Like solving a puzzle, however, once we are immersed in it, we usually don't want to give up on it. And the more we practice and discover erroneous assumptions that enable breakthrough ideas—the more engaging AHAs we get.

Pink suggests only engagement can produce **mastery** and when people are totally engaged, they turn work into play—something he calls FLOW that, to me, is like really living 'in the moment' (everything else is blocked out.)

Mastery, according to Pink, is about becoming better at something you care about and requires not only practice and perseverance but also passion; the kind of passion that is the hallmark of TOCfE. The first time I heard from Dr. Wonjoon Choi of Korea, he said he wanted to experience first hand the 'passion of TOCfE by attending our Seattle 2005 conference. When there, he commented that he had never seen a group of people so eager to get to our sessions—to learn! He noted there was “no one standing outside events chatting, having meetings or going shopping! “

Passion is driven by Pink's third element: purpose. When you can connect the motivation of mastery and autonomy to a noble purpose, then you find the sheer joy of flow: work becomes play! This is what it looked like at our most recent conference and so beautifully conveyed by Francis Mejia:

[http://smilebox.com/play/4d7a41324e6a517a4e6a413d0d0a&blogview=true&campaign=blog\\_playback\\_link](http://smilebox.com/play/4d7a41324e6a517a4e6a413d0d0a&blogview=true&campaign=blog_playback_link)

In order to create more exponential TOCfE group 'flow', we would like to announce (drum roll!) two upcoming TOCfE conferences! The first will be a virtual conference in fall 2012 being organized with the help of Dr. Danilo Sirias. The second will be our 14<sup>th</sup> TOCfE International Conference in late April, 2013 in Washington D.C, USA, being organized with the help of Manfred Smith and Nancy Stempel. Specific dates for both events will be announced in next TACTics.

Meanwhile, here is more evidence of the motivation created through TOC autonomy, mastery and **our ennobling TOCFE PURPOSE** in...

## TOCFE AROUND THE WORLD



### Peru: from Nelly Caraza Charun

- We want to share with you that a few months ago, TOCFE Peru, and sponsored by the company MEPSA, conducted a seminar “Educational Experiences Exchange” for more than 100 teachers. Speakers were the leaders of the best teachers in public educational institutions that apply the tools TOCFE. On our second day of seminar we received a virtual salute from Kathy Suerken.

- In March, Dr. Danilo Sirias gave a 3 day workshop for 15 math teachers in Lima. This event was also sponsored by MEPSA.
- TOCfE, Peru is planning a big event in June to commemorate the 1st anniversary of the departure of our master, Eli Goldratt.



#### **Poland: from Maciej Winiarek**

Here is an update on our project with MSCDN announced in February 2012 TACTics.

- Nurseries – Dorota Kaminska finished training of trainers. She has recruited 6 nurseries from her region and already trained the teachers. Others trainers are recruiting nurseries and should train during next 3-4 weeks. We are on schedule.
- Schools (subjects) – I trained 2 groups. They will practice tools with their subjects (we gave them time till September – can be earlier). Probably we will meet in May to discuss obstacles. We are ahead of schedule!
- April/May we will start PR activity – similar to the conference. We will have a new web page only for project
- From September we should start receiving scenarios from the schools – we will start to build library. The bigger the library the more new schools should join



#### **Colombia: from Francis Mejia**

- In Colombia, due to the constant problems that we have in our small communities, the government established by law that each small community should have a coexistence committee. This committee works with the members of the community who are having problems with others— before going to the authorities. We try to help them solve their problems and I have been using the tools for the last two years in this project. We are considered as one of the best committees in our locality!
- Last month Diana Montealegre organized a training for 40 counselors that belong to an area called Bosa, a location of Bogota. This is part of an ongoing project there. Ana Maria and Diana worked the cloud in the last training. All the experience will be published in an International Education Magazine and which we intend to translate and share.
- We are starting training for an organization, Corinde, which represents the social projects of Pacific Rubiales Petroleum Company. Initially it will involve 35 workers from rural areas for 2 days on “How to take a good decision / How to solve problems.” The training will be given by Ana Maria Conde and Francis Mejia near the city of Ibague (4 hours from Bogota).



#### **United Kingdom from Debi Roberts**

- My book, STORYTELLING FOR BETTER BEHAVIOUR, will be published in April.
- As TOCFE UK Director, I was invited to speak at the UK's Peer Mediation spring conference held in March. I have also been invited to speak at the NATIONAL

CITIZENSHIP EDUCATION CONFERENCE - for Primary and Secondary teachers being held at University College London this July.

- Recently, I worked at Hertfordshire County Council headquarters with a new combined group of super young people, called HERTS1125. They had asked 27,000 young people across the district about their key concerns. Several groups came together to prepare a manifesto and a statement for change. There were five groups and I ended up supporting a group looking at young runaways and homelessness. Each group had to prepare and present their key findings and the statement they felt should be included in the manifesto.

In supporting my group, I showed them how to present their finding using an ATT which they were then able to use to create their statement. They were the only group whose statement was passed without question and whose findings were not picked to pieces by their peers (hopefully at some point I will be able to share with them the TOCfE manners for polite discourse!)



### USA

- **Dr. Danilo Sirias (Michigan)** has created a web page to improve math learning with problem solving maps: [www.problemsolvingmaps.com](http://www.problemsolvingmaps.com)
- **Dr. Barry Morgenstern (Connecticut)** I think we have found a way to substantially improve the procedures teachers use when students with severe autism are struggling with pronouns and things that are similar (e.g., the difference between lowercase b and lowercase d). We did this using TOC. I have the CRT and FRT written on this topic and have started field testing it.



### Philippines:

- **Congratulations Dr. Jenilyn Corpuz** on your recently announced appointment by the Philippines Department of Education to be an Assistant Schools Division Superintendent!
- From **Dr. Jenilyn Copuz**: One of the pressing concerns in past school years among fourth year students at Mathay Sr. High School (4,000 + students) in Quezon City are high failure and drop-outs and low graduation rates. We launched a 2011- 2012 (June-February) school year project--Capability Building for Productivity-- for students at-risk of failing a variety of value-based life skills. Included in this program is a Behavior Modification Workshop using TOCfE tools. Significant results to date: higher graduate rate and achievement level; lower dropout rate; and more notable is improved self-efficacy and better attitude towards work and life.



### Mexico

- **Rosy Perez-Servin** and her faculty at Collegio Greenwich in Leon, Mexico have completed pro bono Spanish translations of the TOCfE LOGIC BRANCH and CLOUD for Curriculum Workbooks **and** the Power Points supportive training materials.

- **From Daniel Brown:** In a new project with Gaby Brown, we are training dentists on a new procedure and I teach them Clouds & ATT to improve their results at home & practice. So far about 200 have participated.



### Japan: from Motoi Tobita

- TOCfE Tokyo division had a study meeting on March 15th. 12 people attended. The main purpose is for the participants actually **USE** the tools as their homework and **EXPLAIN** what they did during the meeting in order to deepen their learning and make themselves comfortable to use those tools in daily occasions.
- TOCfE Kansai (Osaka) division had a meeting on March 22th. 40 people attended. In the meeting 3 CCPM experts from industry were invited to give them a lecture. The lecture was highly interactive including management game and much of Q&A session. The lecture was also broadcasted by Ustream.

### And Finally – from Alan ...

I hate to think that I am repeating myself but I am always amazed by the work that the TOCfE community are doing around the world.

It has to be said that the achievements do not always appear in these pages because, as in any venture, much of the work is, not necessarily 'mundane', but certainly 'repetitive' – making small inroads into the larger obstacles.

All is of equal importance – without the drones, the queen would die.

Best wishes and more power to all of you,

Alan ...