Standing on the Shoulders of TOC to Impact an ENTIRE NATION

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“I have a dream.....” Yuji Kishira

Giants process, step 1: Enormity of unaffected area: Nation
• A nation can be considered as a system

• Two key questions:

• Is the system ‘Japan’ efficient?

• Can we make ‘Japan’ better in 20 years?
What to Change?

• Some of our UDES

- Incomes not going up 😞
- Domestic Manufacturing is falling 😞
- Too much national debt 😞
- Medical care systems are bankrupt 😞

*Sound familiar?*

- Presence of Japan in the world is decreasing 😞
- There has been continuous deflation 😞
Too Much national debt

ASecure stable finance
B Increase national income
C Activate economy
D Increase Tax
D’ Decrease Tax
What to Change?

A. Increase sales and profit

B. Cost down

C. Develop high-value product

D. Do not invest money

D'. Invest money

Domestic manufacturing is falling
What to Change?

A Make it possible to let everyone take appropriate medical care

B Maintain current medicare system

C Maintain the accessibility to medicare

D Increase burden on current patients and doctors

D’ Do not increase burden on current patients and doctors

UDE: Medical care system is bankrupt

Source: Ministry of Health, Labor and Welfare home page
The Core Problem

A  Make JAPAN better

B  Provide better environment to people

C  Maintain healthy finance

D  Take actions using money

D’ Take actions without using money
• What to Change?
  – Take actions using money

• What to Change to?
  – Take actions without using money

• How to Cause the Change?
  – Teach TOCfE
  – Put the TOC success stories into public domain
  – Test TOC in government
• Immediate predicted effects:
  – More corporate management will think
  – More government staff will think
  – Everybody performs through the ability to think effectively
• **Key working assumptions**
  
  – Most of government and business people are parent of children
  
  – Teaching is the best way to learn
  
  – 4 years old kids will be 24 in 20 years
*TEACH CHILDREN THROUGH TEACHING ADULTS*

Make Japan better by creating ‘The Critical Mass’

1. Adults teach their children
   - Children learn how to think
2. Learning deepens by teaching
   - Adults perform through the ability to think
   - More interests created
3. Child grows
   - Adults teach other adults
   - Adults get motivated to teach how to think
   - Adults learn how to think and how to teach how to think
(Any) Adults take TOCfE workshop

Key working assumptions:
1. Most of gov. and business people are parent of children
2. Teaching is the best way to learn
3. 4 years old kids will be 24 in 20 years
Why TOC for Education?

Insights

“To teach is to learn” ....Seneca

The Evolution of our learning curve:

- 1994 Jonah Program for Teachers: Core Problem: Learning is not relevant
- 1994 Jonah Program to 7th grade class: “Mrs. Suerken, can you please teach these methods to the other teachers?”
- 1994 Middle School problem solving club: very diverse group of students writing good CLOUDS with no formal instruction

Eli and 7th Grade Jonah students,
1994 AGI Jonah Conference, Florida
1995: Eli Goldratt creates TOC for Education

- Universal core UDE among teachers: Meeting the learning needs of very diverse students (Differentiated Instruction)
- Push back from many educators on existing TOC training materials
  -- too labor intensive
  -- not relevant to k-12 classroom teaching
  -- is it research based?
- TOCfE version of MSW: TACT (“Thinking and Communication Tools) on behavior application
  “Enable children to take responsibility for what they say and do.”
- Polished Interventions - symptoms of core problem
  -- didn’t impact mainstream teachers
Why TOC for Education: Insights

Since 2000: 5 Ph.D dissertations, 4 Master’s Thesis on TOCfE applications; Chapter in Handbook; Animated CD for children (Yani); books about TOC in Education.

2008–2011: Create new works to Teach TOC as a TEACHING METHOD
Wrote, tested (7 countries) and polished 3 New Workbooks on TOC as a Learning Process: How to teach a subject
translated to Polish, Spanish, Japanese and soon Dutch.
Why TOC for Education?

Working assumptions:

- Socratic nature of tools innately creates relevance (curiosity to solve problems) and engage people’s prior knowledge
- Can be delivered through application that works for large and diverse groups
- Can be written to meet stated generic learning objectives/outcomes applicable to ALL learners (all ages, levels)
- These learning objectives meet required “Academic Standards and Benchmarks” of school systems and are presented in measurable terminology
- Can be written in a way that reduces mental multitasking
- Can demonstrate that the tools deliver content that
  *is relevant
  *differentiates instruction to diverse learners
  *is transferrable to other authentic situations
Criteria to Evaluate the Methodology

Concrete. Is the method specific and not too abstract? Does it allow the student to relate the lesson to real life experience?

Graphically Structured. Is the method sufficiently structured and visual?

Logically sequenced. Does the order of the steps make sense?

Connected to prior knowledge. Does the method enable students to build from and scaffold prior knowledge to the new knowledge?

Practical. Does the method enable its underlying theory to yield practical outcomes...such as improved student performance?

Assessable. Does the method provide a strategy for evaluation?

Socratic. Does the method provide questions needed to allow the learner to discover and thereby take ownership of new knowledge?

Non-exclusive. Does the methodology work without regard to age, culture and level of prior knowledge?

Reflective. Does the method promote internalization and application to other authentic situations?
Simple. Is the method simple enough to be used by children of all ages and abilities? Does the method focus on what’s most important and help to eliminate complicated and confusing information?

What do we mean by SIMPLE?  Unadorned; free from complexity

- Teach in fundamental and incremental learning steps and let student’s thinking EVOLVE
- Focus on teaching learning objectives, not sophisticated applications
- Eliminate the non essential (use the logic of a TOC Transition Tree) to prevent mental multitasking..information overload

N.B.R? Will something that appears too simple not be relevant to more ‘sophisticated’ learners?

What if we enable profound AHAs?
Creating profound AHAs the simple way

When teaching the TOC process of entity existence reservation

Too general

I have to do everything all by myself.

People always let me down.

Improved Clarity

I need to be careful when delegating tasks

People sometimes let me down
Creating profound AHAs the simple way

Teacher example from the Philippines

Too general

I will not vote in next election

Politicians are corrupt

Improved Clarity

I need to choose wisely when I vote

Some politicians are corrupt
“The TOC tools are simple enough to be used by kindergartners...

and profound enough to be used by CEO’s.” Denise Meyer, former Assistant Principal, LAUSD, California, USA
• The 22nd country that introduced TOCfE
• 140 people with broad background attended from all over Japan
  – Industry (mainly human resource development)
  – Business executives (from our clients and prospects)
  – IT society (coaching/facilitating society)
  – Academia (University professors)
  – Kindergarten director
  – Medical doctors
  – Children Bookstores owner
  – PTA (Parents and Teachers Association) chairman
  – TOC experts/consultants
Certification Ceremony
• Summary of Reflections

• My solution makes more sense than it did before
• My personality has also changed
• I found that my kids thinks more logically than I thought
• I will use the tools and materials to train all the company staff
• Become able to find obstacles and to handle them proactively
• So useful! It’s a culture shock!
• Would like to use more for the future of children
Some Initial Results

- Kyoto University Professor - Vice chairman of MBA program committee decided to incorporate this body of knowledge as basis of their MBA course (Kyoto university is the most competitive university in Japan)

- 5 companies ordered TACT textbooks to train company staff

- Local communities (Tokyo, Osaka) conduct monthly study sessions

- Facebook community page for TOCfE Japan
• “Got an award in my company by presenting a problem using CLOUD”

• 3 and half-year child can use it

• Been able to apply to people with significant development disability

TOCfE, Japan: The Results
More than 10 testimonials are on the web in the form of video message:

http://tocforeducation.org/category/?cat=147
• What to Change
  − Take actions using money

• What to Change to
  − Take actions without using money

• How to Cause the Change
  ✓ Teach TOCfE
  ✓ Put the TOC success stories into public domain

Test TOC in government: WATCH THIS SPACE
TOCfE Virtual Conference: Oct 17-19
Hosted by Saginaw Valley State University, MI, USA

14th TOCfE International Conference: April 2013
Washington, D.C.

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