



SI-9

Beyond the Core

“There is, thankfully, the space beyond. This space is our opportunity to make a difference, to go beyond the bounds of duty, to live up to our full potential.” — Charles Handy

Using a torus or doughnut as a metaphor for modern work life, Charles Handy, *The Age of Paradox*, illustrates the two major categories of life's outcomes:

1. The excellent performance of duty to fulfill our commitments to others.
2. Developing ones full physical, mental, emotional and spiritual potential through continuing growth, reflection and engagement in challenging new possibilities.

So How Does this Apply to Teaching?

When applied to teaching, the hole or core of the doughnut represents your contractual obligations. These are **Type I, job duties and commitments:**

- Conduct x hours of class sessions
- Turn in grades by a certain date and time
- Achieve learning outcomes dictated by the course syllabus, etc.

The body of the doughnut contains all that you do beyond the required. Where the inner core is rigid and well defined, the outer section is more fluid and flexible.

It depicts the region of **Type II, growth possibilities**, applicable to yourself, your students and your profession. This doughnut concept can also be applied to the critical success factors of good teaching. Several of the critical success factors are core factors. The Type I CSFs are:

- Classroom management
- Communication
- Evaluation and testing

TFS e-Mentor Success Insights

To go beyond the expected, to improve the teaching/learning process, to infuse your teaching with your special talents and knowledge, you must add the Group II success factors to your skill inventory. These Type II CSFs comprise:

- Leadership
- Instructional design
- Content and context analysis

To go beyond the core

Answer these questions:

- What have I been hired to accomplish? (Type I core responsibility)
- What results fall under my responsibilities? (Type I core responsibility)
- What can I, and only I, bring to my teaching that will make a significant, positive difference to my students? (Type II beyond the core growth possibilities)

Are you planning to go beyond the core in your teaching? If so, you're teaching for success—enriching yourself and your students!

*~John H. (Jack) Shrawder, Exec. Director
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