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"Green" Eggs and Ham: Target Mapping Makes University Food More Sustainable and Unites Disparate Groups

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Western Washington University students, professors, administrators, and a key service provider used target mapping to implement sustainable practices in food purchasing and waste management while achieving financial expectations.

The campus community at Western Washington University (WWU), located in Bellingham, Wash., embraces sustainability through both administration support and grassroots efforts. One of the objectives of WWU's strategic plan states that engaged excellence is demonstrated "in environmental stewardship and sustainable practices throughout programs, scholarship, and actions."[1] Thus, the administration funded the WWU Office of Sustainability and launched a Sustainability Committee composed of representatives from all campus constituencies.

On the academic side, WWU's Huxley College of the Environment produces students well-versed in methods for achieving sustainability. Additionally, courses linking specific academic areas with sustainability have sprung up all over campus.[2] The student body voted to purchase alternative energy sources with student fees and is working toward carbon neutrality for student-related events and travel. It is in this milieu that the WWU

Office of Sustainability, faculty members, and Huxley students approached Sodexo, the national corporation handling food services on campus, to increase its purchases of food from local producers. The "buy local" campaign aims to help achieve sustainability through decreased transportation costs, reduced environmental damage, and increased support for the local economy.

Audrey Taylor and Julie Lockhart of WWU's Department of Accounting got involved in this project by offering a methodology that would help move Sodexo's campus operations toward increased sustainable practices by linking metrics with goals. Target mapping is a method that takes an organization toward its goals through a series of steps, beginning with the Big Hairy Audacious Goal (BHAG).[3] Initially, Taylor and Lockhart met with and explained the process to Huxley professor Gene Myers, campus sustainability coordinator Seth Vidaña, and three undergraduate students from Myers's Campus Planning Studio course: Isabelle DeLise, Ben Packard, and Brendan Lind. The Campus Planning Studio is a hands-on, research-based class in which students evaluate methods of implementing more sustainable functions on campus. It is a problems-based course. Members of this team then met with two Sodexo representatives: Ira Simon, director of Dining Services, and Chris Kenney, director of operations.

Everyone was game to try the Target Mapping process to help Sodexo fulfill the request to buy more locally produced food. Target Mapping can help transform an organization. The steps are as follows:

1. List the Ambitious Target or BHAG.
2. List the obstacles that block the company from reaching the target.
3. Determine what would have to be true to make each obstacle disappear. That item is named an intermediate objective (IO).
4-5. Order the IOs chronologically until the Ambitious Target is reached. Determine which specific actions are needed.
6. Determine the metrics needed to monitor whether each IO has been achieved.

Creating the BHAG

An important piece for Sodexo in creating the BHAG was to include profitability in conjunction with the goal of buying local produce. Corporate headquarters had been putting pressure on Simon to improve profitability numbers for the WWU campus operations. Complicating this desire for financial success were University regulations limiting the profit that Dining Services (DS) could earn. The University requires that meals be sold at reduced prices so that meal plans are affordable. DS must stay within a predetermined profit range in order to maintain the contract with WWU. At the time, DS had not met its profitability targets because of an expensive expansion and update of one of the campus sites.

Adding fuel to the request to Sodexo was the State of Washington legislature, which was considering a law requiring state agencies to purchase local goods.[4] This potential mandate, coupled with the desires of both the University administration and the student population, added pressure to vendors to increase their sustainable practices.

During the initial meeting with Simon and Kenney, the team determined that Simon and his employees would have to overcome some significant obstacles for Sodexo to buy local produce. As the overriding hope of the campus sustainability initiative encompasses a variety of ways to be more sustainable, the team decided to broaden the goal to include practices in purchasing (broader than "buy local") and waste management. It seemed important that Sodexo have some easily achievable objectives as well as those more difficult to achieve. The team presented the following BHAG to Simon and his top managers:

Implement sustainable practices in purchasing and waste management while increasing profits.

After some discussion, the group agreed on the following goal:

Implement sustainable practices in purchasing and waste management while achieving financial expectations.

The team and the Sodexo managers were excited about the Ambitious Target and ready for the next step of the process.

Finding the Obstacles

Once the target was set, the team invited Simon and his staff to a meeting. Present were Simon, Kenney, and three other key players in the DS operations: Lisa

North-Philbrook, the director of business development; Mike Donahue, the purchasing agent for the Northwest region; and Kurt Willis, associate director of University Residence Business Information Systems. This meeting facilitated the next step: listing the obstacles to the BHAG. As the head of DS, Simon was asked to lead the process. Because DS was already rather successful in its waste management practices, including composting all waste for use around campus as fertilizer (with the eventual outcome to turn the compost into fuel), the group had decided to tackle the "sustainable practices in purchasing" target first, which was the more difficult target, and revisit the "waste management" goal afterward. Thus, Simon began with the question, "What blocks DS from sustainable purchasing while achieving the financial targets?"

At the start of the process, Simon contributed the first obstacle, and each participant—members of the research team and the Sodexo staff—added his or her own in a clockwise flow until everyone was satisfied that the most important obstacles were on the list. There was a great deal of discussion on many of the obstacles. As each obstacle was listed, many in the room jumped in to add to the description, but the originator had veto authority over the final statement. Vidaña and Myers took turns typing up each obstacle. The slides were projected on the wall as everyone talked so that the entire group could see the composition of each obstacle. Once the creator of the obstacle was satisfied with its composition, the group moved on to the next person for his or her contribution. Including the research team in the obstacle-listing process gave the Sodexo staff an interesting perspective on the external view of their operations and enhanced the process. It was also beneficial to the research team. See the left column of Table 1 for the list of obstacles to the BHAG.

Finding Intermediate Objectives

Each obstacle was listed with the name of the person creating it. Once the list was complete, the creator was asked, "What would have to be true for your obstacle to disappear?" The answer to this question became the Intermediate Objective. Again, the group could help modify each IO, but the originator of the obstacle had veto authority. The group was told to think big, using "flying pigs" if needed, to address each obstacle.[5] In other words, this IO will occur "when pigs fly." In this way, the group was encouraged to dream big and not be limited by what they thought could occur realistically.

The first five obstacles were addressed during the original meeting. After the face-to-face meeting, the list was e-mailed to the group, and each person was asked to fill in their IOs for their obstacles. As those IOs were added, they were pasted into the original file and resent to the team so that all members were constantly up to date on the progress. The contributions came in surprisingly fast, as all participants enthusiastically embraced the process. See the right column of Table 1 for the IOs to each obstacle.

Some of the IOs were similar. Myers color-coded the similar IOs so the team could easily identify actions that could overlap and achieve several goals simultaneously.

An Unexpected Result

Applying the Target Mapping process to promote sustainable practices in Dining Services at WWU created a unique opportunity to bring disparate groups together toward a common goal. The group members came to the table from a wide variety of perspectives on business and the natural environment. The DS staff was striving to meet customer needs while being viable and maintaining their contract. Willis represented WWU management with a desire for a cost-efficient and sustainable DS. Vidaña represented the Office of Sustainability with a desire to have a model campus for sustainability. The Huxley faculty and students focused primarily on improving the environment regardless of profit, and the Department of Accounting faculty came with a perspective that preserving the environment can be accomplished in conjunction with profits: Good environmental practices makes good business sense.

The largest disparity was between the Huxley students and the DS managers. One student, Packard, clearly and carefully identified his anti-corporation bias. His obstacle was #9: "There is an on-campus (and Bellingham citizen) bias that DS does not practice sustainability because of its identity as a 'corporation.'" Although Packard was simply stating the viewpoint of many students on campus, the reaction of the DS managers to this statement was understandably negative. In

Table 1: Obstacles to BHAG and Their Intermediate Objectives

1. Availability of products that DS wants vs. what is available locally (within 150 miles) and within season. (Simon)	1. Know what is available within 150 miles and if there are restrictions in getting it 12 months per year, with detailed sourcing and contact information (who grows, quantity, at what price, and willing to sell at right time). Farmers would have to be ready and meet expectations on what they do grow—processing, packaging, and distribution need to be ready from their end. Would have to start with detailed connections, item by item.
2. Variety is limited. (Simon)	2.1. = IO 1 2.2. Locally produced variety that matches menu is increasing. 2.3. Know what items on menu can be changed to match what is local.
3. Volume from local sources is limited. (Willis)	3.3. = IO 1
4. Need to insure food safety: There is a liability (quality assurance) insurance requirement. (North-Philbrook)	4. Local vendor has easy way to deal with liability insurance, record-keeping, and safety audit; state-level solution <critical bottleneck>.
5. Hazard Analysis and Critical Control Points (HACCP): Production record-keeping and inspector audit are cumbersome to small vendors. (Donahue)	5.1. = IO 4 5.2. The HACCP food safety program is a "must have" in order for Sodexo to purchase from any food vendor or manufacturer. We have had great success with encouraging the farmer or vendor to distribute their products through Sysco Seattle or one of our other approved distributors.
6. Locally produced foods are hard to identify by the end-consumer. (Myers)	6.1. Work with local group Sustainable Connections to use established "buy local" visual labels on local products and to promote use of this system and its third-party objective source. 6.2. Place locally produced foods in conspicuous locations, and label prominently and attractively. 6.3. In each place of purchase location, display a map of region in eating area, with local items displayed on it and lines connecting items to places of production.

Table 1: continued

7. Size of kitchens is an issue in processing locally grown foods. (DeLise)	7.1. This obstacle is clearly difficult to get around in a short amount of time. Fred Burmen of Washington State Department of Agriculture (WSDA) has mentioned the desire to build a food processor in Whatcom County. Our Campus Planning Studio team can speak with him in greater detail and get the time frame. 7.2. The other possible solution is to create more space in the kitchens via rearrangement. 7.3. Or build larger processing facilities on campus. (This, however, creates another financial obstacle for Dining Services.)
8. Trade-off on use of space for prep. (Kenney)	8. Have the local suppliers clean and repack their goods into tailored recyclable containers that would be exchanged during deliveries.
9. On-campus (and Bellingham) bias that DS does not practice sustainability because of its identity as a "corporation." (Packard)	9.1. Inform students and community about what is already happening (aluminum and paper recycling, food plus, recycling cooking oil into biodiesel, and any others). Sodexo should actively engage students in a discussion about what should happen: "What do you want a sustainable DS to be like?" Answering this question is a responsibility shared by students, Sodexo, and the WWU administration. 9.2. The goal of the design studio project is to accurately educate students and the public about where DS is in terms of sustainability, highlighting progress that has already been made. Completing this project will help nullify this bias. 9.3. Sodexo should make its efforts visible. The more progress Sodexo makes and the easier that progress is for people to see, the more this bias will recede.
10. There is a marketing lag between making sustainability improvements and customer recognition of and belief in those improvements. (Taylor)	10. Customers and potential customers are aware of the sustainable actions that Sodexo has taken and the new ones it is starting to take. The customers value the actions taken and plans for the future and are drawn to Sodexo markets at WWU. These same customers are willing to pay a premium for the products that are purchased locally.

Table 1: continued

11. The move to sustainability could jeopardize the DS contract. (Kenney)	11. The contract would need to have built-in protection for customer adversities unforeseen by either party. The customer would need to contractually agree to seasonal produce-based menus and agree to alternative solutions that may not be sustainable but satisfy the immediate needs. Meal plan alterations and flexibility would need to be taken under consideration and revaluated for future financial security.
12. Delivery systems: (Kenney) A. Loading dock space is limited for multiple deliveries. B. Energy use increases as more deliveries are made.	12A-12B. Local vendors should consolidate their deliveries to one truck at our docks per day.
C. The communication system between multiple vendors is more complex and cumbersome.	12C. This would require networking among the suppliers and a simplistic accounting system that would be acceptable for all parties. This would include a one-call system from us to meet our supply requirements for the next delivery. The system may need to involve a local vendor with a consistent supply of similar items from other sources.
D. Consistency and reliability are more difficult to guarantee when multiple vendors are used.	12D. The product specs would need to be predetermined and adhered to. Failure to meet those promised needs could result in exclusion from the system.
13. Patron expectations of "anything you want every time" will not be met if locally available foods are the bulk of our purchases. (Kenney)	13. Educate the customers prior to enrollment that what we are serving is what is being harvested currently. Have them contractually agree prior to the school year.
14. We have no way of knowing which products are purchased locally by our primary distributor, Sysco. (Simon)	14. Have our distributor identify the foods delivered to us that are from local farmers.
15. Prices are lower for volume purchases, proteins, and "groceries"—canned goods, etc. (Simon)	15.1. Include local food items as part of the Sodexo-approved vendors that offer volume discounts and support the entire Sodexo organization. 15.2. Local vendors are approved through our major supplier, Sysco, and become compliant purchased items.

Table 1: continued

16. DS is evaluated by Sodexo purchasing compliance. (Simon)	16. By having local vendors selected as compliant providers, it enables university Dining Services to purchase from them and be given credit for the purchases.
17. Long-term contracts lock Sodexo into purchasing from certain sources. (Simon)	17. Sysco creates long-term relationships with local farmers, and they become the standard item sold to us when ordered.
18. Time management in dealing with local vendors shifts to DS from Sodexo. (Simon)	18. We work through Sysco to deliver items from local vendors without creating more work for the managers.
19. Receiving, storage, and merchandizing is limited in retail areas and affects menu options. (Simon)	19.1. Utilize Sysco to store and deliver local products on an "as needed" basis to ensure adequate food supply of locally grown items. 19.2. Create seasonal menus that include local items that are available. 19.3. For future renovations, consider local items and how they can be used in any food venue.
20. Institutional inertia. (Willis)	20. Change is desired by the University and DS. The benefits of the change are considered to be worth the effort and risk.
21. Purchases from smaller vendors are more expensive. (Donahue)	21. Student willingness to pay more is known. This was offered as an example. For instance, if the students' preference was to purchase only organic products (which are two to three times more expensive), would they pay more for their meal plans?
22. Student willingness to pay more is unknown. (Donahue)	22. = IO 21
23. Product cost (North-Philbrook) A. Sourcing product cost. B. Retail product cost. C. Room and board rates at WWU.	23.1. WWU willing to differentiate room and board fees from other Washington state universities in order to offer a distinction in content of dining program. (WWU no longer the lowest-cost room and board.) 23.2. Students, parents, faculty, and staff are willing to pay for more expensive, values-driven dining program (residential and retail) until the cost differential is minimal or nonexistent.

Table 1: continued

24. Local agricultural systems more prone to severity of weather damage. (DeLise)	24. Invest in produce that is not easily damaged by weather, if applicable. Speak with farmers in advance, having them consult an almanac for the upcoming year. Have a back-up resource of produce in case of such an emergency.
25. Time lag and acreage commitments in establishing grower relationships. (DeLise)	25.1. I think it would be beneficial to talk with the farmers in advance about what they can supply, and the quantity, in a given amount of time (e.g, one year). I think the only way to get around this obstacle would be to gain close relationships with the farmers. After they know what to expect from Sodexo, they can then estimate production time. I think one way that the farmers will be willing to work with our aims is to provide them ideas/ providers of affordable insurance. Without a commitment from Sodexo to support the farmers during crop turnover for larger yields, they may be unwilling to have acreage commitments. 25.2. We know what farmers can supply well in advance, including the quantity available and lead time to produce each item. 25.3. We have close relationships with farmers. 25.4. Local farmers have affordable insurance. 25.5. Local farmers have purchasing commitments for items using the increased acreage.
26. Secondary providers are more expensive and less reliable. (Kenney)	26. Build in a financial safety net to protect DS against local production failures and cost overruns.
27. Acceptance of seasonal menus, the same local food multiple times. (DeLise)	27. Educate students on why they are being served the same item. Possible pamphlets on tables in the dining hall and/or public forums run by students explaining this change in menu. Possible test run of one item to see how students respond to this change.
28. Patron education is needed to advertise locally purchased foods.	28. Patron education should come from both the students and Sodexo. Hold various forums during the year explaining more about Sodexo's choices in local purchasing, and perhaps some of those obstacles, so the student body can understand the steps being made. Also, it would be beneficial to print pamphlets for the tables in the dining areas, informing patrons about the food they are consuming. For example: "Hey, did you know that the lettuce you

Table 1: continued

	are eating comes from X farm 100 miles from here, seen from the Baker Highway?" or "Sodexo purchases 10% local foods!"
29. Defining "point B" in regard to sustainability. (Lind)	29.1. Develop a definition of sustainability and what food service needs to do to be sustainable. 29.2. Set a target goal and a road map for the food service on campus to become sustainable.
30. There is a lack of local food processing facilities. (Myers)	30. Work in concert with farmers, Whatcom Farm Friends, Small Business program, local food processors, local venture capital, Food Coop, and particularly other large institutional food providers (school districts, hospital, community college) to define needed facilities to fill present and possible institutional food market niches (menus, quantity, quality, timeliness), raise capital, and start one or more processing facilities that meet needs of large buyers, fulfill HACCP and other requirements, and for which farmers can commit to grow crops.
31. The financial cost of renovation is absorbed by auxiliary enterprises. (Simon)	31. The University has ample financial support to fund renovations and new construction in dining facilities that will enable dining services to receive, store, prepare, merchandise, serve, and clean up menu items that are purchased locally.

addition, Taylor reacted openly to the statement, stating that it pained her as a business professor. This statement was met with laughter and relief as people in the room felt safe to air their differences. Packard responded by refining his statement and evaluating his opinion about the ethical nature of business personnel. Each side was trying to see the other's point of view. The BHAG's focus on sustainability and profit increased buy-in from all of the disparate parties and helped to create enthusiasm toward the potential of improving sustainability in DS.

It is interesting to note that Packard devised three plans for Obstacle #9 to overcome the anti-business bias of many students at WWU. He developed an intricate marketing plan to highlight all of the sustainable actions DS was taking already. In fact, Packard generated all of the IOs in Table 1 for Obstacle 9 (9.1, 9.2, and 9.3).

At the end of the session, Vidaña asked the three students for their reactions to the process. DeLise and Packard immediately stated that they had learned a great deal about the constraints under which DS functions. They felt that they saw the complexity of DS operations in a way that they had not understood previously. The reaction of the entire group was very positive and hopeful. By using this simple tool, these disparate sides came to better understand each other and work together.

Formulating a Plan

Once the group agreed on the obstacles and IOs, the next step was to determine which IO to tackle first. Taylor made an initial attempt to order the IOs chrono-

logically. Simon then got involved in the ordering process with the help of Kenney. (See Table 2.)

Plans were developed for each IO. Actions were outlined, complete with personnel assigned to each task. Due dates for the tasks were determined. This task is the most iterative of the steps. During this point of the process, chronology can shift as specifics are solidified.

Table 2: Tree Map of IOs

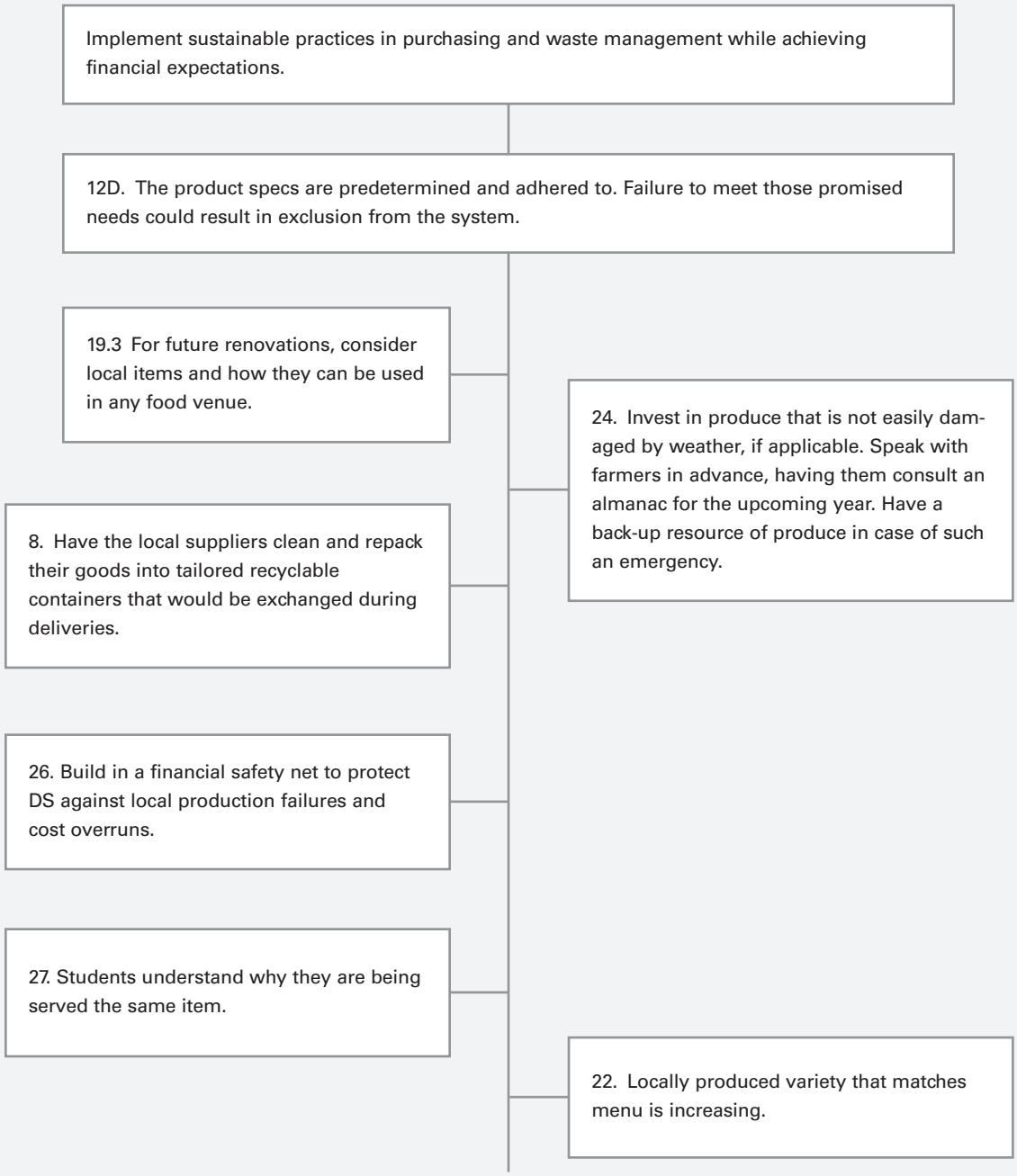
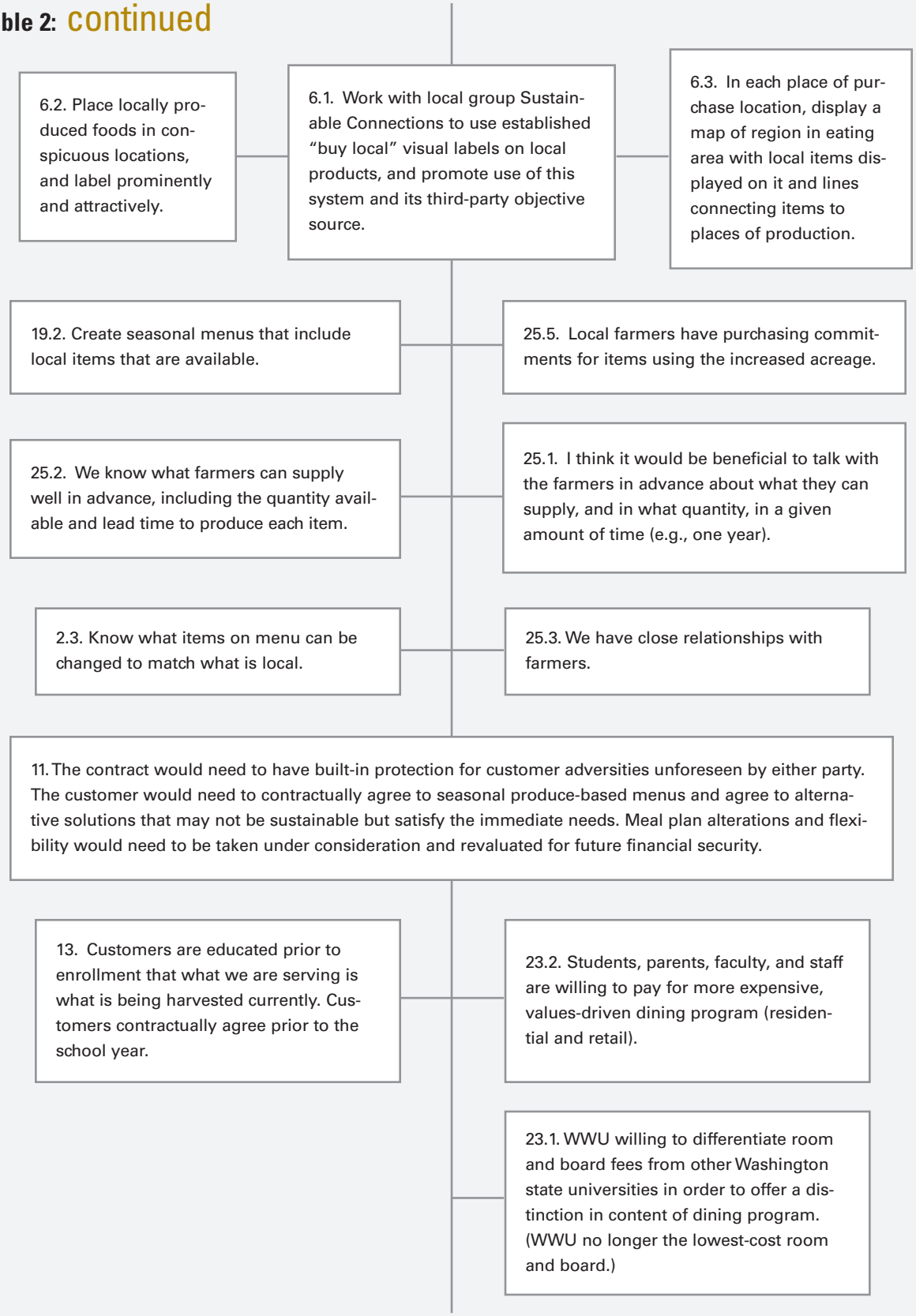


Table 2: continued



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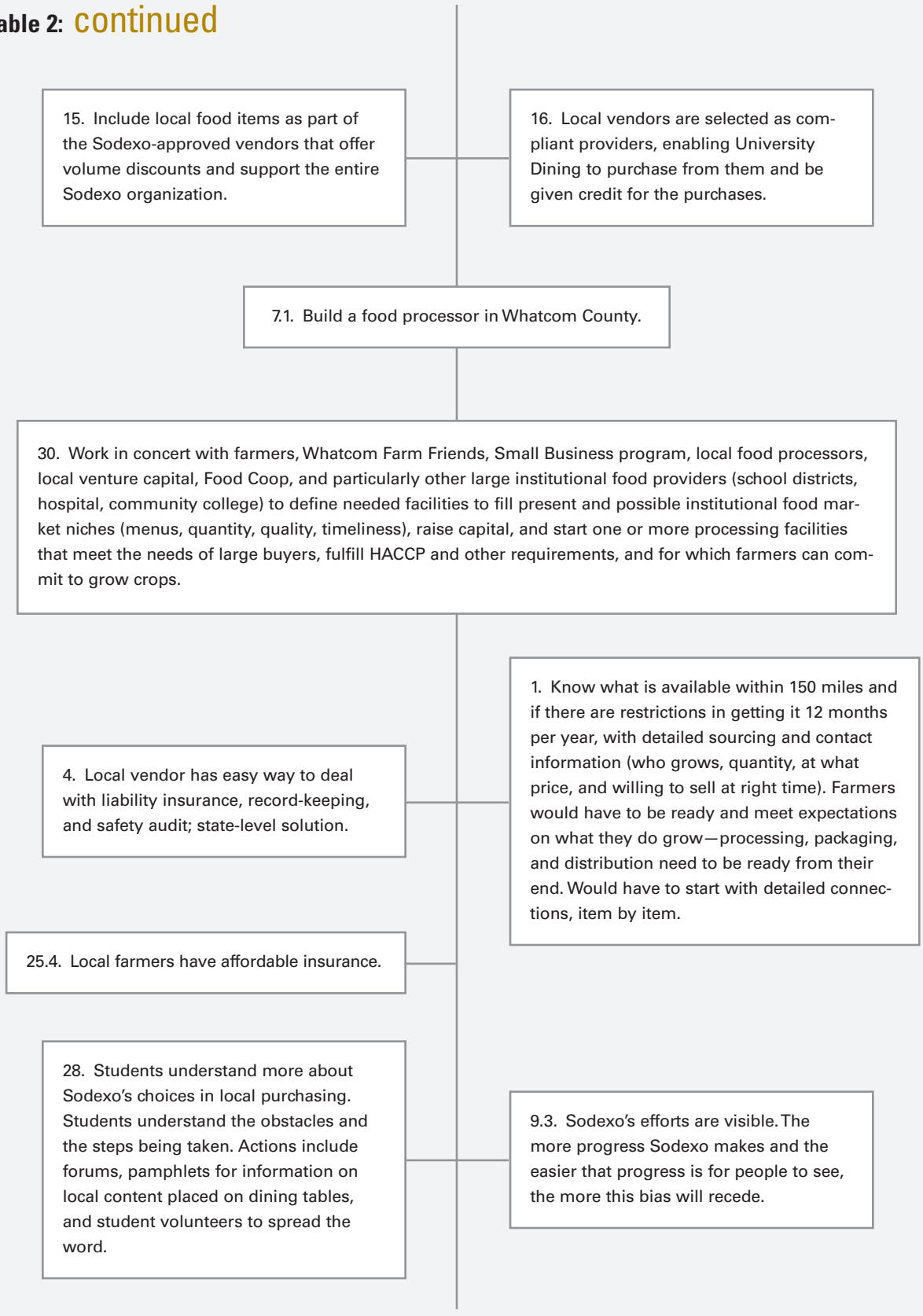

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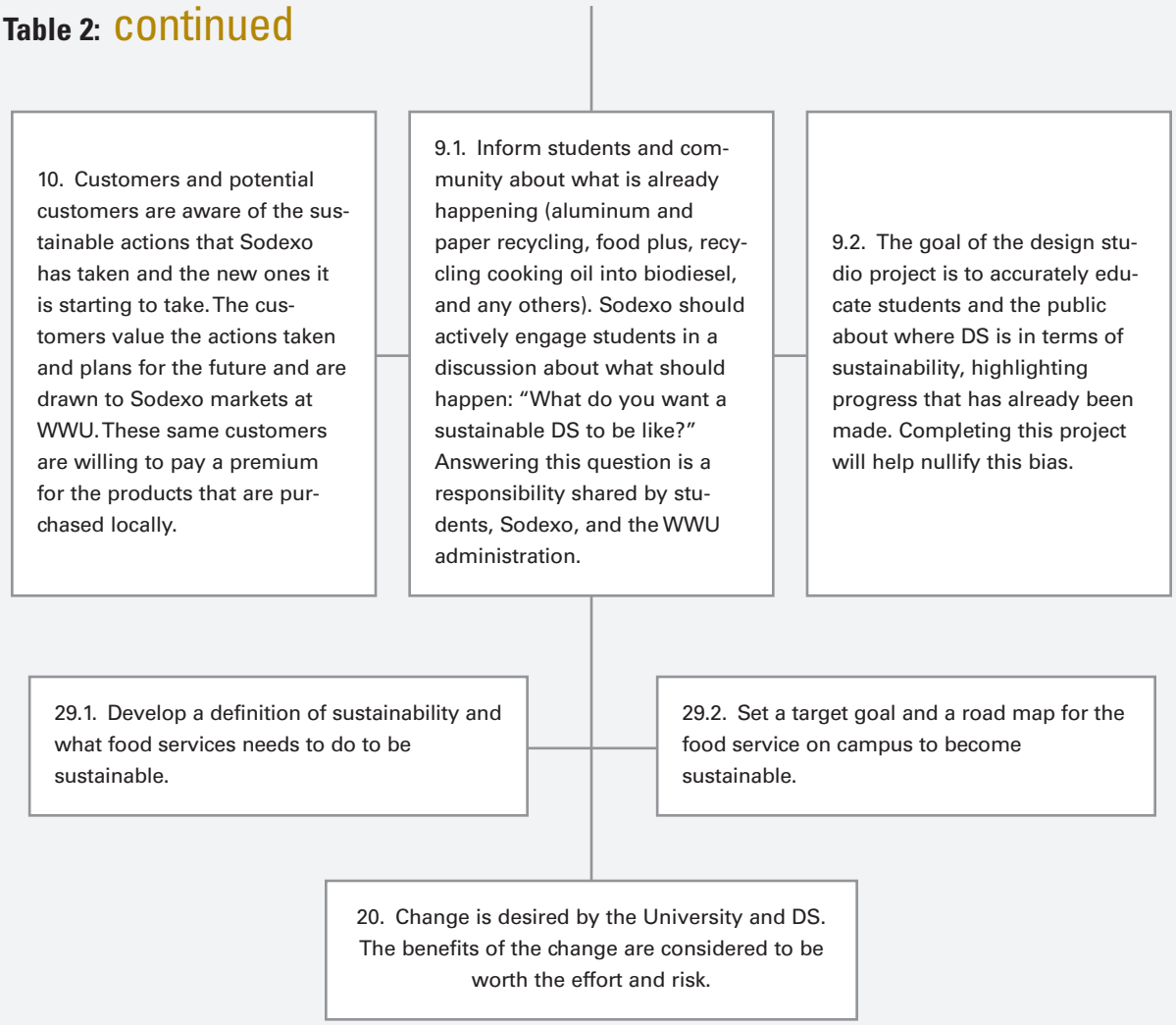

Developing Metrics

In order for the team to monitor progress toward the goal, metrics were developed for the initial steps. The team decided not to finalize metrics for the entire plan until the first few steps were well under way. As a result, the metrics were kept to a minimum, and the team was allowed to see how the plan unfolded before locking in the metrics.

An initial plan was developed with a list of metrics. This document was then distributed to the team and to all people listed as participants in the action steps. Feedback was requested. As feedback came in, the plans, with their metrics and due dates, were changed per the initiator's suggestions. Table 3 shows the initial plan. Several people the original team knew were willing to help were added to the plan.

The metrics chosen monitor trends as well as provide snapshots of current performance. If the plan is successful, sales of meals from locally grown foods should increase. The amount of locally grown food on the menu should also increase over time.

Table 3: The Initial Plan

Intermediate Objectives	Plan	Metrics
20. Change is desired by the University and DS. The benefits of the change are considered to be worth the effort and the risk.	The student team presents its report to the University administration and asks for help in achieving this target. Seth Vidaña contacts Kurt Willis, and the two set up the presentation by finals week for Winter Quarter. The implications of the recently passed House Bill 2709 and Senate Bill 6483 are discussed.	The presentation—The amount the University is willing to commit to DS during the transition. The amount DS is allowed to raise the prices to students choosing to purchase local foods.
29.1. Develop a definition of sustainability and what food services needs to be sustainable.	Seth Vidaña, Gene Myers, Julie Lockhart, Ira Simon, and Chris Kenney define the goals for sustainability by finals week for Winter Quarter. Once the goal is set, the current Target Map is reviewed and used if still accurate. If modifications need to be made, Taylor will make those adjustments in concert with the team. All is completed by finals week for Winter Quarter.	The definition of sustainability and the goals.
29.2. Set a target goal and a road map for the food service on campus to become sustainable.		A finalized Target Map exists.
10. Customers and potential customers are aware of the sustainable actions that Sodexo has taken and the new ones they are starting to take. The customers value the actions taken and plans for the future and are drawn to Sodexo markets at WWU. These same customers are willing to pay a premium for the products that are purchased locally.	Seth Vidaña and his students in the WWU Office of Sustainability work with Ira Simon and Chris Kenney to develop this list of sustainable actions by July 1, 2007. The WWU communications department is contacted by Vidaña and Julie Lockhart to interview the DS team and the students involved in the Target Map project to develop a press release. The *Western Front* and the *Bellingham Herald* are contacted and given press releases by September 2008 so that articles are in the papers as students and their parents come back to class.	Sales revenue generated from the sale of local foods. Comments from students and faculty on the articles in the local papers.
9.1 Inform students and community about what is already happening (aluminum and paper recycling, food plus, recycling cooking oil into biodiesel, and any others). Sodexo should actively engage students in a discussion about what should happen: "What do you want a sustainable DS to be like?" Answering this question is a responsibility shared by students, Sodexo, and the WWU administration.	Same action as above. In addition, Ira Simon and Seth Vidaña invite students to participate in a discussion on sustainability at DS. This meeting is scheduled for the 2008 Spring Quarter. Isabelle DeLise helps to draw in interested students.	Sales revenue generated from the sale of local foods. Student comments on the process.

Table 3: continued

Intermediate Objectives	Plan	Metrics
9.2 The goal of the design studio project is to accurately educate students and the public about where DS is in terms of sustainability, highlighting progress that has already been made. Completing this project will help nullify this bias.	Same action as above.	Same metrics as above.
9.3 Sodexo should make its efforts visible. The more progress Sodexo makes and the easier that progress is for people to see, the more this bias will recede.	Same action as above.	Same metrics as above.
28. Patron education should come from both the students and Sodexo. Hold various forums during the year explaining more about Sodexo's choices in local purchasing, and perhaps some of those obstacles, so the student body can understand the steps being made. Also, it would be beneficial to print pamphlets for the tables in the dining areas, informing patrons about the food they are consuming. For example: "Hey, did you know that the lettuce you are eating comes from X farm 100 miles from here, seen from the Baker Highway?" or "Sodexo purchases 10% local foods!"	Isabelle DeLise and Brendan Lind (through the design studio), Students for Sustainable Foods, and the College of Communication design signs and pamphlets for the Commons Areas to inform students of the local origins of some of the food served. Chris Kenney lets DeLise and Lind know which foods will be served in the following month so that signage can be created.	Signs in place. Sales revenue generated from the sale of local foods.

An Ongoing Commitment

The students participating in the project did so as a class assignment. When the students presented their paper, a majority of the team attended. An unexpected surprise was that after the formal classwork was complete, DeLise said that she intended to continue working on the implementation of the project by developing a list of local farmers, available produce, and price ranges. She indicated that the Office of Sustainability and the design studio project would continue to work with DS until the liaisons with local farmers were firmly established.

The Target Map is the ideal tool to use when you have a Big Hairy Audacious Goal to reach and have disparate groups that need to coordinate and collaborate in order to attain that goal. By using the Target Map technique, a concrete plan was developed for DS to increase the purchase of local produce while achieving its financial goals. The larger result, however, was the buy-in achieved and the understanding fostered between those

with a strong desire to increase sustainability and those responsible for profit generation. ■

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ENDNOTES

1 Western Washington University Strategic Action Plan, *Vision—Mission—Values—Objectives—Actions*, www.wwu.edu/president/action_plan.shtml, accessed March 10, 2008.

2 For example, Julie Lockhart designed and teaches a course called Environmental Accounting.

3 Audrey Taylor, "Reaching Big Hairy Audacious Goals: Creating a Management Control System through Target Mapping," *Strategic Finance*, February 2008, pp. 42-49; The BHAG concept is from James C. Collins and Jerry I. Porras, *Built to Last: Successful Habits of Visionary Companies*, Harper Business: New York, N.Y., 1994; and James C. Collins, *Good to Great: Why Some Companies Make the Leap...and Others Don't*, Harper Business: New York, N.Y., 2001.

4 "Authorizing school districts to establish a price preference to purchase locally grown food," HB 2709 - 2007-08, http://apps.leg.wa.gov/billinfo/summary.aspx?bill=2709&year=2007; and Senate Bill 6483 (SB 6483-2007-08), http://apps.leg.wa.gov/billinfo/summary.aspx?bill=6483&year=2007.

5 Eliyahu Goldratt introduced the Prerequisite Tree (PrT) in training sessions at the University of Dayton in August 1991 as part of the Academic Jonah Course, cotaught with Jim Cox and Johnnie Blackstone of the University of Georgia. Cox and Blackstone taught in the University of Georgia College of Business Department of Management. Goldratt used the term "flying pig" to describe the intermediate objectives required to overcome the obstacles to the goal. In other words, these goals will happen "when pigs fly." Kathy Suerken, president of TOC for Education, introduced the simplified Ambitious Target Tool in training sessions to public school educators in 1996 in Detroit, Mich. Further simplifications were made by Larry Till, an assistant principal at Joy Middle School in Detroit, Mich. The Ambitious Target Tool identifies the Ambitious Target, lists the obstacles, determines the IOs, and then determines tactics to achieve each IO.