



GPS 212° P.T.I.



## (PREVENTION PROJECT TO INTERVENE)

### INTERVENTION: IT IS POSSIBLE

"Surround people with world class talent and they have a tendency to act like the talent."

*(Bill Strickland- Founder Manchester Guild and Bidwell Training Center.)*

### THE GPS 212° P.T.I.

#### PREVENTION PROJECT TO INTERVENE

The purpose of the GPS 212° P.T.I. is to re-route transforming internalization, skills and understanding within the community of parents, educators and youth. The Ark Angel factor is to use our expanding network to inspire transitional teaching approaches and leadership connections within culturally diverse communities. The strategy is also an incremental action blue print directly aimed at assisting, preparing, and responding to educators who often have tremendously low odds of serving difficult to reach youth effected systematically by cultural factors that were not of their choosing.



#### PROJECT VALUES AND ASSUMPTIONS:

Excellent leadership projects must be based on clearly articulated values and a philosophy which reflects those values. This **GPS 212°** model is based on valuing and promoting growth and learning, inclusivity, openness, creativity, flexibility, innovation, and harmony. It also uses a system approach which defines leadership as a system involving the character and competency of the leader and the character and competency of the follower and the chemistry context in which they interact. This means that each member of a group has both the potential and responsibility to be a "212° leader" contributing her/his unique skills, perspectives, and ideas to make the group effective.

A first assumption is that youth are capable of developing their leadership potential through the same process (analyzing issues, problem solving, increasing self awareness, developing skills, applying learning, etc.) as adults and thus concluded, even with adults. This model assumes that youth are capable of and can benefit from developing "locomotive" mindsets as well as gain new lenses of value to analyze personal and even community issues, determine strategies for dealing with those issues, and implement action plans. Thus, a consequential personal empowerment is birth.

A second assumption is that people are different, experientially and culturally. This makes it important that learning activities address a variety of learning styles. Development exercises must be designed to actively involve participants in a variety



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of experiences and assist them in learning from those experiences. Participants thus have the opportunity to acquire and actively practice new skills.

### **PROJECT PARTICIPANT:**

The model is designed to directly involve youth ages 12-19. This age group targets youth who are old enough and mature enough to comprehend the complexity of life lessons being taught, internalize knowledge, and come to an understanding needed for effective leadership. They also should have (or be capable of attaining) a basic knowledge of their community in which they live and the issues facing that community since that will serve as an important tool to reinforce certain needs for leadership.

### **SELF AWARENESS:**

One of the major psychological issues for adolescents is the factor of getting accurate self awareness compass settings to govern their responses to life. This means that the component of self awareness is crucial to a youth development project. Youth must and will be given time and directions to reflect on their own values, talents and skills and ways in which they could best use their abilities to provide service for others. Strategy will be to place individual values and goals into a cultural and personal context to assist youth in better understanding the impact of their cultures on their own values plans and impact as a leader.

This project is centered around numerous leadership curriculums including the “Seven Habits of Highly Effective Teens” and the “Seven Habits of Highly Effective People” authored by Sean and Steven Covey.

This project is credibility driven in part by “A MODEL FOR COMMUNITY- BASED YOUTH DEVELOPMENT” authored by Susan Doherty with credits to the Effective Communities Project. (Provided in it’s entirety upon request)

It is also with great gratitude that this project is outcome shaped in part by “The Art Of Community”, a audio-visual presentation by William Strickland, the founder of the Manchester Craftsman Guild and Bidwell Training Center.