

EXECUTIVE SUMMARY

Talent Discovery Education

Lighting The Way for a Dynamic Workforce!

VISION, MISSION, IMPLEMENTATION in ANY COUNTRY

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Exploring The Heart of The Matter

¹For the better part of the last 5,000 years, educational strategies have been centered around avenues of communication and skill development related to agriculture, sports, and music. In recent times, the Industrial Revolution, inspired by physics, electronics, and other contemporary fields of study, has also entered the picture. However, regardless of the skills required to nurture success in any field of interest, the educational goals have mostly remained the same. Unfortunately, these goals are primarily motivated by the fear of survival.

Through the transformative principles of Talent Discovery Education (TDE), we are not just revolutionizing education but also shaping a brighter future. The implementation of TDE talent discovery principles will not only demonstrate the power of present-moment, life-centered awareness over fear-driven awareness – a survival-focused mindset but also pave the way for a new era of educational excellence. At the heart of our vision is the aspiration to help individuals uncover their Maximum Talent Capability (MTC). By seeking a student's MTC, we shift from defensive, survival-oriented thinking to pursuing excellence aligned with their innate talents. This sparks a genuine motivation for individual excellence, empowering everyone involved to discover and embrace their unique abilities and fostering a sense of hope and optimism for the future of education.

In the TDE process, we affirm that our influence is confined to areas where individuals are receptive and inquisitive. We do not seek to alter minds, as minds have always followed the heart's curiosity. We aim to cultivate an environment where each individual's natural talent is acknowledged, embraced, and refined. This strategy ensures that educational and occupational success can naturally evolve from their Inherent talents, fostering a sense of reassurance and confidence in the non-judgmental and non-coercive nature of our approach.

Therefore, the TDE system, in its most comprehensive form, is a holistic, love-based exploration of the human spirit. The objective is to operate on the timeless principle of "Love will find a way." We have unwavering faith that the TDE Principles will equip individuals with the direction necessary to uncover their MTC. TDE establishes an ecosystem-like setting that facilitates this natural progression. The "means" will be an environment that fosters, motivates, and exposes excellence in the individual. This is the aspiration of TDE, an outcome we can all confidently anticipate.

This is how a TDE environment begets positive student self-esteem, as where self-esteem is present, the following will disappear from the school campus AND the community as a whole:

- Bullying – *as students have reason to respect everyone.*
- Stops Teen Suicides *driven by zero self-esteem and no purpose for living.*
- Crime and Prison Population drop *once individuals discover their MTC.*
- Reduces Drug Addiction – *as the courage to say 'no' is learned and embraced.*
- Stops or Vastly Reduces student Dropouts *as a compelling purpose in life is discovered.*

¹ In this section, excerpts taken from Ken Carey's book, Star Seed Transmission are used to best describe the difference between the old paradigm principles which humanity's historically embraced educational process and the ones Talent Discovery Education adopts.

- Poor Student Performance *caused by Low Self-Esteem is greatly diminished!*
- Employment work ethics improve. *Employees who love what they do improve the business.*
- Investments in Country Improve. *Investors are looking to invest in talented workforces.*
- Community Innovation Improves. *Self-esteem improves innovation and new businesses.*

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Talent Discovery Educational Vision:

TDE has two educational training environments: K-12 (Grade Schools) and Trade-Schools Shopping Centers. TDE's vision is to create a highly efficient Education process and workforce development modalities. Each one will be a community-driven, multi-trade exposure, talent discovery, and life skills teaching/training process that will successfully assist thousands of students each year in finding their natural, heart-centered, God-given talent(s). This, in turn, will allow each to find work for which they are highly committed, challenged, and fulfilled.

Vision Commentary: Regardless of one's past—whether they've dropped out of high school, have an incomplete college degree, been imprisoned and re-entering the workplace, living below the poverty line, become displaced workers, or are one of a host of transitional workers who have not found their working niche in life—TDE's vision is to provide them with an opportunity to start anew, offering gainful employment as a result.

This community job training institute will also serve as a critically needed talent discovery and development service for hundreds of investing member companies seeking to hire folks who not only have a proven interest and natural abilities in their respective trade – but have demonstrated through one of the many 'live working' trade schools within the TDE complex, that they know what work-ethic-excellence looks like and are capable of displaying it once gainfully employed. Having accomplished this, the system will provide a 100% job placement service process through the creation of a living, hands-on training, educational, and learning environment that conveniently furnishes the individual with the means of first discovering and then training for an occupation that compliments their Maximum Talent Capability (MTC).

“The means will be an environment that encourages, motivates, and exposes excellence in the individual.”

The TDE Missions:

K-12 Mission: To create a TDE educational environment in public schools, the path where students learn the Seven Principles of Talent Discovery, and a clear path to finding and pursuing a life in their MTC.

Trade School Centers Mission: TDE's mission is to create a self-sustaining networking system that operates within a mall-sized, multi-industry, maximum talent discovery and training complex containing 80-150 independently owned and operated trade schools that are built to provide individuals from all walks of life with the ability to explore, live, experience, and thus discover their working trade or career in life.

Mission Commentary: Talent discovery is a three-step process. It begins with acknowledging and understanding that talents are a natural part of our original package. Second, it requires curiosity on the seeker's part to walk the discovery process. Like the cabinet-climbing curiosity of a child, most parents easily relate to talent discovery for adults, which requires a like spirit, albeit a much safer one. For most adults, this in-born curiosity needs rekindling as it was discouraged and repressed during adolescence for most – even though it too is a natural, pioneering part of each of us. Thus, without curiosity, the process is easily compromised.

Embracing these first two steps, the third is having an educational environment that believes in every student's MTC potential. This is of critical importance. If educational leadership, teachers, and instructors don't believe in their students until they naturally believe it, *commitment to mastering* a trade will not be maintained. Therefore, “*Commitment and Competence are the two keys to success,*” explained by Ken Blanchard, author of *The One Minute Manager*, and other books espousing the same accurate, simple, but profound reality. One without the other is like a great car devoid of wheels.

Lack of commitment stems from a lack of self-confidence. It is the cause of failure in most new endeavors—not because of lack of ability, but because if commitment isn't maintained, it will almost certainly be overcome by disillusionment. It's fundamental to any teacher/student learning situation. If supporting belief in the student's talents isn't present, failure almost certainly will come—both for the teacher and student equally.

Implementing K-12 Talent Discovery Education in Any Country:

K-12 Talent Discovery is all about teaching the *7 Principles of Talent Discovery* to every student and using them as benchmarks for coaching success. Once these are strongly promoted in the school and parents are educated on them, change will happen immediately, and student performance will be quickly noticeable.

Let us again emphasize that Talent Discovery Education is about maximizing student self-esteem, and any student with high self-esteem will quickly achieve performance excellence.

As for a school's educational curriculum, everything stays the same. Reading, writing, and related communication talents should all be maximized; as well as Math and science, etc., The only insisted-upon addition to the curriculum is the teaching of 'real-world application' of these, so students become aware of the 'purpose of each' in the long term. Students should be educated in all fields where their talents in the fundamentals can be applied in future workplace settings, as math goes to accounting in business etc., as writing goes to journalism, etc.

At the bottom line, once school leadership and teachers embrace the following "7 Principles of Talent Discovery," and as students learn them, their lives will be changed forever.

My 7 Talent Discovery Success Principles! (Written for Teaching Students):

1. I'm Already A Winner!
All my talents for life success are natural and already inborn in me. They need only be developed to ensure my winning! All talents are available to All!
2. Belief Starts My Talent. Talent discovery and development require my belief that "I Have The Talent To Win Good Grades In School." My teachers and parents know this—I now know it too!
3. Curiosity Finds Them. My talent development is 'maximized when my curiosity is turned on. Nurturing my natural curiosity makes learning fun, easy, and successful.
4. Practice Masters Them.
Talent mastery requires practice, and it is typically the difference between a grade "C" and an "A." Practice is the key to talent mastery and winning at anything in life.
5. Commitment Ensures Talent Mastery. Talent development or mastery requires my commitment. Knowing what commitment is, what it looks like, how it works, and how it's applied makes or breaks my winning in life. I will master commitment, and I will win in school!
6. Courage Promotes Them. Being courageous is my commitment to myself. It is self-respect in action. True Courage says, "It takes courage to always choose my talent discovery and development for me first."
7. Competence Locks My Talents in Place! Understanding 'competence' is the key to my "freedom of choice" in the future! This requires my mastery of reading, writing, and math—all these are talents I can master through practice in every class to ensure I can do what I love doing for the rest of my life.

*"I'm not any more intelligent than anyone else, just fortunate to have found an area that matches my interest and ability."
- Albert Einstein*

This is it. K-12 TDE implementation is this simple: adding promotional posters, flyers, and suggested discussion groups with parents is all educational leadership needs.

Implementing Talent Discovery Trade School Centers: The following executive summary outlines the creation of an innovative talent discovery, workforce development, and job training process that will place people in career-based employment in weeks or months versus years. Though ambitious, the plan’s fulfillment will be accomplished by facilitating a highly talented and passionate team of professional teachers willing to make a difference in the world. Populations served will encompass high school and college dropouts, those living below the poverty line, parolees or inmates re-entering society, displaced workers, transitional workers, and the host of folks who simply have not found their working niche in life – or need a new one.

TDE Trade Center must be a non-profit, community-driven, umbrella-style organization developed to facilitate an individual’s *Maximum Talent Capability* (MTC). Exploration and discovery of one’s MTC will be efficiently conducted through assessment testing, direct exposure, and evaluation (window shopping and more) of 80-120 consortiums of independently owned trade schools. These entrepreneurial-driven and profit-based schools will ultimately be housed within a mall-like trade mastery complex. Once MTC is validated through exposure, evaluation, and trial analysis, it can be cost-effectively honed through a chosen occupational trade mastery training program offered by one of the TDE system-qualified schools. The community’s demands for talent will create the specific focus areas functionality.

“...job talent discovery will flourish by the educational process of finding one’s inner passion, exploring it, and then developing strategies to pursue it.”

Fundamental operational training principles required for trade school businesses to qualify for operating under the Center’s school umbrella are: they’re members of TDE Center and have agreed to abide by these operating educational principles; they are supported by the industry or trade they will train for in the form of paid, talent development investment membership – or businesses who wish to employ graduating students; they deploy an educational program that includes live-working, experientially based, hands-on training; they provide a 1-6 month *living* curriculum – depending on the trade – where a student can “gain experience and be educated” simultaneously; and finally, they provide a student with a natural talent discovery validation plus an ‘apprenticeship trade-mastery certification’ for any given profession selected.

These core operational principles provide a natural outcome of benefits to any Talent Discovery Trade School system graduate, including a “hiring base” of supporting membership that helps ensure 100% job placement for any of the trade school’s graduating students. Additionally, state-of-the-art training equipment and supplies will be used in training as each industry vendor group must invest in membership and provide training equipment to be involved. Lastly, membership endorses school ownership – thus, it will only support the best of the best trainers and teachers of any given trade, and each school is privately owned and operated, further ensuring these champion caliber trainers and teachers will make incomes comparable to direct industry employment – again affording trained students with highly credible instructors and employment advocates.

In short, Talent Discovery Trade Schools will provide many companies with the means to acquire proven talent for their trade. This, in turn, will naturally maximize their global competitiveness through the systematic approach to hiring personnel who have a proven, heart-felt interest and natural talent for what they do.

Creating A Fully Operational Talent Discovery Trade Complex:

The following five-phase process was developed to meet the vast organizational challenge of developing a fully functional TDE complex. Assuming successful completion of each of the following steps, a fully operational TDE complex will open its doors within 12 months and quicker for many schools requiring little infrastructure.

Phase #1: Develop full community engagement in the process. Community service organizations, churches, high schools, colleges, universities, and the multitude of persons willing to make the TDE

Center project successful must be involved for the process to work. Yet, unlike any other process introduced to date, such involvement will create numerous measurable social benefits. This involvement will come in the form of paid, sponsored memberships that affirm the community's willingness to support the effort while encouraging consistent engagement as the process evolves. In essence, Phase One is a feasibility study. Funding received more than operating budgets will be used to assist trade programs that embrace the TDE operating principles before opening their facility – thus pre-qualifying them to locate their trade school within the complex. Phase one membership funding will be approximately \$10M, of which half will come from grants and the other through 250+ members, averaging \$1K each.

Phase #2: Develop the multitude of career training paths that industries will support through paid membership involvement.

The TDE system is geared to provide 100% job placement, so developing an Industry Needs Assessment for the future is critical to career path designs. This phase will be focused on determining the starting number of training schools or centers needed in the TDE complex. These all have to be brought into career paths and talents-based programs that can then be represented through TDE in such a way that provides maximum exposure to potential talent-based career activities available throughout the economy. Having identified the top 100-plus career path development areas needed for various industries, this process of career path development would begin. The criteria for career paths would be focused toward those areas where corporations would actively support three-month training programs through annual membership fees, which would, in turn, provide them the right to open a trade school and/or recruit from a specific area of talent development. Phase two funding is expected to be approximately \$10,000,000 or have 1500 members, averaging \$1,000.00 each, with grants making up the difference.

“By the right exposures, everyone can succeed if they are first reached by seeing it for themselves, then coming to trust it, and at last, coming to believe in their own natural talents.”

Phase #3: Development of Process Procedures and Administrative Protocols.

Phases three through five will begin very closely together in timing. During phase three, the process of determining what each school's program director will be responsible for and what other schools may perform for them will be completed. For example, the mall-like complex will have an accounting trade school, one for sales training, and one for marketing. These schools, needing to run *“real-life work as the foundation of the learning process,”* will then be accountable for servicing other trade school program directors in developing their program's success. This is the key to the overall success of the system and making the TDE complex a “virtual economy” under one roof.

It is the vision of TDE that each school is independently owned, profit-based, and operated by the program director. The TDE schools are set up this way so that innovation and speed of change can quickly be orchestrated as an industry's evolving needs call for it. The ability to change and adapt to real-world conditions is critical to the TDE process. As such, TDE's staff and organization as a whole serve the schools at a non-profit level, providing a student recruitment vehicle (the TDE complex), providing talent/skill assessment, assisting with loans/grant obtainment for charitable purposes, both direct and indirect, while providing operating consulting promotions for each program director. This, in turn, will allow program directors to focus on doing what they do best – assisting in the career path exposure and honing the skills of those who have discovered a talent in the trade they serve. Phase three membership/funding budgets, while needing to be refined, are estimated to run at approximately \$10M with 2500 collective total school members contributing \$1K each, \$250K annually, along with grants.

Phase #4: Determine Trade Program Leadership Champions. Once appropriate levels of operating clarity for the actual establishment of the TDE complex are reached, the final selection of trade program directors will be the next order of business. It is anticipated that the process of choosing the various career paths will have naturally developed from recommendations of TDE membership, providing a good, solid list of interested directors – with many already having adopted the TDE operating principles of success. Thus, phase four is a final “checks and balances” process where we fill in the corners of perfection based on the protocols established in phase three, ensuring that the remaining trade school selections embrace highly qualified program directors, both for each career path and the industries they serve. Phase four funding budget is estimated to run upwards to 100,000,000.00, for which we expect to have 500 members plus funding from grants.

Phase #5: Design and Build the TDE Complex of training and career development. The design of this facility will be similar to a fully enclosed shopping mall and zoned in such a way as to allow for a multi-trade operational environment, including the printing trades, metalworking, banking, accounting, promotions, security, maintenance, childcare, health care, and entertainment, to name just a few. In short, it will be a virtual economy under one roof. All trades selected will have their own living/training environment, providing a means for students to learn the trade by living it. This facility is key to the overall talent discovery process, plus it complements the known need to provide middle and high school students with a village where they can explore potential careers. Besides the skill and interest testing to be provided as part of the TDE process, the TDE complex will provide for a wonderful observational, three-dimensional, living review of those trades that may move the hearts of students seeking a career they can be successful at in the long run. Phase five funding budget will naturally have to be refined after much work but is to include the complex building funds and expenses for three years. This is expected to come from 1000+ members, fundraising activities, plus grants from state, private and federal sources.

“Building character, a good work ethic, and strong self-reliance living skills is the key to assisting many to get back on their feet.”

Additional TDE Trade School Complex Potential Features:

- *Community Non-Profit Organizational Space:* The complex must support the many organizations that currently provide invaluable human resources and development services to the community. Employers often encourage charity work. To attract these volunteers and applicants, TDE Complex will provide an outlet within the community for their many talents. Additionally, it is envisioned that these non-profits will assist in the various TDE scholarship and recruiting programs to be made available on behalf of all the schools.
- *Talent Discovery Educational Exploration Space:* Community non-profits will also play a critical role in the talent discovery training process. Therefore, it is important that the TDE Complex provide a multitude of community forum auditoriums and meeting rooms. Within these rooms, job talent discovery will flourish through the educational process of finding one’s inner passion, exploring it, and then developing strategies to pursue it. This process, like the many trade schools within the complex, has to be multi-dimensional if it is to reach everyone.
- *Continuously Running Job Fair Space:* A fully enclosed mall-like complex will provide the perfect atrium space and environment for businesses to host job fairs on a continuing basis. Such fairs will provide additional awareness and advertising through direct community involvement. This will be a forum for many students, as well as companies, to connect for temporary employment while going to school.

- *Living Accommodations For Visitors From Out Of State:* The TDE complex is also envisioned to have a “real-life” hotel which will enable each school to provide convenient and cost-effective accommodations for visiting member industry personnel. These members will come to take a multitude of specialized seminars offered by the schools, conduct testing and research at a specific school, and review equipment or process performance improvement offered by one of the many vendor members involved with the schools.

The Educational Goals

TDE Complex’s educational goals are first and foremost anchored in providing an educational environment that maximizes the means for discovering a student’s natural talents. For most people, determining what they want to do in life has been a long, unfruitful process of discovering what they *don’t* like to do. Many individuals can relate to this process, having taken one or more jobs in an effort to simply pay the bills. Jumping into a job for which there is little interest, let alone talent, is a costly trial-and-error discovery process resulting in disillusionment for many. At worst, such behavior contributes to overcrowded prisons and ever-rising rates of suicide in our young adult population. Short of this, these survival-based employment choices spawn hopelessness that accentuates disorders like *alcoholism, drug addiction, and prescription drug abuse* as a life without purpose leads to a slow death. Our educational goals at TDE then must offer hope in the form of alternative choices.

“Inner freedom is discovered through finding the passion for living within one’s heart.”

The key? Help every student find his or her true niche in life. TDE intends that these educational processes offer hope for all and guide each one in the discovery of their purpose in life while providing the means to fully embrace that uplifting experience. The TDE environment will complement, support, and speed up the discovery process.

While science and psychology have made great strides in career and interest testing, most agree that these methodologies all too often fall short. This shortfall isn’t the result of the testing or the interest exploration process per se, but rather, it is due to the fact that the process itself is limited. It stops where TDE begins. For this reason, TDE is an idea whose time has come. *It will fill a very large void in the current educational process and meet an urgent need for committed, well-trained workers in our community.*

The Societal Benefits of TDE Complex:

TDE will provide a single location where 85-95% of a community’s workforce population can explore and find their working niche in life – regardless of their past experiences, formal education, or living experiences. Having up to 150 trade schools, training, or skill development processes under one roof offers the convenience and power of the team to any local community. Trade schools that teach childcare, culinary training, complementing mechanical trades, hotel, basic health care trades, and entertainment training can all thrive under this one roof, providing a virtual self-sustaining economy at one location!

All schools involved with the mall would be required to offer some free services to other TDE members...as part of the fundamental ‘life values’ teaching process. These free services provide the TDE Complex the ability to get those at or below the poverty line trained to engage in life at a new level. With a TDE training process in any community, welfare ultimately wouldn’t be needed. These free services during the training process would be key to them getting a new start. Whether it’s childcare or just a good meal, other student training programs can be organized to provide complementary services that allow fellow students the personal assistance needed to get a new start in life.

Each school providing training must have job opportunities available at the end of training, so getting people off of welfare, unemployment, off the streets, and out of the jails, would be a natural process and criteria of each school or training center involved. Each of the schools in the TDE complex must have an “industry membership program” where their trade pays them an annual membership/sponsoring fee for training new employees for their industry. While these fees may vary, it is the fundamental foundation of each school’s commitment to staying engaged in their industry. *If there is no membership, there are no jobs, so each school would flourish or fold as its industry mirrors the same.* This ‘membership criteria’ then becomes the natural evolutionary process where training mirrors the changing economy.

Additionally, TDE will open its doors to providing as much as possible self-improvement training and life skill development forums to help many disillusioned folks positively connect with the process and re-engage their lives, thus fostering a positive attitude embracement of their life. Helping others solve their own living problems before they’re at a crisis level is a key feature to the TDE process. Building character, a good work ethic, and strong self-reliance living skills is the key to assisting many to get back on their feet. The TDE complex, open to engagement for all self-help charities, governmental employment-related departments, and faith-based organizations throughout the community, will provide a multitude of free learning opportunities and mentoring programs in these areas. Space in the TDE complex would be provided for free training and mentoring programs coming from TDE or community outreach programs or by a small fee for those charging for their services. The objective here would be to make ‘life-living, self-improvement skills training’ available to all.

Tentative TDE Complex Funding Requirements:

The single-country budgets created for the TDE project are divided into 5 phases of unfoldment, with a final one covering the first 2 years of operation. These budget numbers depend greatly on each country’s current technology educational demands and their future intention to expand. It’s believed, however, that beyond this, operational funding will also come from the community membership program fees for industry training, materials manufactured, and services provided for testing and research. Tentative timelines (though they may move faster or slower depending on community intent) are as follows, along with tentative funding requirements.

	Set Up Capital Billions	Admin/Infrastructure Billions	Technology In Billions	Totals
Phase 1 – Year 1	\$2.0	\$2.0	\$5	\$9
Phase 2 – Year 2	\$2.0	\$2	\$10	\$14
Phase 3 – Year 3	\$2.0	\$2	\$10	\$14
Phase 4 - Year 4	\$2.0	\$2	\$10	\$14
Phase 5 – Year 5		\$15		\$15
TOTALS:	\$8	\$21	\$35	\$64

Summary:

The TDE system of education can transform the lives of individuals and whole communities. Its goal is nothing short of creating gainful, career-oriented employment for everyone. Its process is built on an excellent educational model that already exists and has demonstrated success.

Once the TDE complex is built, we will have created a thriving process for individual enrichment, from simple to state-of-the-art technologies. We will have provided a door of opportunity for everyone to walk through,

giving people from all walks of life the keys to unlocking the door to real inner freedom. This inner freedom is discovered through finding that passion for living that is within everyone's heart.

The return on investment could easily reach levels we have little dreamed of, from prison population reduction (costing \$20,000 per year for each bed) to increased tax revenues. If TDE schools trained a total of 1000 people who made an average of 30,000.00 yearly, we would have an additional taxable income base of \$30 million yearly. This doesn't consider the savings gained by not having to pay welfare, long-term unemployment and the host of other social services provided because of people's disillusionment in their working lives.

Thank you for your time and interest!

Christopher Harper
TDE Project
Division of HELP Humanitarian Empowerment Life's Projects

Organizational Focus of TDE

TDE's core focus as an organization is to operate as an administrative, instructive, leadership, and research facilitator of an individual's Maximum Talent Discovery process. As such, TDE's focus is to provide a multitude of ways and means for an individual to discover their talent(s) and then engage in skill development where gainful employment can be easily accessed. We will do this beginning in the following ways but remain flexible to adopt new methodologies as they are developed:

- 1. Talent Discovery Education:** TDE will work to educate people throughout society about the fact that everyone has natural, Innate talents that, when discovered and developed, the resulting rewards benefit every aspect of any community.
- 2. Workforce Development:** TDE will work to provide the means for discovering a participant's talent(s) and then facilitate their development and use in a trade that will provide economic self-reliance. The target population will begin with those most in need, extending quickly to those who benefit greatly from the same. We will do this through providing state-of-the-art educational aids available today, testing, assessment, etc...; through providing an environment that assists in exposing individuals to job or career-related activities that provide 'clues of comfort'* to their talent discovery process; and finally, provide participants the means of honing their talents into working skills – that then can be promoted to business owners that are seeking these same 'talented' people as employees.
- 3. Short-Term Training / Employment Development:** TDE will develop a talent discovery complex that provides short-term trade and career development training (1-6 month training courses), housing 60-120 trade schools and serving as both a trade/talent exposure environment and training center. This, in turn, will provide talented, trained students and businesses seeking the same an easy, highly efficient, cost-effective way of connecting with each other. It will provide an employment path where talent is discovered, developed within a chosen trade, and then invested through gainful employment. Additionally, the complex will provide weekly job fairs – so everyone can quickly connect with businesses needing help – both short-term employment (while attending school) or where talent is already discovered and just employment is being sought. Within this complex – everybody wins!
- 4. Talent Discovery Research:** TDE will develop funding programs to further evaluate and develop the talent discovery process, measuring the success of current methods and working to improve on these successes.
- 5. Making Talent Discovery Easily Available To Everyone:** TDE will facilitate student financing by developing a loan program that students can repay once they embrace gainful employment.

Having developed this system of talent discovery and development, TDE will work to assist others in setting up programs within their communities.

*Clues of comfort refer to those activities that an individual feels comfortable performing or where their senses (sight, touch, taste, smell, hearing) aren't repulsed by their physical or genetic makeup.

The Operating Principles of TDE Complex

Operating & Educational Principles for TDE Trade Schools

Principle of Individual Maximum Talent Discovery (MTD):

1. **Everyone Has Natural Inborn Talents:** First and foremost, all TDE activities, efforts, and actions are grounded in the belief that everyone, regardless of race, education, background, faith, age, or sex, has a natural inborn talent—for which TDE was created to help discover.
2. **Talent Discovery Begins with the Pursuit of Excellence:** TDE founders and members believe that MTC begins with a heart-centered, intuitive exploration process that starts with an individual's 'natural desire' to pursue excellence in life. This process begins by mastering fundamental success principles that are the foundation of anyone's process of MTC. To embody this MTC foundation principle, TDE training will provide a multitude of required curricula that focus on such topics as *What Commitment to Excellence Looks Like, Mastering Work Ethic Excellence, Positive Attitude Training, Mindfulness Training - the Art of Making Healthy Choices, Decision Discernment; The Art of Self-reliance*, etc.
3. **Experience Affirms Talent Discovery:** TDE's members know Maximum Talent Discovery is ultimately affirmed in the three-dimensional environment of 'doing live work' in the vocation chosen. All trade/job training programs will provide the TDE student with both the theoretical foundation training and the 'living experience' of the trade to ensure the discovery process is complete.

Educational Process Principles for TDE Trade School(s):

1. **The Educational Process Must Assist In Talent Discovery.** The educational process of TDE school first must provide a fully experiential '*exposure environment*,' where students can fully understand the complete breadth of any given trade. This must be done where 'actual live work' is being performed so that the mind (the theory is seen), body (the pressures, practices, smells, sounds, and feel are experienced), and spirit (full intuitive stimulation) are provided for maximum trade/talent discovery.
2. **Education Must Be In A Live Working Environment.** The key to this process is educating in a "real-life" environment where each student's learning faculties are at 'peak alertness' levels. Each training process within the TDE complex must aim to educate each student to a qualification level of '*Master Apprentice*' (MA).
3. **Practice Makes Perfect / Self-Mastery In Action.** The practice of consistency causes less separation between what one believes or thinks and how one acts. When the two (body and mind) are in sync or alignment, they act as one, the way they were meant to function. *Thus, the TDE process of education is literally 'self-mastery in action.'*

Trade School Membership Involvement Criteria for the TDE System:

1. **Trade School Must Have Industry Paid Membership Support:** Each TDE system trade school must have paid membership support that is comprised of the trade's companies (the vendors to the trade and the companies wishing to hire the trade-educated graduating students). These members join any school(s) in an effort to develop and hire the students who 'discover their talent' related to their trade needs and wish to pursue employment. In this way, each school has members who have job opportunities for its graduates.
2. **Trade School Seeks Only Talented Students:** All trade schools within the TDE system or complex must recruit students through the TDE process of talent discovery – seeking only those students who have affirmed their interest – and have chosen to work toward mastery of the trade.
3. **Less Than Six Months Training:** Each TDE school must have at least one training program that is less than six months, preferably one to three months, so students can quickly engage in the trade and continue their 'trade mastery process' through gainful employment.
4. **Real-World Learning of The Trade:** Each TDE system school must be set up in such a way that affords students the ability to experience the real-world learning of the trade, ensuring that there are no surprises once a student enters the trade. More than 70% of the educational process must be hands-on, real-world, live trade training, where the student is fully exposed to the work that they will be performing once gainful employment begins in the trade. This both speeds the learning process and ensures complete exposure to any given trade activity.

TDE Project

Phase One Rollout Plans

TDE Complex phase one rollout plans include 3 key operating activities, summarized as follows:

1. Membership Development

- A. Launch a promotional campaign aimed at developing membership to TDE's Talent Society. The goal for the year is to have 250 business members, averaging \$1000.00 per contribution. Membership fee schedules for organizations is a minimum of \$350.00 + \$10.00 per employee per year.
 1. Develop PR campaign to produce news articles, radio talk show interviews and general community awareness.
 - Expected Outcome: Develops 50 Members
 2. Implement a focused direct selling, membership development effort, directly contacting business via telephone and visitation.
 - Expected Outcome: Develops 150 Members
- B. Offer training programs for businesses that guide management in maximizing their employees' talent development on the job, providing leadership techniques that successfully create an environment for greater workforce talent productivity.
 - Expected Outcome: Assist 20 + businesses to improve their overall employee productivity through the better management/leadership techniques offered in this program.
 - Expected Outcome: Provides a TDE membership incentive by offering discounts to this type of program, complementing the membership development efforts.
- C. Develop a fundraising gala called the "Talent Discovery Ball," where high school students, under a curriculum program sponsored by TDE called "Exploring Our Talents," share the outcomes of their exploration with the Ball attendees. Develop goals to ensure funding comes in as expected; however, if needed, the program will begin involving schools for a given period of time.
 - Expected Outcomes: Develop 50 new members and provide other members with an exciting benefit that they can attend.
 - Aids in establishing community awareness of the TDE Project.
 - Provides school leadership and students with the awareness or orientation to the Talent Discovery Process – nurturing student curiosity and commitment to exploring their workplace talents.

2. Conduct Talent Discovery Training Programs

- A. We offer Monthly Talent Discovery Training Programs for the benefit of job seekers, high school students, and folks re-entering the workplace located in surrounding counties. Our aim is to build their job or educational self-confidence by reinforcing the fact that they have talents they can capitalize on to obtain employment.
 - Expected Outcome: Provide seminars for an average of 50 people monthly or over 500 people for the year.

- Expected Outcome: Through the seminar program promotional materials, it's believed we'll begin changing the tide of educational emphasis from that of simply surviving to that of talent discovery.
- B. Create a Short-term Training Availability Program Guide that lists the areas with short-term training programs that offer career opportunities. The guide would be distributed through Work First Programs, the Prison system, and a host of other employment-serving charities/ non-profits throughout the local area.
- Outcome Expected: Provides a one-stop, single-location guide that efficiently provides jobseekers and job councilors with communication tools about what's available along the continuing education lines—that offer job opportunity skill development.
 - Outcome Expected: This booklet reinforces the principles of talent discovery in written form. Being that job hunting can be at times challenging, this booklet provides a means of nurturing an open mind so that people are more open to pursuing work they may not have ever considered.
 - Outcome Expected: For the first time, we'll have 50 plus short-term training programs listed and outlined in one location.
- C. Explore the Development of a mini-village exposure program for workplace exploration. Using the successful grade school programs as a basic model, we seek to develop a similar model for adults, yet incorporating a job fair program location and a job video previewing center (video currently available through the Dept. of Labor) where folks can explore opportunities they may like to pursue. Here, we aim to build a program that will expose workplace opportunities for adults that is actually similar to the economic villages now being run for grade-school students.
- Expected Outcome: This project seeks to change the disillusioned job-seekers' attitude from one of being a victim of the system to one of hope and opportunity by fueling their curiosity about finding something meant for them to accomplish. Through this mini-village exposure program, we expect to provide an ideal environment for our ongoing monthly programs of exposure, continuous opportunities for exploration for anyone visiting, and a bimonthly job fair program.
- D. Provide Special Seminars to troubled, at-risk students in middle and high schools. Currently, the school system has specialists working with troubled students in the community or surrounding area. We look to supplement this effort through a highly focused talent discovery program.
- Expected Outcome: Assist 100+ students in refocusing their educational efforts from just needing to survive to talent discovery, providing at least 25% with the encouragement needed to stay in school.
- E. Develop and Implement a Job Exposure Program. Working with TDE membership, begin a process of a job exposure program that allows interested parties to spend 1-3 days working side by side with people performing various jobs. This program would require hands-on activity by the participants so that they get full exposure to what is involved with the actual work.
- Expected Outcome: Our aim with the job exposure program is to have 100 folks participate in the program over the course of 12 months, providing a process that gives them a real feel for the actual job(s).
 - Expected Outcome: Provide us with a program that we can build into a process of assisting folks in exploring a variety of careers in weeks and months rather than years.

3. Trade School Networking Program

- A. Begin developing relationships with area trade school/training center programs by creating networking efforts and educating existing trade schools on the TDE principle and the ultimate benefits of being involved.
 1. Provide bi-monthly orientation forums where current schools, instructors, and /or consultants now working in the market can learn more about the TDE program and how they can win by joining our efforts and adopting our operating principles.
 - Expected Outcome: We look to establish a clear message that the TDE project isn't competitive with other efforts but complementary.
 - Expected Outcome: To have 20 schools become interested in starting up a new TDE program or becoming a TDE educational trade program.
 2. Print and distribute the "Short Term Training Programs Charlotte Area Guide" as noted under 2-B.
 - Expected Outcome: This demonstrates that we are not looking to compete with anyone with local trade school-related programs.
 - Expected Outcome: Thousands of unemployed, underemployed, and displaced workers will have a convenient guide of places where they can pursue talent development and/or job-related training. Additionally, it will provide them with facts about their maximum talent capacity and the discovery process for finding it.
- B. Assist interested schools and/or individuals who wish to start a TDE school. We'll assist them in adopting the TDE principles and help them to develop a member community in order to qualify its existence.
 1. Provide a monthly training program that covers opening and running a TDE school.
 - Expected Outcome: Train 5-10 program directors on new school start-ups and how to make the TDE process successful.
 2. Develop a granting program that encourages schools to establish TDE-based educational/training programs.
 - Expected Outcome: Have 5-10 granting programs active by the end of 2024.