6 [List] Risks and concerns

A.k.a., Project concerns, project risks, reduction factors list, project threats list, harm list, project risk factors, negatives list, negative risk list, risk list, threats list, negative influences list, risk register, hazard list, vulnerability list, potential harms list, negative impacts list, challenges list, negative probabilistic constraints list, negative issues list, stresses list, chaos list, danger list, bad events list, loss events list, risks during execution of transition, defense list, hindrances list, vulnerabilities list, exposures list, susceptibility list, obstructions list, tactical challenge list.

A risk list is a list of potential risks, including identification of sources that could interject risk into a project. A risk list lists potential risk events (in more or less detail). Take note that many of these risks are interconnected, because they relate to individual human beings, who live in an interconnected environment with other human beings. A risks list identifies what might go wrong in the project (or project situation) in terms of scope, time, quality, and quantity, and attributes the issues to internal and/or external causes. Mitigation strategies should accompany all risks (i.e., this is a list of those things a community-type society, and transition to it, must change and/or defend from). A risk can by anything from a light hindrance of the projects objective to a serious risk to a project mere continuance.

The following risks will likely be present during the transitioning from a marketand State-based societal system to a community-type society. These risks will require mitigation plans and defensive operations to minimize or eliminate their possible impact on transition and on the operation of community.

The biggest risk is always becoming adapted (a.k.a., attached, conditioned) to a harmful [belief] system.

> *"We want to change the system, we don't want the system to change us."*

In society, there are the following risks:

1. Individual selfish interest risk. In other words, the perception and life expedience that work is to be done only for the self; these type of societies typically use money. There is also community work and life experience where work is to be done for others, and therein, for the self (i.e., an optimized self may be realized).
2. Participating in the State and the market can transform social movements in negative ways, like becoming more authoritarian, having more social drama and financial conflict, becoming more hierarchical, becoming more bureaucratic (Read: "slow and obfuscated").
3. Participating in the market can lead to groups of cooperatives competing against one another.
4. There is a public (citizen) self-interest risk where individuals compete against one another for:

   A. Education granting access higher complexity, greater reward (money/token) paying jobs. In order to overcome this risk.
   B. Access to commercial products and services because of the money/token.

There are lots of entrenched interests in the market-State with a whole host and great diversity of professions, belief systems, lifestyles. There are employee unions and political parties. There are small businesses and international corporations. There are investors and family benefactors. There are property associations and laws. There are normative cultures and incentives. Employees don't want to lose their jobs and employers don't want to lose their profits (to pay employees and themselves). Those with power-over-others (as in, authority and property) are highly unlikely to release their attachment to it until they are shown a better way. There are ways in organizations emergent in under market-State conditions wield power and influence, and they may want to delay or prevent the deployment of community specification standards and habitat environments that would replace their jobs and restructure society. There are regulations, and bureaucracies take a while to change. Public education takes time to change. Even if there was a large amount of pressure to remove barriers to reconfiguring society more greatly toward community, the actual change could still take a century. There are many (thousands) of bottlenecks all over early 21st century society that are going to slow down the transition, potentially, dangerously so. A strategic intelligence approach to the adoption and execution; during the "take off" of a community-configuration of society it is likely better to use strategically applied central intelligence and agency, rather than assume it will emerge from an ignited (war, fast) or "slow" (no flow, assuming the "other" will do it) in order to safely complete the transition.

The primary categories of risk in any society are:

1. Misuse risks some things we can do with technologies are misuses of the technology (because they put people and or other technology in harm). Some things we can do to others are harmful to them. Misuses are intentionally harmful events.
2. Accident risks sometimes we make mistakes in movement, knowledge and training, or just ignorance and cause a harmful events. Accidents are a harmful event.
3. Physical structural risks because of environmental decay and the nature of a resource recycling planetary system, architectural structures will

decay and become unsafe over time. Architecture can also be designed improperly and pose an accident risk. Human built structures can cause harmful events.

4. Social structural risks sometimes because of socio-technical relations and historical configurations of people and objects in the environment, social structures can cause harmful events.

6.1 Simplified risk categorization by societal sector

Because this is a societal transition process, there are a mixture of risks that must be planned for. Risks may be categorized into the following market-State sectors of society (*The Global Risks Report*, 2024):

1. **GeoPolitical:**
   A. Lack of political will (to improve society).
   B. Presence of war and terror.
      1. InterState conflict.
      2. Internal State (national) conflict.
      3. State collapse.
   C. Ineffectiveness of multilateral institutions.
   D. Ineffectiveness of State adoption of community standards.
   E. Biological, chemical, or nuclear hazards.
   F. Structural/systemic corruption within the market-State.
   G. Regulatory challenges, compliance burdens.
   H. Erosion of human rights.
   I. Failure to adopt community standards.
2. **Public:**
   A. Misinformation and disinformation.
   B. Education, skill and intrinsic motivation gaps.
   C. Erosion of social cohesion, social unrest.
   D. Severe mental health deterioration.
   E. Infectious diseases.
   F. Chronic health conditions.
   G. Negative public perception, common direction damage.
   H. Social inequalities.
   I. Illegal voluntary migration and involuntary migration.
   J. Property damage, safety incidents.
   K. Failure to understand community standards.
3. **Economic:**
   A. Disruptions to critical infrastructure.
   B. Disruptions to systematically important supply chains.
   C. Economic downturns, inflation/deflation, market instability.
   D. Employment disruptions and labor shortages.
   E. Cost of living crisis.
   F. Debt and asset bubble crises.
   G. Legal disputes, liability issues.
   H. Contractual disputes.
   I. Failure to develop community standards.
4. **Environmental:**
   A. Environmental damage incidents (pollution).
   B. Extreme weather events.
   C. Non-weather related natural disasters.
   D. Biodiversity loss and ecosystem collapse.
   E. Natural biological resource shortage.
   F. Natural mineral resource shortage.
   G. Failure to apply community standards.
5. **Technological:**
   A. Adverse outcomes of frontier technologies.
   B. Adverse outcomes of artificial intelligence.
   C. Censorship and surveillance.
   D. Technological power concentration.
   E. Digital inequality.
   F. Breakdown of critical infrastructure.
   G. Cybercrime and cyber insecurity.
   H. Failure to develop technology aligned with community standards.

It is important to note that these risks are interconnected and influentially related to one another within society.

6.2 The risk format

The names of risks are typically written as short sentences or sentence fragments.

The risk set includes:

1. The risk to this project is some hindrance or negative event occurring.
2. To be a risk, there must be a possibility, potential, likelihood, chance, prospect, etc., of a hindrance or negative event occurring.

Examples of risk list identification statements are (
A risk list includes at least the following data:

1. Name the risk.
2. Describe the list.
3. State how likely the risk is to occur.
4. State the harm and consequence that is likely to occur.
5. State how to recover from the consequences.
6. State how to mitigate the realization of the risk (as a vulnerability).

The risk naming and likelihood identifications are usually written in the following textual format (here, there are many ways of saying the same thing, i.e., they all state the risk and its likelihood):

1. The risk to this project is that there will be [*an*

annoying hindrance to serious incident, vulnerability] ...

A. The likelihood that there will be a[*n annoying hindrance to serious incident, vulnerability*] ... is x.
B. The consequences are ...
C. The recover procedures are ...
D. The mitigation controls are ...

2. The risk to this project is the event that there is a ...
   A. The likelihood of the event of ... is x.
   B. The consequences are ...
   C. The recover procedures are ...
   D. The mitigation controls are ...
3. The risk to this project is the occurrence of [*an annoying hindrance to serious incident*] ...
   A. The likelihood of the occurrence of ... is x.
   B. The consequences are ...
   C. The recover procedures are ...
   D. The mitigation controls are ...
4. The risk to this project is the vulnerability (exposure/susceptibility) that there is a ...
   A. The likelihood of the vulnerability of ... being realized is x.
   B. The consequences are ...
   C. The recover procedures are ...
   D. The mitigation controls are ...

6.3 The risk list

A.k.a., The concerns list, the hindrances list, the vulnerabilities list.

The following is a list of potential risks to the project and the realization of a community-type society.

6.3.1 Possessiveness and pre-existing investment

A.k.a., Structural scarcity inertia.

People in the market, even those contributing the common direction of community development, are highly possessive of "their" work, which inhibits future work, collaboration, and overall efficiency. In the early 21st century, conflicts occur individually, interpersonally, and socially given the reactions to threats created by scarcity. Understanding basic human psychological needs (i.e., safety, security, belonging, respect, love, and self-actualization) is essential. Many negative reactions to our common direction are based in fear and sadness regarding the effects and consequences of scarcity.

In a capitalist economy, people therein are invested in the capitalist economy. People are (and have become over time) *invested*, in both a financial (material) and psychological (perceptual) sense. Investment has two sides:

1. The "**principle**" is the amount of money given as a set amount in expectation of more in return.
2. The "**interest**" is the amount of money returned after the principle is returned.

Investments gather rents. There are those who own property, and there are those who rent it. The ones who rent it out literally lord over those forced to rent it those who own property literally rent it out to those forced to rent it. The more rent one can receive from the property one owns the greater the property's value, which becomes important when one wants more money and wants, therefore, to invade the principle to buy something new or buy something big.

6.3.1.1 Psychological investment in the market

People don't "have to have" careers in the market; the market forces people into 'careers' (as labor for money) in order to live (versus sharing common access). A 'career', often, though not always, becomes someone's socio-economic, egoic identity. Some human-manual tasks (jobs) are [f]actually necessary, and the people who do those jobs often find purpose and meaning through their work.

The existence of necessary, purposeful jobs in the market can confuse the issue of there not being the need of an exchange for money in order to live. The market, in terms of the conception of 'to live', does not differentiate between tasks necessary to meet human needed fulfillment (i.e., to live) and those tasks unnecessary to meet human needs (e.g., all financial tasks).

> **INSIGHT:** *Conscious can become embedded in a structure of limitation of potential, and to re-orient beyond the limitation requires conscious separation of one's egoic identity from that that is composing its own [mental] limitation.*

6.3.1.2 Class

Investment in a superiority category egoic complex can hinder understanding. The class-ism (socio-economic) mental model blinds the observer to the presence of what is actually [a human] need for a fulfilling relationship, and not market-drama. The encoding of classism into thinking "blinkers" human needs out in principle. There is no superiority when all have common needs in an environment where common heritage resources can be coordinated to effectively meet human need demand.

6.3.1.3 Markets

Where human need depends on market access, social life activity becomes structured as a series of zero sum competitions over the rewards the existing social structure provides. That which has real life value includes: healthy children and adults, the free development of cognitive and imaginative capabilities across educational levels, meaningful and life-valuable work, beauty open to the experience of all, democratic political systems, free time experienced as an open matrix of possibilities for life-valuable self-expression.

Market rationality states that what is optimal is self-

maximizing choice, which always equates to, more money value for the 'self' is good. For example, higher wages for someone is good because the best of all possible worlds is a money price gain for the exchanges. In total, it equals, self-multiplying money sequences to feed even more money to the top. The multiplication of money sequences is the ruling growth system, with no committed life functions, generating as is observable things which are disposable.

As an information set, the 'market' category can include several information sets:

1. The 'ecology' (ecosystems and organisms, including humans).
2. The 'economy' (profits and the drive to accumulate capital).
3. The 'social economy' (paid and unpaid labour, human and social resources and relationships).
4. The 'social authority' (political, States, governance, and, power over others).

6.3.1.4 Trade

In community, humankind can automatically dump money out of the definition of need, as well as value and approach, since there is no money in the real world (i.e., it is not an actualized or actualizable existent entity). Everything is free of money, free of trade, in actual existence. Nothing has a monetary value attached to it; and there is no need for trade when there is cooperation. In a community-type society, the concept of 'value' refers to an orientation to life, or a dis-orientation to life fulfillment, wherein measurement values (numbers and then logical mathematics) produce efficient services. Hence, in community, all services (and products therein) 0 in the encoding of the concept of trade (i.e., are 0$, 0 dollars). Among community, there is no way to define wealth in the context of a currency since everyone's possessions are essentially $0.

Technically speaking, everyone has access to the same amount of everything; it is just whether or not they are using it or in possession of it at a certain time, and thus, access becomes the new definition of 'wealth'. If someone has access to everything, just as much as everyone else, someone would not likely say "I'm wealthy" (as an identification), because then everyone could say the same thing. If everyone has access to everything, then if one person can say they are wealthy, so can everyone, and thus the defining line between wealth and poverty is nullified. Hence, the terms wealth and poverty as material fulfillment [through the market and State] are obsolete and unusable (i.e., will cause instability in fulfillment when encoded).

6.3.1.5 Competitive advantage

In competition, every major competitor manoeuvres to a position of relative advantage (over other human beings). Take any State military, and they are manoeuvring across all six (or seven) known domains of operations (land, sea, air, space, cyber, human, and etheric-biophysics) in order position themselves such that they have advantages over the other humans organized into States. Multi-domain operations. This type of behavior, seeking and taking competitive advantage over others is innately antagonistic against our common human fulfillment and is likely to perpetuate conflict (aggressive division). Not joint interdependence, but join integration toward something that is meaningful for all of humanity. In the conflict between States (and highly organized dogmatic belief systems) all of humanity are pawns (fodder) for the actions of the State actors. They do this in order to dominate their "adversaries", who are just other common humans. In this type of environment, anything and everything can be used as a weapon, which makes maintaining a state of human fulfillment difficult, because of the unpredictability of behaviors and objects, and thus, unpredictability of fulfillment. In part, the reason for going to war has never changed, and the maintaining of competitive advantage over others naturally produces conflict (war) because people are not cooperating for mutual benefit. Therein, humans with commonality are trying to undermine one another. Those who are the generators of these types of conflict often say, "The most important deception is to convince you that you are not in conflict" [with State actors, who are based upon conflict]. What actually divides us is acting toward competitive advantage over others and not acting toward our common unity.

6.3.1.6 Capital

> *A.k.a., Assuming capitalism, risks due to assuming the belief that "capital" as the means by which a society is built.*

The problem, however, is that utility functions and the relations established between the agents who pursue them in a free market are abstractions that cannot tell us what the consequences are for the natural field of life support and the social field of life development which in reality the capitalist market presupposes.

Capitalism makes a variety of definitional and factual claims, one of the most significantly impactful being the following:

1. Without *capitalists* there would be no *jobs*.
   A. Nothing would get done; wanted goods and services would not get delivered.

One question to this claim, that reveals the belief encoding, may be: What exactly are capitalists doing at their jobs that could not be done without the capitalists? The honest answer is everything, because the workers do the actual work [of fulfillment, the tangible], and the capitalists manage the finances (the intangible resources).

The problem with capitalism is that it comes with the illusion that productive work is being done (when, that

work which is being done by capitalists, or some of their employees, has no benefit to real human fulfillment). Of course, in some cases, the capitalist is also the worker. The power dynamic is obfuscated in capitalism, because decisions that affect everyone are made in secret (i.e., via a closed source approach). Actions can easily turn away from the trajectory of mutual human fulfillment when secrecy and competition is incentivized.

Entrepreneurs and other capitalists are heavily invested (financially and psychologically) in the market-State system. They are invested financially by definition of them being active capitalists. They are invested financially and psychologically in the State in the hopes that it (the State) will protect their access to their property.

In the financial sense, a financial investment is an asset (object of claimed existence) that someone (or some group) puts money (or, property) into with the hope (attached expectation) that it will grow (or, appreciate) into a larger quantity of money. More simply, an 'investment' is the hoped growth of an intangible, and in a market-based societal system, it is the hoped growth of an abstract reification (Read: money) upon which real, material human requirements depend.

> **NOTE:** *The fallacists fallacy Just spotting a fallacy doesn't make an argument automatically wrong, "well I see a fallacy therefore it is wrong", may be a false statement about the claim. The presence of a fallacy simply means that further fact check and examination are required.*

Working class people, by definition, work in the capitalist economy. Not everyone who works in the capitalist economy may define work through capital, but people brought up in the capitalist economy without experiencing a societal system that doesn't encode 'capital' may have a challenging time visualizing a society that works without 'capital'. This perceptual filter (that of 'capitalism') through which "working class" people are likely to see society is likely to obscure the understanding of a society where everyone is "respected" by having their human requirements met optimally without the presence of the socio-economic requirement to work for an exchange.

People who care about the work they do will try to do it better than specification. People who are forced to do work or otherwise aren't interested in the work will generally do the work below specification (because it is easier and they don't care about the final product). Do something because it is good for you and for others, not because it is good enough.

The capitalist State is more than a collections of leaders, it is an institution with rank upon rank of underlings waiting for their chance to lead and maximize their individual profit, and it is woven it to the fabric of early 21st century society.

> **NOTE:** *Capitalists and stock holders are financial investors.*

6.3.1.7 Labor

Labor is the renting [out] your a subject's physical body in order to acquire an artificial intangible which must be used to access fulfillment services and products. Working to fulfill dictated requirements for access. Therein, a labor market is a place where people exchange and compete for exchange (buy and sell) their labor "value". Historically (in the market), a portion of that sale goes to the seller, and a portion goes to the labor market owner/judge (i.e., the State or land-lord). Then, when the laborer works, a portion of each workday goes toward the market owner, for which their is a hierarchy (the employer and then the State). The capitalist takes the surplus profit of the labor.

In part, the job of 'police' (as a labor-market position) is to keep the jurisdiction a safe place for the competing market-players to trade and do other commerce.

Note here that Adam smith also conceived of "work" as dis-utility what someone has to sell into another's property in order to survive. Whereas, cooperative work is utility (i.e., enabling of fulfillment).

6.3.1.8 Scarcity

It is important to state clearly that the nature of any economic structure is to manage scarcity, and generally speaking, scarcity will always exist to one degree or another regardless of any economic approach. In other words, one could argue that solar power (the sun) is a scarce resource when thought about in a "cosmic" time relationship. In an NLRBE, the goal is to employ efficiency in order to minimize "relevant" scarcity to such an extent that within the general functioning of society, no shortage of anything is noticed by the population and all needs are met. So, scarcity is indeed always within the realm of possibility, though its reality can be difficult to discern depending on the context in which it's viewed. In the market system, since scarcity is preferred by the economic structure on various levels, deciphering what our true technical potential is can be challenging.

This is not a post-scarcity system; it is a post artificial scarcity system.

Scarcity was addressed we can get rid of most of the artificial forms of scarcity that we see today and that are imposed on us by authority and competitive market conditions.

Life necessity itself and depends on producing scarcity to extract private profit, this system is a-priori structured against sufficient life goods provision for society.

6.3.1.9 Wealth

The idea of "wealth" has different meanings in different types of society:

1. **The market-based definition:**
   A. Wealth means property. Wealth is material accumulation out of nothing; the abstract intangible mental construct called "debt" and its common operational

named encoding, "currency" or "money" (transactional relationships also seen as use in exchange value, and one of its institutional operationalizations is Advertising (also, from the less dystopic to the very dystopic named categories: Marketing, Social Engineering, Cultural Engineering/Conditioning, Mental Programming, Ministry of Truth and Propaganda).

2. **The State-based definitions:**
   A. Wealth means power-over-others. Wealth is power out of nothing, through force and coercion.
3. **The community-based definition:**
   A. Wealth means completeness of access to human need fulfillment.
   B. Wealth is material resources and the operative ability to use them for the creation and regeneration of life fulfilling relationships (toward ever greater life fulfillment, and together, life capacity). *Can there be wealth if there is no access and ability to construct therein?*
   C. Wealth is having fulfilling human relationships, and a deep and universal connection, environmental nature. *Can there be wealth if there is no significance to human relationships?*
   D. Wealth is sustainable and abundant outputs of life serving ecological processes (common heritage) that access [to services] common to all individuals in relationship, and are [in part] coordinated by humankind (within a network of integrated city systems) to serve the processes required to generate and sustain fulfilling human relationships amongst one another, and with a natural[ly wild] ecology. *Can there be wealth if there is no certainty of access to resources, services and products required for human survival and flourishing?*
   E. Wealth is an active deep sense of emotive connection, by recognition of similarity and universal nature, as experienced by each individual for the other in a common[ly thought responsive] and shared environment. *Can there be wealth if there is no emotion connection experienced by the individual encoding the concept*?
   F. Wealth is a measure of what one individual in the population has access to compared to any other individual (i.e., lack of, access to resources and services for, desired fulfillment). *Can there be wealth if it is only measured against a state of lack?*

In a society where emergence is recognized a principle of the societal system, there can be no [structurally encoded] ability to accumulate "wealth" as material resources [at the expense of another]. Instead, 'wealth' is viewed as a common heritage, wherein one individual's 'wealth' is everyone's wealth (cooperative ephemeralization). A societal system that advocates for individual accumulation of "wealth" must have power structures, and those structures can be abused, will be abused.

> **DEFINITION:** *'Relative wealth' refers to how individuals compare to each other in concern to access to potential (but not recognized) fulfillment services. 'Absolute wealth' refers to how much access every individual has. The term, relative wealth, refers to how every individual compares to the other in access to all available services and potentially available services.*

6.3.1.10 Irrational demands

A.k.a., Self-centered socio-economics.

There is a risk during the transition phase (and also each individual's orientation phase) that objective need weightings (for demand) may fluctuate irrationally as a result of intentional, as well as unconscious, manipulation by individuals due to their own fluctuating value orientations (from the past market-State to community values).

Irrational demands include demands for systems that meet needs that are not rational, given a set of objectives. For example, the inaccurate association of freedom with ownership of a car, when in a given population density, that which would be experienced as most freeing would be some other system of transportation, and not the ownership of a car.

6.3.1.11 Authority [commands]

A.k.a., State-centric socio-economics.

Somebody who believes that using the power of the State (and its enforcement sub-structure, law enforcement) to address problems in society (e.g., drug abuse), even if they are well intentioned and operating from a sense of personal honor and morals, and they are in no ostensible way crooked, they are nevertheless doing enormous damage. The State (with the core function to monopolize violence) should not be used to victimize (structurally or otherwise) people for someone else's benefit. There should never be a lack of skepticism of authority, since the only true authority to a self-integrating human being is self-verification.

6.3.1.12 Democracy [rationalizes]

A.k.a., Social-State socio-economics.

'Democratic' societies can tend toward mistaking involvement for participation. They seem to think that, because they get to vote, that they are involved in government, when, all the while, someone else gets to

choose (or, at the very least, significantly influence) who gets to run, what they can do when they get into office, and whether they can get re-elected. Socioeconomic status should not be a deciding factor in the volume of one's voice in a societythe strength of one's ideas should. Citizens should be able to participate in the solution-making business, not just delegate their power to a representative that then becomes part of a professional political class that has so much stake in the system that they can't afford to change (or fix!) it. Further, on the voting end, weighing in on issues one knows nothing about is detrimental most organizations know this, but apparently we throw this idea out the window when it comes to governance! This turns legitimate issues into shouting matches and popularity contests.

The democratic perception mistakes participation for representation and contribution for employment. Under a representational system, one person (elected or not) takes decision [from a place of authority] for all/many. There can be levels to authority, and certainly are levels to access in any society.

Adopt one side or the other in sustained elaboration of the one or the other position in decisioning, frequently leads to an ignoring of the common life-ground that life-value that all understanding begins with that is, that life is good, and is better the more coherently inclusive its life-fields and ranges in thought, felt being, and action.

Here they incorporate in their unity opposing life values only by conceptually constructed reification of a non-person as a person—a metaphysical inversion that has oppressed the world at different levels.

What is morally deranged is that the rights of non-persons and their interests override the life interests of real persons in the name of life. The life-value onto-ethic recognizes the disorder, and grounds in human life as coherently conceived.

Instituted exclusion of the common life ground and interest follows logically from the atomic division of interests into competing rights in automaton self-maximization—the life-blind value syntax of the age.
Slogans of "individual and consumer differences and choice" and "what is a need to some is a want to others," the absence of any ground of understanding of humanity's ultimate directive meaning defines the age. Postmodern, relativist and sceptical theories of all kinds explicitly or tacitly refuse to accept any universal good or necessity at all.

In the background, for over 2500 years philosophers have largely avoided the issue of universal life needs and any common life-ground of moral meaning. Economists in particular have systematically conflated needs and desires with no recognition of their ultimate distinction by life necessity itself.

Some societies recognize the life ground and human needs as an alternative, and just select differently, and others do not even recognize an alternative to their non-life-grounded approach.

Humanity has been a long time without its most basic life-value bearings:

1. The reigning economic theory everywhere since Adam Smith has confused necessity with market demand.
2. In Anglo-American justice theory as well as economics and studied philosophy in general, no standard of life need ever arises. The concept in principled form might as well be outlawed.
3. John Rawls' famous "primary goods," for example, is decoupled from life needs altogether. Rawls also claims that their elders must choose for youngers.
4. The socially constructed conception of money "income", profit, debt, substitutes for human need and necessity, even in the twentieth century's reputedly leading work on "social justice".
5. A political economy, expressed through capitalist-system mechanics with no ground of meaning in life necessity itself.
   A. The capitalist narrative (story) of the private market's invisible hand necessitating the best of all possible results or "optimal" social welfare may be the prototype of the life-blind logic of rule.
6. The statement by Karl Marx, "from each according to one's ability, to each according to one's needs" (i.e., the from-each/to-each principle) has three main problems that preclude it from providing an appropriate solution. Firstly, the concept of "needs" remains without definition and boundary. Second, the "ability" expected from each is not grounded in life. And third, there is no principled linkage between needs and abilities to ensure the coherence of their realization.

Why would people so conditioned become an oppositely-structured force against their conditioning? Without life values regulating steering productive forces, the outcomes are not magically arranged by an invisible hand or dialectical laws to be optimal.

> **NOTE:** *Whatever doctrine is believed, only life-coherent technological development can resolve the problem in principle, and that requires regulating life standards at both human and ecological levels.*

In part, there is a pathological block against the life-value meaning of needs in early 21st century society. It is essential to be able to distinguish between vital human need and an extinguishable attachment (most well described by Vedanta and Zen Buddhism).

Unsatisfied life needs are left as a problem of the lower classes, while the decorum of the rich gives the illusion they are above them. The labour of appearances takes their place.

To resolve the marketing of life toward human fulfillment, one must be able to distinguish between:

1. Human fulfillment (necessity and development) and market demand: Some societal systems do not encode (or do not encode effectively) a standard [criterion] of life need (human fulfillment). Therein, some socio-decisioning systems may even "outlaw", actual need fulfillment (given the circumstances). For example, money ("income") substitutes for human needs.
2. A [vital] human need and a belief (an extinguishable attachment):
   A. Are unsatisfied life needs are left as a problem of the lower classes (i.e., less accessible socio-economic categories), while the solutions of the rich give the illusion they (the rich) are above them?
   B. Confucianism prioritizes propriety to superiors over the life needs of anyone. Authority-based (i.e., power-over-other) relationships -versusthe bonding and cultivating of fulfilling human and ecological relationships (i.e., community).

The great exceptions to those who do not distinguish is,

> *Lao Tzu and the recorded Jesus from the Euro-Asia continent, speak of "feeding the hungry, clothing the naked, and giving shelter to the homeless."*

Certain societal configurations generate a pathological mental block against socially deciding a materialized life of ever greater potential. To fulfill society, an economic system must integrate and comprehend the production and distribution of otherwise scarce resource into services and goods for humankind to develop fully, which requires the distinction and correct selection (for encoding) between life fulfillment ("goods") and less than life fulfillment ("bads").

6.3.2 Assuming the right to protection of information

Once you show something that is information to the world, it is not "yours" [to control the access of] anymore (with the only exceptions being safety and human dignity). In other words, once others have seen it, it is not your "right", "privilege", or anything else to restrict others use or modification or evolution of that information; because to do so would mean to invade their personal encrypted space. Rights, in the context of the State, are not objective values; rights are instructions about harm and possession. Rights are requests, demands, instructions to government as to when and where to use violence. Consider, for example, the human right to clean water, and thus, a corresponding obligation to provide for it at both social and individual levels (as in, at a[n intra-]structural level; and if it is not provided for, then to use force to provide it. All "rights" to exclude all others from whatever action is held through government[-al]-State force. Here, there are the fundamental rights to: safety, and not having access denied [to common global human fulfillment].

6.3.2.1 Information profit-protection (as copyright and open source)

The socio-economic organization that holds the proposed societal system together is open at its source to inspect and update, otherwise it does not meet the criteria for the proposed type.

Thus, someone else (or, a market organization) could go and post this plan on their website; it doesn't matter to us (or anyone), because it is a distribution (which is desirable) this is a societal level operating system that is being proposed, and thus, its distribution is by definition to be societal at scale.

It would of course be optimal to distribute the source of the code (the drawings, the information system) from one source, centrally, but in the market (competition and not global cooperation), and given what is known as technically possible at the moment (parallel processing, and not quantum), then distributed processing is the eventual optimum (as 'dispersion' and 'convection' lead to optimal expression of molecules through a bounded medium). And if they made adaptations, then we use those adaptations, for we, internally are not participating in global competition, but global cooperation. Remember, we have technically and informationally had the opportunity to live without money and in optimal, global technologically-automotive fulfillment, since something like at the earliest, the 1919's with the founding of "a small group of people without great influence" known as the Technical Alliance. Around the same time Thorstein Veblen produced the book "The Engineers and the Price System" describing more of the real world, extant problem, widening the inquiry into a human societal-level, global fulfillment "access" system. Of course, the efficiency value came into greater clarity in 1932 with Betrand Russel wrote "in praise of idleness". The technocracy market-State-based organization called "Technocracy Inc. was formed to redirect society individual and State actors toward implementing the equivalent of "credits" for an equal part in everything that which is optimally produced, given what they knew, and then moving to fully optimized toward human fulfillment (or equivalent) and technical automation (where desired; Read: a fully automated, "steady"-state economy. In 1962, the State of Russia attempted the Russian All-State Automated System as the first market-State integration of economic automated management system (i.e., the first open source unified information-social>economic planning system). The systems designers proposed moving the whole Soviet system as into a moneyless socially-environmental condition.

Here, it must be asked what the purpose and function of 'automation' is among society. A highly market-

oriented statement, in consideration of automation, might be, "Well, if we are going to take away people's employment in this domain, then we have to at least make them participants in the value creation in some other domain [of the market]." In other words, even though automation is automating away the human labor required for one segment of the total market, workers must find labor employment elsewhere.

6.3.2.2 Financial risks to open source projects

Open source revenue models are scant and will eventually fail when their niche market grows with suppliers. And so, the government steps in and says we need to give everyone a basic income.

Free systems are recursively free. It doesn't matter who owns the "rights"; a free system can be used and changed freely, the only requirement is that when it is changed, that initial requirement is sustained and the system cam be used and changed freely (because, the same "rights" are given). In such a system, the same rights a developer gives are the same rights all other developers give also. No individual has more rights than anyone else to an free system.

6.3.3 Demonization

A.k.a., Structural enemy-mentality inertia

Continued attempts to normalize the harms of the market-State; including, continued attempts to demonize the development of societal-level community standards developed accountably and transparently for optimized human need fulfillment.

6.3.3.1 Spreading hate within the population that is developing this direction

The spreading of hate amongst those who share this common direction is hurtful to the direction. For example, it is inappropriate to spread hate when someone, for instance, leaves an organization working on this direction or is critical of an organization working on this direction. Hate-filled types of behaviors harm social integration (as social cohesion), they harm individual well-being (as belonging), and harm their own organization through the negation of (ignoring of) feedback. These individuals/behaviors cut what would otherwise be avenues for communication, cooperation, sharing, adaptation and evolution, and ultimately, the experience of togetherness (over separateness). Division amongst any of us is the potential downfall of any of us.

Social well-being is not sustained through structures that enable social division, but instead, from social integration. It is clear to see the egoic belief in [the] authority of one organization (or individual) over others who support and are working toward a common direction.

6.3.4 Idolization

A.k.a., Hero worship, idolatry.

Idolization implies the creation of a static image of someone or some organization's success and perfection. Statements, such as, "The primary source of knowledge, which is timeless and unrelated to technology or design, is such and such organization."

It is inevitable that humanity will learn more, and idolization reduces adaptation to new information. Idolization clouds critical thought on the part of the idolizer for the idol and the current situation.

Common idols include,

1. Personality stars of all kinds (e.g., starchitects, sports idols, science idols, etc.).
2. Authorities.
3. Academic experts.

When there are idols, there are likely to be fewer global cooperators. Organizations (with workers that require money to survive and thrive) that are working toward and promoting this direction, have their own brand and may have no interest (or incentive) to collaborate, which will:

1. Result in the duplication of efforts.
2. Increase the likelihood for conflict by pitting people working on the same direction against one another.

People who idolize a particular project or individual advancing this common direction are more likely to spread hate toward others and toward critiques of their idol.

6.3.5 Industrial structural influence

A.k.a., Industrial structural inertia.

Industries are how most (if not all) of early 21st century society is produced. Industries are combinations of, at least, businesses (and States), workers (and consumers), and machines (and knowledge). Consequently, industries have a significant influence on economic (Read: employee, employer, consumer) behavior. For example, if there is a car industry in some territory in the market-State, then there will likely be a lot of people who work in that industry and who are otherwise connected to that industry, and desire it's continuance, for their sustenance and profit. The natural result of having a car industry is having a bunch of people who desire the continuation of what that industry produces, from profits to objects and follow-on services. The industry wants [more of] the citizenry to be customers of the industry. Everyone connected with the [car] industry is going to be in favor of the continuation, and even growth, of that industry. Those connected with the [car] industry in a territory are going to be in favor of their own individual market well-being and likely not advocate for a reduction or disruption to sales in that industry. Those connected with the [car] industry in a territory are likely not going to be in favor or getting rid of cars (etc.), because they are

just looking out for their continued income in the market. Families become dependent on the continuation of the industries sales for their livelihoods.

The shutdown of infrastructural services should be avoided at all costs and considered an emergency. Ensure emergency and utility services are operational and sufficiently staffed, tooled, and funded. The shutdown of emergency service, including telephone connections to them are a serious risk to social stability under Market-State conditions.

> **QUESTION:** *What types of organization(s) would actually be effective in achieving the goals of community creation in a way that isn't susceptible to asymmetric capture by a small number of [bad] actors / actions. Note that an organization is an enabling condition for an action. In the early 21st century, many people misconstrue processes as stable entities.*

6.3.5.1 Significant market-State resistance

There is a risk to this project that is political. Together, the market-State represents a complex political organization with wherein the are resources and humans configured for ends other than community. Possible political pressure to stop advancement of the project.

Mitigation strategies include, but may not be limited to:

1. Education: Public (and private) education based on community standards.

6.3.5.2 Lack of a political will

A scenario where there is sufficient information and documentation to initialize transition to community, but there is insufficient political will to have the government take the necessary actions to initialize and facilitate transition.

The risk is the assumption that changing the State will not facilitate the emergence of community, and therefore, not participating in State government policy. Society is, in part, steered by a political State, and it is necessary to work within and through this organization to coordinate the transition of resources into a community configuration.

6.3.5.3 Significant public resistance

There is a risk to this project that is public, the public is a movement of its own, composed of individuals with backgrounds, needs, preferences, haves, and wants within the market. Possible public pressure to stop advancement of the project.

Mitigation strategies include, but may not be limited to:

1. Education: Public (and private) education based on community standards.

6.3.5.4 Significant worker resistance

The laborer in the market worries that the labor will be taken away by machines and the worker will have no ability to support oneself and one's family.

Mitigation strategies include, but may not be limited to:

1. Education: Public (and private) education based on community standards.
2. Development: Sufficient planning and simulation, and a slow and safe transition.

6.3.6 Design insufficiency

There are a set of risks associated with the designing a societal system insufficiently, and then, asking the population to transition to it.

6.3.6.1 Insufficient development of a workable system

In this proposal, the concept of community connotes the unification of humanity at a global level. Here, "community" is a type of society, like the "market-State" is a type of society. A society is the global population (of people and objects), and the idea is conditional by what the population thinks "global" means. Global could mean "village" to an isolated or isolationist population. However, for this proposal, "global" means workable for the entire global human population. Though community likely will not start out globally, it ought to be capable of scaling up to planetary size, hence, be global.

6.3.6.2 Insufficient development of the conceptual model of the system

A lack of completeness of development of the model/system to be used in transitioning to and operating a community-type configuration of society.

6.3.6.3 Insufficient knowledge transfer

There is the risk of insufficient knowledge transfer prior to physicalized transition. In other words, there is a risk in a rapidly changing work structure where owners (managers) are removed, and control of the production (or service) operation is dropped in the task box of labor. There is a saying, "What will change is that "we" will switch (remove) the owner(s) and give control of the operations of production to the people doing the work". The risk here is that the people doing the work may not have been doing, not know how to do (not have the knowledge and/or skill), or not even want to do the work of complex socio-technical coordination/management. Further, there are sometimes disputes internal to labor itself. Without owner authority ("management"), how will these internal labor disputes be resolved appropriately if the laborers, themselves, become a/the new authority? The greatest benefit of this approach is likely to come when:

1. There are few to little, or insignificant, internal disputes among the population of laborers in the economy, in industry and service.
2. When they are educated to understand the advantages for their lives by cooperating, and do so through coordination.
3. When there must be a group of skilled coordinators who have access to those resources needed to effectively coordinate labor, and also, see themselves as labor.

6.3.7 Legal problems

There are a set of risks associated with legal-State problems.

6.3.7.1 Copyright and patent

It is best to avoid legal action taken against community by civil property owners, or the government.

Mitigation strategies include:

1. A clear terms of service (and/or contributor license agreement) signed by all contributors. Ensure that all contribution has agreed to licensing.
2. Ensure all documentation is appropriately licensed.
3. Clearly visualize, and identify by role, who is legally responsible for potential legal actions.

6.3.7.2 Legal action from the government.

Legal action taken against community by the government.

Mitigation strategies include:

1. A clear terms of service (and/or contributor license agreement) signed by all contributors. Ensure that all contribution has agreed to licensing.
2. Ensure all documentation is appropriately licensed.
3. Clearly visualize, and identify by role, who is legally responsible for potential legal actions.

6.3.7.3 Legal action from corporations.

Legal action taken against community by corporations.

6.3.7.4 Legal action from civilians.

Legal action taken against community by other civilians.

6.3.8 Insufficient data and/or inaccurate data

In the early 21st century, most, if not all, real-world solutions to root issues are hindered by an enormous gap between the available data and the data needed to create community standards and community habitats, and transition resources and people into a community-type societal configuration. High-quality data collection is essential to making effective and efficient societal operations (and making them easier). Data have always been essential, especially for evidence-based decisioning.

6.3.8.1 False narratives

People can simply lie about the purpose, orientation, approach, and content in the standards (for the Project). Here, the biggest transition challenge is always the narrative, getting it to a state transparency with the standards and facilitating education to shield from falsehoods.

6.3.8.2 False registration

How will it be ensured that the members of the community are actually humans.

1. Mitigation strategy: Human coordinated meetings and on-boarding using video conferencing and/ or face-to-face interaction. Documentation and recording.

6.3.8.3 Scams

Scams by others perpetrated against community members and/or potential members.

1. Mitigation strategy: Alert users to the potential. Warn users with a message about existing and potential scams.

6.3.8.4 Lack of perceiving the world as a system

Some generalized life system risks to a society include,

1. The reduction of feedback.
2. The reduction of self-integration.
3. The reduction of individual connection from behavior and the consequences of behavior.
4. The reduction of the incentive for contribution.

6.3.8.5 Lack of coherent thought

A.k.a., Lack of systems language, systems thinking, systems syntax, systems science, precision of language, rational thought.

Dismissive, categorically polarized, and oversimplified thinking and world-views plague us as a civilization. We do think in language, and if you can control peoples language about certain subjects, then you can control their thought process by association. Today, unlike in the past, there is the discovery of 'systems' language that allows for a different (than past) and more unified (integrated, holistic) way of thinking. Systems thinking is the known means of aligning the syntax of linguistics, as the part of communication that logically composes the structure and formation of sentence structures (of arguments), with natural [cosmo-logical] form. More simply, systems thinking is a language, not previously used (or at least, widely used), that allows for making and communicating a coherent sense of the world. In more recent decades, systems language has been formalized

so that it can be used by teams (by anyone who desires to share and contribute).

A sentence could make no sense [when communicated], and still be correct from the syntax point of view, as long as words are in their appropriate spots and agree with each other. Similarly, a syntax whose logic isn't aligned with the structure of the real world, can still form a societal configuration which has people believing in its appropriateness for their lives, even though it observably causes suffering. In other words, a syntax can have a logic that does not align with real-world [service] systems for [fulfilling] human need; and, although that type of societal configuration is highly likely to express an unfulfilling state of current well-being, the people who use that language [of limitation] are not likely to realize the degree of their suffering or how to re-align their lives with their higher need fulfillment potentials.

It is the information system, working groups, and the InterSystem team, not the State or the market, that provides a unifying scaffolding to minimize the risks of working together while access is scaled to global population size.

There is a requirement for an up-to-date language to reflect the real systems-based operation of a real-world existence, so that humanity can think, design, and build in alignment with individual's highest potential state of human need fulfillment.

Societal problems, all of which are complex, require a 'unified' societal language solution to resolve, for the population and its alignment:

1. For the whole population:
   A. 'Unified' means everyone uses it [socio-logic].
2. For alignment of the whole population (with a commonly informational and spatial real world existence):
   A. ('Unified', in that it coherently and logically represents, the real world [simulation-logic]).

Systems thinking is increasingly being thought of as a "new" (discovered, recognized, remembered, constructed) way of thinking to coordinate and resolve ("manage") complex problems.

> **INSIGHT:** *Thought processing on the part of conscious systems can and cannot align that consciousness with its optimal embodied well-being, given an informationally material environment. Some thought processing leads to coherent conceptions and decision that align consciousness with fulfillment, and other though processing structures, methods, objects lead to incoherent conceptions and decisions that dis-align consciousness from what it could socially achieve in fulfillment given that which is available.*

6.3.8.6 De-contextualized hypothetical inquiries

Impossible hypothetical scenarios (i.e., de-contextualized hypotheticals) and dilemmas are just that, impossible to rationally resolve, because they are de-contextualized from the real world where there is:

1. Human feeling.
2. Cause and effect.
3. Memory and past cause.

For example, there is a train track hypothetical known as the "Trolley Problem". A systems engineering, or someone in community, would likely answer the problem with a question pertaining to why the system was designed with the potential for such a multivariate safety problem. The presence of the "Trolley Problem" itself likely says more about the society someone is from than how someone from another society might answer the problem.

6.3.8.7 Election fraud

Many crimes are as old as society itself. Election fraud is as old as elections themselves. Therein, it doesn't matter who votes, it matters who counts the votes. Those who count the votes, under a system of secrecy, have the ability to act fraudulently, wherein, secrecy and complexity provides that ability. The citizenry must be able to check records and calculations, and to do that they must be made publicly available. Taking an election away from the population through fraud gives those with the ability to do fraud a tremendous amount of power over the population. Election fraud is most often done by those with power over the voting system, often by those who count the votes. Those who conduct election fraud can sometimes even transfer the blame to people who are innocent and claim the individual voter has conducted the fraud. In contrast to election fraud, voter fraud is fraud done by individual voters themselves.

6.3.9 Financial insufficiency

A.k.a., Financial unaffordability.

Lack of financial support for the project. Which, may lead to slow deliverables and an inability to physically materialize community.

6.3.10 Instability in the project team

Instability of the Project team, which may lead to a compromise of the resources, knowledge, coordination and will to carry out the project.

6.3.10.1 Continued market-State indoctrination (and acculturation)

A.k.a., Indoctrination (in+doctrin-ation to have made the doctrine of another active inside oneself).

Childhood indoctrination into a culture that imposes requirements on fulfillment that orient away from optimum. Some environments bring people into adulthood from childhood with limiting and hurtful

belief systems. We are all influenced by the collective consciousness in which we develop. Some conceptions, and behavior, can disable our ability to meet our optimal fulfillment.

6.3.10.2 Sophisticated behavioral conditioning

Edward Bernay's (the nephew of Sigmund Freud and author of "Propaganda") codified for corporations (for the first time), and then governments, how they could make people want things they didn't need by linking mass produced goods to their unconscious desires. The colleague and public relations advisor to Edward Bernay's, Pat Jackson, once said, "What Eddie [Edward Bernay's] got from Freud was indeed this idea that there is a lot more going on in human decision making -not only among individuals, but even more importantly, among groups. So, Eddie began to formulate this idea that to modify behavior for profit you had to look at things that will play to people's irrational emotions." Today, the marketing and social engineering of feeling and opinion has become its own normalized industry embedded into the conceptual fabric of early 21st century society, and it filters individuals' perceptions of reality. In other words, people in early 21st century society are already accustomed and actively encouraged to behave irrationally -it is just an aspect of how businesses sell things -it is an accepted narrative.

Indicate and manipulate the sense of the possible; one of the most profound and powerful ways of keeping people in the box, keeping people in a perceptual prison . It is that simple. For instance if your sense of the possible does not at least encompass the possibility that. All the time collectively and individually our sense of the possible is being squeezed. What one has at any point in time is a perception of how things are. But I know that whatever I know there is always vastly more to know to push the cutting edge of my understanding. Rather than have a belief system, you have an informed and verified sense of perception of how things are up until now. Up until this point in time. Take a step back and look at it again. Loop up at the into space. Loop up into the infinity of forever and your telling met that all I need to know is between the covers of this book or that book, written by who knows who, who knows when, and under what circumstances.

> **APHORISM:** *When in a chaotic information environment, the critically discerning mind must be on active duty continuously.*

6.3.10.3 Creation of State travel restrictions

States can close their borders to members of other States.

6.3.10.4 Continued production and dissemination of false information

A.k.a., Inaccurate data, false data, misleading data, irrational thought, biased data.

There are currently three sources of false and biased data among society:

1. Businesses.
2. Governments.
3. Independent analysts.

Among those three sources, there are many reasons for false and biased data, including but not limited to (note that these are the four most prevalent causes):

1. Businesses (companies) are typically interested in protecting any edge they have over their competition, therefore they are frequently unwilling to release information related to proprietary products and processes.
2. Businesses are typically interested in maintaining a competitive advantage over their competition, therefore they may release false information to mislead and misdirect.
3. Government entities restrict the release of sensitive information for reasons of "national security" (Read: competitive advantage and socio-economic safety), therefore reducing in number what should be the largest pool from which to acquire data.
4. Due to the three points listed above, when companies and government entities do allow the release of certain information, that data may not only exclude "sensitive" information, but may also exclude some of the elements necessary for a complete understanding of the data, leading to misinterpretation in the data analysis.

People in early 21st century society are following rules that are often not apparent to them. Someone who is closed minded, won't go any further in updated their understandings (mental models) to more correct, accurate, and/or fulfilling understandings. In general, a close minded approach to life is due to mental attachment [to some past state of experience or integration].

> **QUESTION:** *Is the person open to updating their [mental] models and behaviors?*

Widespread change is only going to happen when it is served up to the population [who currently expect service in a market] at their level to them on a silver platter. Everybody wants the end result, but they are not ready, capable, or willing to do the work.

> **APHORISM:** *The greatest challenge is letting go of old forms.*

6.3.11 Dismissal of real-world problems with real-world community solutions

A.k.a., The "everything's OK" view.

Often, there are two reasons why people think everything

is "OK" among the population of the planet in concern to human well-being:

1. The first rationalization is technology. If technology is working (i.e. if technology is advancing), then that means the idea/feeling that everything is "OK" can't be far off.
2. The other argument is the argument from authority. "You know, all these PhDs, all the politicians, all the authorities, all around the world, they are making sure everything is "OK".

6.3.12 Lack of education

A lack of understanding of the true potentials of humanity given access to current knowledge and available resources.

> **QUESTION:** *Why don't we have community (i.e., why don't we have a moneyless, Stateless, classless society)?*
> **ANSWER:** *Because humanity doesn't know what is possible given early 21st century knowledge and resources.*
> **SOLUTION:** *Develop a societal specification standard that describes, explains, and simulates the an operating community-type societal system.*

A scenario where someone or some organization dismiss the standards after a brief and insufficient contact with them (Read: insufficient explanation). There is a risk, that some people may dismiss the whole system, because they have only flipped the pages of the documentation to a specific section, which they read and disagree with.

6.3.13 Lack of self-recognition

There are a set of risks associated within someone not recognizing who they are, a human among many others in a planetary-solar biosphere.

6.3.13.1 Lack of the conception and relevance of human needs

In the early 21st century society, there is a lack of identification of, salience for, and fulfilment of real-world human requirements for life, technology, exploration and socialization, when it is an obvious necessity. For instance, the Penguin Dictionary of Economics (5th edition) ignores the term 'need' (and 'basic need'), which is not an outlier case in early 21st century society. Mainstream economics has systematically shunned needs-theorising (societal models that include human requirements and their connection to human and ecological well-being).

> **NOTE:** *If (and when) social scientists state that data (or evidence) is a result of a social construction, this doesn't mean that there isn't a real, object world that is common to all humans and can be knowledgeably identified, commonly.*

6.3.13.2 Lack of self-knowledge

> *I.e., A lack of metacognition about one's own work.*

The Dunning-Kruger effect occurs when a person's lack of knowledge and skills in a certain area cause them to overestimate their own competence. The Dunning–Kruger effect is a cognitive bias whereby people with low ability, expertise, or experience regarding a certain type of task or area overestimate their own abilities and quality of their work/deliverable(s). Effectively, the Dunning-Kruger effect is the idea that the least skilled people overestimate their abilities more than anyone else. Incompetence creates work and products that reflect incompetence. The original paper by Dunning and Kruger starts with the quote: "It is one of the essential features of incompetence that the person so inflicted is incapable of knowing that they are incompetent." (Kruger & Dunning, 1999)

The Dunning and Kruger experiment did find a real effect – most people think they are better than average. However, the effect is somewhat misleading, both mathematically, and in respect to intrinsically motivated learning and work. When learners/workers are not comparing themselves to others in an extrinsically motivated environment, then they are significantly less likely to incorrectly estimate their abilities. An unskilled learner in an intrinsically motivated environment is likely to be aware they are unskilled, for their is no incentive to falsely over-estimate or exaggerate their abilities and knowledge. In a safe environment, very few people who are unskilled are unaware that they are unskilled, because there is no incentive to portray oneself differently. The reality is that people have an innate ability to gauge their competence and knowledge. (Gaze, 2023)

6.3.13.3 Encountering learned helplessness

Learned helplessness is when people become conditioned to believe that a bad situation is unchangeable or inescapable.

6.3.13.4 Encountering insufficient attention spans

Often, in early 21st century society, attempts to communicate relatively complex thought are stifled by wilful ignorance and ego. Complex ideas require complex explanations, and the reason languages have vast vocabularies. Words generally represent ideas, and more nuanced ideas require more nuanced and detailed organization of language. Understanding more words effectively means understanding more concepts.

Someone can have an "immature" drive toward wanting everything to be simple; though such an "attitude" is "immature" to understanding. The psychological disposition associated with falsifiability helps avoid cognitive bias. The first principle of the logic of a learning system is that there can be selfmis-understanding, which may be corrected to reveal growth, further capability,

and overall progress.

> **INSIGHT:** *There is another stage to human "development" that hasn't been accomplished, neither in the US, nor in Russia, nor in China, and that is what the project is proposing.*

Some people will say dismissively that good ideas should be easy to communicate. While it is a good strategy to simply the language as best as possible, any attempt to describe and explain real world phenomena is going to be inherently complex. Most facets of the lives of those in early 21st century society are governed by simplistic thinking and over simplification, propagated by a simplistic language. For example, there is presently a judicial practice that believes in total free-will self-ownership that puts people in cages, as opposed to examining the causality behind their behavior and work to correct sociological (social system structural) preconditions.

6.3.14 Lack of academic authority

In the early 21st century, the "professionalized" academic establishment (PhDs) roughly and abruptly rejects any ideas that didn't come from their own establishment.

6.3.15 Lack of influencer recognition

It is possible that influencers who speak about our common direction do so in a manner that never mentions projects working on the common direction. These influencers specifically fail to mention other organizations that have contributed to and/or continue to contribute to our common direction. This behavior prevents the spread of our common ideas, and has the potential to create idols, because the information is only coming from one source (without reference), and conflict, because the people who listen to that one source use it as the uncritical, unintegrated authority, and if common information comes from another (then theft is assumed) and if common but also conflicting information comes from another source (then conflict is assumed, because there is authority).

6.3.15.1 Influencers who have a common direction lack a complete understanding of the problem and available solutions

It is also possible for influencers that could possibly help our common direction to hurt it by claiming certain potentials (biases) as fact and disregarding the preponderance of evidence available. These influencers simply do not go far enough trying to understand the root of the problem and presenting humanity with the ultimate (moneyless, Stateless, classless) potential it has given access to the information and resources presently on the planet. These influencers could falsely call our direction "utopia" or make harmful associations with past similar (but ultimately different and not equivalent) movements.

6.3.16 Lack of resource availability

All assemblies in a habitat interface with mineral resources to some degree, and require[d] energy, time, and volume allocation.

6.3.16.1 Insufficient mineral access

A.k.a., Mineral availability, mineral accessibility.

Mineral resources are key raw materials in many production/industrial sectors. There is the very real risk of an inability to access material resources, particularly, minerals. Mineral resource scarcity comes in several categories:

1. The mineral resources are mined and available, but are inaccessible to the community population.
2. The rate at which mineral resources are mined is insufficient for continuous operation and duplication of community habitats.
3. The mineral resources are not yet mined, but if mined, would be sufficient for the continuous operation and duplication of community habitats.

Among the risks associated with insufficient mineral production include, but may not be limited to:

1. The quantity of minerals required to make just one generation of community-based technology units may be much larger than first thought.
2. The number of mines required is insufficient.
3. The cost and availability of materials is another significant factor.

6.3.16.2 Insufficient power production

A.k.a., A low energy future, a low power future.

Among the risks associated with insufficient power production include, but may not be limited to:

1. There may be insufficient energy resources to supply the required power production units.
2. There may be insufficient power production units to produce the required power for transition.
3. There may be variations in power produced that could harm electrical systems and might require technical units that can handle variances in produced power.

6.3.17 Lack of trust

In part, community is built on collaboration, which in turn is built on trust. Effectively structured, trust-based collaboration encourages parties to focus on project outcomes rather than their individual, personal goals. Without trust-based collaboration, a unified project delivery approach will falter and participants will remain in the adverse and antagonistic relationships that plague

disciplines in early 21st century society.

6.3.18 Lack of safety

There are a set of risks associated with the presence of a lack of safety.

6.3.18.1 A lack of a general feeling of safety [safety]

There are multiple ways by which people feeling unsafe about their socio-economic situation

6.3.18.2 [Safety] Hiding behaviors

Profit-making entities are counterproductive because if you screw up you have an incentive to hide the screw up or to not release it.

6.3.18.3 [Safety] Conflict risks

There are multiple forms of conflict that could de-stabilize society sufficiently to reduce the likelihood of accessible personnel, resources, and environmental conditions to complete the project.

1. Social conflict ethnic, racial, and cultural conflict.
2. Economic conflict Competition over resources.
3. Ecological conflict Carrying capacity overall reached given the current situation.

> **APHORISM:** *New blood always steps into the shoes of old.*

6.3.18.4 [Safety] Crisis

Although there is a lot that can go wrong when a crisis occurs, crises are incredible opportunities for people to reconsider what is important and what is truly needed in life.

> **NOTE:** *Conflict affects social relationships and wars affect economic flows, significantly.*

6.3.18.5 [Safety] Catastrophe

In some cases, going through a catastrophe can bring about a more rapid change in mindset. In terms of societal re-orientation, that major catastrophe in someone's life that causes them to reflect more greatly on the absence of community in their lives, doesn't necessarily need to shared by everyone all at the same time. It may not be a major catastrophe that affects a wide-range of people that leads to some individual more greatly adopting the realization conveyed by this Project. Instead, it may be the loss of a loved one in the family due to suicide or cancer, the collapse of one's business, or the loss of a home.

6.3.18.6 [Safety] Rapid change

It is probably unwise to tell novices to this direction that their houses are going to get bulldozed and replaced with something better. If that is what is actually going to occur, that their houses are going to get bulldozed and replaced with something better, then you going to have to "sell" that skillfully, and the why system is going to have to visualized, simulated, and understood by all stakeholders.

6.3.18.7 [Safety] Software coding errors

Programming can introduce software coding errors. Decentralized programming can introduce software vulnerabilities through the loss of centralized testing, maintenance, and control of code. This reality directly refutes the distributed ledger's claim of resiliency through decentralization as the code itself is a singular point of vulnerability that is reproduced across the system.

1. Mitigation strategy: Sufficient code check assurance.

6.3.18.8 [Safety] Uncontrolled migration

An economic migrant (or refugee) is someone who is traveling from one country or area to another in order to flea a low standard of living. Economic migrants exist where local geo-political situations are unstable. These are people who are people who are not necessarily desiring to live in community, but are fleeing a low standard of living for a location with greater economic access. There are significant opportunities and threats with economic refugees. The opportunities relate to facilitation of a greater population of humanity more greatly toward living in community. There are two main categories of threat. Firstly, the background, beliefs, and behavioral propensities of the migrants themselves. And secondly, the carrying and integration capacity of the habitat service system.

Community involves global cooperation; it does not, however, involve forcing grouped sub-populations of humans to live together in the same geographic location.

6.3.19 Lack of political leadership

Every decision maker currently is helpless; they are all part of the massive market State system. That system has momentum. And they cannot problem solve around it. Any action they might take to change things or put genuine solutions on the ground, has the actual outcome of destroying their careers. And this is active at all levels of the system.

The mitigation for this potential of a lack of political leadership is having viable framework, an explainable standard, for knowing what to do. Through visualization and explanation via community standards, the path forward is clearer and more trustworthy.

6.3.20 Belief

> **INSIGHT:** *The instinct to want things to be better without the work of trying to understand how they have come to be as they are is guaranteed to keep you where you are.*

The replacement of rational explanations with belief is a serious risk. Beliefs can "hijack" almost the entirety

of thinking and behavior [away from real and optimal fulfillment of human requirements]. There are concepts which may be encoded that obscure the objective world, some of which generate minds that are too "open" (I.e., lack sufficient critical thinking) and too closed (i.e., belief disallows the integration of evidence). Often, the quickest way to upset someone (generate aggression in them) is to be seen as attacking or perceived as negating their beliefs, because they feel that what they believe is who they are. Humans in a belief-limiting social system will share a distinct concept of their environment, and limited by belief, they are likely to have little understanding of how other social systems perceive their environment differently. Innumerable doctrines (systems of belief) disconnect individuals from the highest expression of their fulfillment by limiting their understanding of what could be.

> **INSIGHT:** *Indoctrination and desperation leads easily to the uncritical adoption of and persistent attachment to belief.*

What a group of humans determines to be true and correct can be objectively inaccurate, and the humans may continue to believe that which is false due to social forces (influence) they may not detect or even know exist. Professional bias It is difficult to get someone to understand something when one's/her salary depends on him/her not understanding it.

Thinking can replicate beliefs that orient away from the construction and operation of community. Often, humans prefer environments that are familiar to them (using a predictive pattern recognition system, the intelligence of a brain). Visual preference, psychological perceptions and attachment to certain environments are intrinsically tied to a person's past experience.

The two greatest beliefs present in early 21st century society that do the greatest damage are the belief in authority and the belief in competition as the preferential way of transforming resources into goods. The market-State represents a different set of values on a value circumplex than does the value set that currently makes up a community-type direction. Some societal structures are more likely than others to setup states of confusion and violence than are other configurations of structure.

6.3.20.1 Dichotomous thinking, dichotomous language

Humans must move past the dichotomous ("left" or "right") responses, including, "comply" or they "defy". The mitigation to dichotomous thinking is systems thinking.

6.3.20.2 Blame / meritocracy

The perspective that individual failure or success in today's economy is solely the result of personal effort, a concept often linked to the idea of a meritocracy, overlooks the complex interplay of socioeconomic factors, structural conditions, and even elements of chance that influence one's opportunities and outcomes. This approach to understanding economic disparities fails to account for systemic inequalities and the varying starting points of individuals.

Meritocracy is a system in which advancement is based on individual ability or achievement. However, the assumption that everyone has equal opportunity to succeed does not hold true in reality. The meritocratic ideal often ignores:

1. **Socio-economic structures:** The existing socioeconomic structures significantly influence individuals' access to resources such as quality education, healthcare, and networking opportunities.
2. **Systemic inequalities:** Factors such as racial, gender, and class-based discrimination can severely limit opportunities for certain groups, affecting their socio-economic mobility.
3. **Conditioning and cultural environment:** The environment in which one is raised shapes their aspirations, attitudes towards education and work, and the soft skills they develop, impacting their economic success.
4. **Luck:** Circumstances of birth—where, to whom, and in what health condition one is born—are entirely based on luck and can set vastly different life trajectories.

Blaming individuals for their socio-economic status without acknowledging these broader factors oversimplifies complex issues and perpetuates stigma. It can lead to policy and social attitudes that lack empathy and fail to address the root causes of inequality.

6.3.20.3 Enemy imagery

"They" focus very much on enemies and enemy imagery, and constant reminders to the tribe that the enemy is just outside the gates, or just over the hill, and "I" am the guy who is making sense of this situation for you. And, the more you talk about the out-group, the more it strengthens the in-group around the leader. And, people will through money, time, and attention at people who say, "these are your enemies, these are the rocks you throw at them, you have done nothing wrong, and your problems are a results of your enemies actions, and lets throw rocks at them together."

6.3.20.4 Slogans

Language and related messages shape human thinking. Slogans are engineered to be memorable and emotionally resonant. The simplicity and repetition of these slogans can reinforce specific viewpoints or behaviors, making them a part of an individual's cognitive makeup. Slogan usage reduces intricate concepts to simplistic statements that bypass nuanced understanding and critical thinking. Slogans, in their reductionist nature, often obscure the interconnectedness and complexity

of life systems. The term "cognitive stupefaction" aptly describes the numbing effect slogans can have on critical thought processes. By continuously absorbing simplified messages, individuals may become less inclined to question or analyze the underlying complexities of issues. Internalization of slogans conforms the mind to a ruling syntax of thought that is life-blind at a global scale. Slogans can lock out of cognition a more life-grounded perception of what is and what is possible. A "life-grounded" perception refers to an understanding of reality that is deeply connected to the fundamental needs and conditions of life on Earth, including the well-being of humans and ecosystems. Slogans can make it challenging to recognize, understand, and value solutions models, designs and solutions that are more sustainable, equitable, or holistic, but do not fit neatly into catchy phrases (i.e., slogans). Herein, it can be challenging to effectively present conceptions that have effectively been locked out of someone's thought process due to slogans. There is a cognitive stupefaction that comes with the internalization of a slogan in a persons mind.

Mitigation strategies include, but are not limited to (i.e., strategies to overcoming slogan-induced limitations):

1. **Promoting critical thinking:** Encouraging educational models and media literacy that emphasize systems thinking, critical thinking, skepticism towards oversimplified messages, and the exploration of complex issues from multiple perspectives.
2. **Emphasizing complexity and nuance:** Crafting messages and narratives that acknowledge complexity and resist the allure of oversimplification. This involves celebrating nuanced understanding over catchy but reductive slogans.
3. **Fostering deep engagement:** Encouraging deeper engagement with issues through media that go beyond surface-level understanding, such as long-form media, standards, books, discussions, etc.
4. **Creating counter-narratives:** Developing slogans or catchphrases that are rooted in life-grounded principles can be a strategic counter to existing narratives that are detrimental to societal or ecological well-being. These should aim to open rather than close dialogue and thought.

6.3.20.5 Beliefs and reifications

> **APHORISM:** *Truth is that which best matches external reality. Truth is not dependent on the internal opinion.*

Reification derives from the Latin word res—describes the process through which objects, places, and human relationships become objectified into "things," or in other words, commeasurable entities. We can understand the social as such to be the locus of reification, for in order to function, any social order relies on the reification of features that pertain to the life of its subjects.

> **reification**
> *(noun)*
> *1. 1846, "act of materializing," from Latin re-, stem of res "thing" (see re) + -fication "a making or causing." Wherein, reify means, "to make into a thing; make real or material; consider as a thing." From, Latin res "thing, object; matter, affair, event; circumstance, condition" + -fy. Wherein, -fy is a word-forming element meaning "make, make into," from French -fier, from Latin -ficare. Take note that it is not possible to reify an absence.*

Reification has two meanings, simultaneously correct in this instance:

1. To make something real, to design the concept of operation of some idea, and then, make it in physicality by taking action. More colloquially, "to make something concrete", or "bring something into being". For example, to design a table and then make the table.
2. To take action, using conceptual reasoning (i.e., explanations) that have no reference in the physical world. Reification is to make some thing real in conception (knowledge representation) that has no real-world reference (no physicality), and thus, use it in deciding (how to behave, what to create, or otherwise, change), while existing in physical world. This is also sometimes called "false reification" or "fallacious reification".
   A. The Reification Fallacy is the fallacy of treating (Read: using, integrating, interpreting) an abstraction only (Read: a pure conception) as if it were a real, material thing (i.e., treating a pure conception, as if it were the conception of an actual object; that which is not a pure conception is an object that can be pointed to and illustrated). Money is an example of reification, when used in the context of being owned by people and transferred among them; instead, the paper textile and metal discs and computing systems are objects that exist and can be pointed to.

At a societal level, it is unwise to give pure concepts shape (Read: false reification), and then, move them around as physical objects. Money is an example of a concept ("ownership") being given shape and moved around. Notice how easy it is to reify (i.e., make real, give shape to) conceptual entities. For instance, in concern to designing a physical location for light, there is illumination as a real world object (and non-illumination

as less of it), but there is no 'shadow' as a thing itself; a shadow is less of the thing 'light'. Irrational is converting a concept into a spatial object (first irrationality), then moving the concept as a spatial object around (second irrationality).

What does 'rationality' mean? It means that only objects can be moved; concepts cannot be reified to have shape (as objects do), nor can they be moved around like objects. For example, waves are a concept; there is no physical object called wave; waves cannot be moved. Instead, the water which is moving wave-like is doing the moving. Similarly, mass (weight) is a concept that cannot be moved around; instead, the object that has the attribute of a mass (weight) is that which is moved.

Reification is to conceive of something that is purely conceptual as real. To hold a concept in the mind (i.e., to process it) as if it were real. Things which are reified to exist, but have no real existence. These things can be acted upon and have consequence, though no existence. 'Reification' means to turn a thought into material creation (act of materialization; to make into a thing, to render into material existence). To reify is to make a thing from a mental map such that now that thing exists in material, physical reality. For example, to conceive of a chair and then make a chair, or initiate the material creation of a chair. To make it real, either physically or as a constructed relationship, through encoding. To decide and act in the real world based upon money is an example of the fallacy of reification.

For example, a "shadow" cannot be reified. A shadow is a privation of light, and it is not possible to reify a privation (i.e., the action of depriving). Someone might say, well, a shadow is something because if you stand in a shadow you get cold as opposed to standing in the sun, therefore a shadow is something that does something. However, that statement is inaccurate, for it is not possible to reify something that has no properties. A shadow is not a thing with properties. A shadow is a privation of the light, which provides heat. Simply, it is not possible to reify something that has no principle existence. It is a posterior attribute. If someone sits in a shadow, they are likely to get colder, and therefore believe that a shadow is something. But, a shadow is not a subject or an object; it is an attribute.

Reification essentially means the integration of information into conception (as a mental model), and the degree of abstractional accuracy of the model to a real world. The fallacy is the integration of abstract information as real (or, material). An absence cannot be reified as some thing; an absence is a privation [of materiality]. A 'shadow' is an example of the reification fallacy. A shadow is a privation (material absence) of light, and not a [material] thing (an object with geometric relationships) in itself. In other words, to use the concept 'shadow' in the context, and with the meaning being, that it is an individual and material thing, is an example of the fallacy of reification (to claim some thing is real and material when it is not). Consciousness can experience the sensation of light, for which there is the experience of more and less light, in an environment. The non-presence of this thing, light, unless it pervades all, does not exist as an object, thing.

Waves, for example, are what some thing does, not what some thing is. To call some thing a wave is to commit the fallacy of 'attribution reification'. Waves don't exist; a wave is an attribute of some thing. Movement is said of some thing, of a subject (e.g., water). Waves are said of an attribute of a subject (i.e., waves are a type of movement of water). Similarly, a 'shadow' is a [concept] reification of the absence of light. A shadow is not a thing itself.

If there are relational facts, then relations must be constituents of some facts [propositional statements] about objects in the real world. If someone (consciousness) can see (with eyes, a sense) that the dog is on the mat, is it not [the case] that evidence that someone is seeing a 'fact', and not just a dog and a mat, because that information can be used to take more accurately aligned decisions with a given direction of action (such as, acting to move the dog off the mat before it is trampled, or otherwise, for the dog to move itself consciously off the mat before that location is trampled by some larger unstoppable object.

The sentenced claim, "the dog is on the mat", is not just 'true'; it is true because of something external to it. What is external to the sentence (as conception)? That which is external can't be the dog by itself, or the mat by itself, or the pair of the two; because, the pair [data] would exist if the sentence were 'false'. "The dog is not on the mat" is about (carries the meaning) the dog and the mat, and requires their existence just as much as "The dog is on the mat". The truth-maker (Read: subjective consciousness when sharing and taking decisions), then, must have a proposition-like structure, and the natural candidate is the 'fact' of the dog's being (existing, commonly experienced as) on the mat. Therefore, facts exist as a category of information (a categorical inventory) of that which exists (or has existed).

Logic, in its broadest sense, means correspondence with reason or generally accepted principles of rational thought and action; logic is universal. That which does not correspond is illogical. Fallacy is a collective term for arguments that have logical flaws or are invalid. As a branch of knowledge, logic deals with the principles and application of universalizable rational. Through logic, environments can be planned. Causality and probability are two essential principles that underlie the analysis and assessments of rationality (flowcharts of causal reasoning).

If someone sees the dog and the mat, why can't "I" see the relation[ship], assuming that "I" am seeing a 'fact' and that a fact is composed of its constituents, one of them being a relation? As Butch asks, rhetorically, "If you supposed that the relational fact is visible, but the relation is not, is the relation hidden? Or too small to see?".

The above analysis is logically undeniable, and to deny it is enter a subjective (non-socialized) space, where

there is likely to be little common ground (or common orientation) over salient problems with commonly optimizable solutions.

If there are no 'facts', then a social population of individuals cannot, together, make sense (conceive, model) the world in which they interact together.

To orient a society, wherein individual consciousness takes subjective decisions therein, in a useful, optimized direction, the question of "how information was determined" (i.e., all claims are determined, "how did you determine x?") must relate back, sooner or later (i.e., through information flow *tracing* to the source of the flow) to [an appeal to, or claim to] direct sensing. To resolve situations where evaluations and decisions are required

If there are no facts, then there is only opinion, and a society that organizes itself on opinion is unlikely to configure what is available toward the optimal fulfillment of human requirements [for the expression of each individuals highest potential expression in a physicalized/-able state.

6.3.20.6 Beliefs that orient away from community

There is always the risk, while advancing in understanding (and ability) that someone (or some group) become attached to a model, which at the time (and in a particular context) was useful, but now represents an impediment to a continued progression of understanding, and fully integrated fulfillment. The principal question that determines whether a presented model applies to the next iteration of the society, is: How does the presented model relate to all other models, and how do all other models relate to the presented model; where are the interrelationships? In other words, where is the visualization of the whole, unified model [for all information flow]:

1. In community there are humans with needs and resources that can be configured to optimally meet everyone's needs.
   A. In community, there is a societal-level information-based project-engineering model (mechanism derived from a real-world model).
2. In the market, there is the price mechanism, which is used to model (the real-world).
3. In the State, there is the violence mechanism, which is used to model (the real-world).

After being introduced to more accurate information, why don't people rapidly update their thoughts and behaviors? Generally, these people don't rapidly update their lives for a number of reasons, including (but not limited to):

1. Their belief systems won't let them. In other words, their attachment to prior perceptions, integrations, mental models, behaviors are too fixed by their egoic self.
2. Fear of what other people will think of them.
3. Environmental conditions don't allow systemic change.

6.3.20.7 Belief that humans do not have common categories and optimal methods of completing needs

In early 21st century society, there is a large population of people who have no ability to function on the wild landscapes around their homes or outside of their cities; they are 100% dependent on industry (capitalist service). Over millennia, very small groups of individuals were able to carry themselves through the generations with phenomenal health and a fulfillment outlook on life; and we seem to have lost all of that through the last generations.

When living in nature, all adult humans are "experts" on the topic of survival, because they have awareness of a set of absolute human requirements for survival and thriving. In early 21st century society, people are living in a time in history where human beings have forgotten even what it takes to keep their own bodies alive in time and space.

One of the most common harmful views of humanity is: "People are tribal, they are different, they have different likes and wants, they have different beliefs, and therefore, war. I don't think it is possible to have not built the nuclear bomb. Why, because people are tribal, they speak different languages, they have different desires and needs, and then, we are in war."

- So, if all these engineers were working towards it, it was not possible to not build it, and even if it may have not been possible to build it once, once built, it is not possible for humanity not to build more of them.

6.3.20.8 Belief that community is a conspiracy against humanity

Conspiracy circles may see a community-type configuration of society, and elements likely necessary for the transition thereto (e.g., universal basic income), as part of a conspiracy of the elites on the planet to more greatly control the population. Herein, there is the idea a society with any of the following characteristics is a trick perpetrated by the elites; the characteristics they claim is a conspiracy by the elite significantly include:

1. A moneyless society.
2. A society with circular cities. In the early 21st century, it is often the case that dystopian films show their populations living in circular cities.
3. A society that accounts for a 15-20min life radius (e.g., 15 minute cities).
4. A society based on socio-technical standards.
5. A society that implements global economic planning (socialist unions of States).
6. A society that implements basic income as universal

and unconditional (social State).

Fundamentally, a lack of understanding of what community is helping people to see it as some kind of conspiracy of control (by the elites), instead of loss of power among elites and self-determined human need fulfillment (freedom, justice, and efficiency for human need fulfillment). Community is freedom, in part, from those who might wish to control "you".

6.3.20.9 Belief that community has been achieved

There are groups of people in the early 21st century, who claim to live in "community". However, in this proposal, there is only one unified "community", and those isolated populations that call and identify themselves as community are not a societal-level community, as conceived of herein; because they are many, and not one adaptive, unified humane and ecologically integrated system. And yet, they may have characteristics of community.

Simplistically speaking, any given "community" has the following set of similar characteristics:

1. Values, norms, interests, behaviors, rules and regulations.
2. Interrelationships where identities and values are shared.
3. Membership, influence, reinforcement and shared emotional connection.
4. Agreements and commitments to be of free service to one another in the fulfillment of their needs (as required). Note: a family is the prototypical community.

And at the societal scale, societal-scale community characteristics are:

1. Contributed and free access to a unified standard and a habitat service [as a set of coordinated organizations].
   A. Access to the development and usage of a unified and integrated set of socio-technical standards.
   B. Access to the development and usage of a unified and visible economic calculation system (and a decision organization).
   C. Access to a community master-planned habitat service network.
   D. Access to common pools of resources configured free habitat services through community standards.

Often, it is the case that these geographically separated "communities" do not operate together (materially, financially, or socio-technically), with these societal-scale community characteristics. And yet, in their minds, they believe that they are in community (because many of the characteristics of community are actually present in the local living environment). However, a consequence of this assumption is not putting effort and resource toward actual unification of understandings, plans and action at the global level. This consequence may be seen as an ignoring behavior of this/the societal standard for a community-type society the non-adoption of a global community standard. That ignoring may come in the form of a lack of contribution to its development and a lack of contribution to its usage.

6.3.20.10 Belief that humans are broken

> **NOTE:** *An assumption is an idea that is accepted to be true without certainty.*

There is a belief among certain segments of the human population that humans are fundamentally broken.

> **INSIGHT:** *The shrewdest fraudsters don't sell fake medicines and potions; the shrewdest fraudsters sell fake illnesses and imaginary defects. When the fake medicines and potions don't work, then an intelligent consumer moves on to other solutions, but when the intelligent consumer's mind is conformed to a subset of its potential through integration of false belief, then the fraud can go on for a lifetime(s).*

When people claim "you" are defective, don't accept stigmas, analogies, or beliefs; instead, ask for evidence. What if a great many societal issues on the tip peoples tongues today, such the growing wealth gap, ecological destabilization, poverty, the debt crisis, the unemployment crisis, State conflict, and other ongoing points of focus were all found to have no possibility for true long-term resolution within the current global socio-economic system. What if the problem were not political parties, corporate influence, governmental regulation or lack thereof. What if the problem is psychological, and hence, sociological, embedded within an outdated economic tradition that rewards, reinforces and continuously creates and perpetuates those very problems, imbalances, conflicts, scarcities, exploitation, waste production, and other societal problems created out of advantage-over-others and scarcity producing phenomenon. So, it is naive to think and work against what works in their favour on that basic level. We must either accept the current detrimental socio-economic system with all its inherent problems, for they are built-in, or we begin to think more scientifically and "out-of-the-box" with regard to prior traditions, realizing that until the entire social system is uprooted and replaced by a system that actually rewards and reinforces community practices, morality, flow and harmony, rather than oppressing them by design, then nothing will every change.

If the solution does not align to some threshold degree with real world fulfillment, then it will (not yet) be reified into societal existence, or it may freely be reified

into societal existence as it is a solution that does align with an optimal threshold state of fulfillment, given all the information known.

Eliminate the causes of the problems through the a new design to be engineering into operations in the environment, the processes that produce bigotry, greed, prejudice, elitism, advantage, the need for welfare, they all become obsolete.

> **QUESTION:** *Given what is known and available, is there is always an optimal solution to the social, and societal, problems we commonly share around us? Could we not pull this world together into an optimal state of common fulfillment with a rapid quickness?*

6.3.20.11 Belief that poverty is non-structural in nature

Assuming that poverty stems from within the individual and is not caused by a lack of material infrastructure to have needs fulfilled throughout life.

6.3.20.12 Belief that society and humanity cannot be sufficiently understood

There are some people who say that humans will never understand how humanity could live in mutual global access fulfillment, because the intelligence of humans, or the way the mind of a human works, it is not capable of understanding. A portion of these people expect an irrational answer, so they have no problem accepting the bogus explanations that fulfillment comes from consumption in the market-State. Which, is about as irrational as it gets, because the market-State is an abstraction. Sometimes people state that it's "OK" not to understand it, that we aren't supposed to understand how our society works, that we can't understand how a better society could exist now, that there is no "perfect" way to understand society. These are statements of simple self limitation.

Another group may say, "Well, we are still investigating; someday we will understand how society runs and could run." Unfortunately, this group in particular doesn't collaborate, cooperate, or share in any way. Such a group may advance the direction, or it may just be scamming those who agree with the direction, but in either case, it is an inefficient and will likely be less effective also, than an effort that shares work and collaborates globally.

To summarize the conditions of societal self-imposed limitation, there are:

1. Those who think that everything is OK, and it is not. For instance, those who think the market-State, or some other '-ism', are how society works and works well.
2. The other half can be divided into two groups:
   A. Those who say we can't understand society and how society could work best given what is known and available, because we will never understand it.
   B. And those that say that someday we will understand it, and "you" just need to keep sending them the funds…"you" just send them the money and they will do the job. Don't you worry, just send money. Someone will figure it out eventually if the money keeps coming in. We don't understand it because we don't have the money to understand it; it doesn't exist yet because the money isn't available for it yet.

6.3.20.13 Belief that is not possible to design and operate a planned societal system

Some groups of people, today, hold that social system design, or more completely, socio-technical engineering, is impossible. They believe that social systems with immaterial properties cannot be constructed on the basis of a design, as one can create material systems like buildings or machines on the basis of design. However, professional (working) organizational procedures show (demonstrate) that social system design is possible: in market and State organization it is common practice to redesign departmental structures, individual positions or work procedures, and to introduce these redesigns successfully in the organization to change the conditions, orientations, and otherwise, behaviors, in the social environment.

In a societal system, planned socio-technical system change is feasible, given an openly unified information space with value-orienting conditions (Read: organizational procedures and meanings) that compose a [probably] workable (in terms of human requirements optimization) future state of the socio-technical societal system.

Herein, societal-level social system design only has societal-level meaning if it is [probably] realizable. Anybody can produce a design (i.e., make a model or a drawing of something); anyone can design a flying building by drawing wings onto a building. Realizable design, on the other hand, is making a model of an entity that can be realized materially on the technical basis of a specific model. Therein, it may be said that societal-level social system design only has real, materializable meaning if it is possible to create a materialized-behavioral social system on the basis of that design.

A more fundamental difference in design and realization between material and social systems is not in the design process itself, but in the realization of the system (in every [conscious] moment). The material system is realized by the deciders (makers, constructors) who are in turn oriented influences in the social network. Through material-conceptual, cooperative processes, the material resources required by humans become met. The materializing aspect of a common information system is the 'material' system, largely realized through design (whether known or not). In principle, the realizers, themselves, structure their own realized experience.

In contrast, a social system has essentially immaterial

aspects and components. It is made and driven by the thoughts and feelings of the human actors in the system. A redesigned social system is realized by these actors by changing their ideas upon their social systems.

In social system design the social system is realized on the basis of a design made by people in a decisioning control (a.k.a., change agent, some sufficient intelligent agent) role, such as owner, manager, specialized staff, and controller.

Social systems are not designed for and realized by machines or robots, but for human actors (individuals and groups), with self-organizing and self-control faculties. Typically, these actors who facilitate the emergence of a social system designed for humans, they are likely to experience a high-degree of freedom in the realization of their new social system, because it is designed for themselves, by themselves.

The realization of a social system redesign may be counteracted by monitoring the development of the new system and by taking action on dysfunctional differences between the unfolding reality and the redesign.

Design is based on knowledge of a certain segment of the existing reality, and generates knowledge to create a new segment of reality. Therefore it entails epistemological issues, concerning ideas on the nature of knowledge, and ontological issues, concerning the nature of reality.

Epistemology defines the criteria by which warranted knowledge is possible: What are the origins, nature and limits of scientific knowledge. So epistemology can be regarded as the 'science of science' or "logical data structuring of science".

There exists a material reality, independent and dependent upon an observer (an ontological position), and that it is possible to develop objective knowledge of this reality by observation and reasoning (an epistemological position, a logical position).

One can share data on this social world through communications and other actions. The material and social worlds coexist, just as the self and social worlds coexist.

Research in systems design science could, or not, be motivated by a drive ("quest") to improve the human condition. Obviously, humans have requirements for living and being, given a [real] world environment. If they have requirements, then there must there be conditionals related to those requirements. If there can be conditions, then there can be conditions to human consciousness from particular arrangements of the environment. Technologies are particularly useful arrangements of the environment. Once existence can be accounted for and human habitat (economic) arrangements can be sectorized and tabled (calculated), then the planning of global human fulfillment becomes increasingly likely.

A technological rule is a chunk of knowledge, connecting a certain intervention or system in a certain context with a certain outcome from the human social domain. More specifically, the logic of the technological rule is: if "you" (someone) want to achieve Y in setting Z, than do X (or something like X). This logic is concise, but the actual full description of a technological rule may take a full report or article or standard.

A full formulation of such a technological rule gives for a solution concept X the objectives the application of the solution concept would serve (the Y), and for which situations (the Z) the rule would be valid.

In general, for solution-concepts to be integrated (into active concepts in operation), they are tested first. "Field tested" is a simple way of saying, "the solution concept is sufficiently tested in its intended field of application to be [in this application] 'effective', which that it is known by measuring to have produced the solution concept sufficiently per specification.

Organizational problem-solving project, following the steps of the regulative cycle: problem definition, analysis and diagnosis, plan of action, intervention and evaluation.

6.3.21 Economic capitalist crisis complications

Capitalist society is always in a state of crisis over technology disruptions (that are advancing capabilities) and supply chain disruptions (creating resource shortages).

6.3.21.1 Early 21st century technological disruptions

Technological disruptions, such as job loss and automation technologies (e.g., artificial intelligence, AI), could de-stabilize society sufficiently to reduce the likelihood of accessible personnel, resources, and environmental conditions to complete the project.
For instance, global internet disruption, supply chain disruptions, etc.

6.3.21.2 Early 21st century supply chain disruptions

In the early 21st century, the manufacturing of a standard smartphone requires the coordination of hundreds of components from around the globe, all of which are brought together in a specific order on a factory floor by different businesses and nations through market-State relationships. Supply chain disruptions are a major problem when trying to meet the needs of society.

In the market-State almost everything is unpredictable because there is, at least, competition and secrecy. Thus, useful (or, potentially useful) information is unavailable, and there is also mis-/ and dis-information, which further complicates the ability to appropriately fulfill human requirements and apply efficiency appropriately.

Humans are capable of recognising the decisions that are appropriate in a given context in order to achieve a desired outcome. Traditionally, it has been the human that has taken those decisions and taken responsibility for their outcome. As scientists and engineers develop machines to automate decisions and task processes, the role of humans changes from that of labourer and manager to that of contributor to the overall process

of deciding and operating community. It is essential to consider the effect automation of decisioning may have on a humans' thought processes and cognition.

Whilst the deployment of automation for certain types of system challenges may be appropriate, (e.g., long term monitoring and repetition), these machine technologies change the humans societal role; and, if they remove human knowledge, they can constrain the societal system around the automated decision. The resulting system loses some of the agility and flexibility that the humans could have provided.

Science and engineering have, for many years, been developing machine technologies that are capable of taking (or making) decisions faster, and more effectively, than humans. As part of the societal decisioning, it is the accountability of us, as contributors to the unified model, to simulate, forecast and understand the consequences of applied design decisions. For systems that deploy machine decision technologies, accountability as well as the flow of resources and information, are transparent. Therein, all humans have an inherent interest in and responsibility to the consequences of such a deployment on the human cognitive contribution to delivering the societal system's purpose. Wherein, a community's highest internal purpose is to facilitate a population of lifeforms in their development toward their highest potential life experience (i.e., higher self, etc.).

There are multiple forms of decisioning with their own risks:

1. Proof of work based systems are bad because of proof of work, which wastes power/energy.
2. Leader-based systems are bad because they have a leader, who takes subjective decisions.
3. Voting based systems are bad because they contain votes, which are subjective.

It is relevant to note here that voting based system can become less uncertain when high overall percentage of votes is required to pass/agree on a decision (for example, when 90-99% threshold of vote agreement is required, versus 50%). Voting based systems can become more certain when the information being used by the voting population has a high transparency, and thus, a validly high confidence in it. For example, when the information a voting population has on the selection and situation a contributor will experience once completing tasks in a team or working group.

6.3.22 Incentives badly aligned with human fulfillment

People can't agree to change their behavior at the same time in ways that would be advantageous to everyone. There is a local maximum where everyone is stuck.

6.3.22.1 Market incentives

The fact that you have to pay to be alive means that there is always a drop of [financial, artificial] stress living in the back of everyone's mind, so not matter no how much one tries to let go, it is always still present when in the market. The first couple of community-type integrated city systems will still exist in the market, and be largely populated by people brought-up under market conditions. The "back of the mind" stress of money will likely impact individual decisioning, and is something to remain aware of.

6.3.22.2 Siphoning resources from community

There may be people that will "game" the free access societal system in order to acquire objects to re-sell them in the market. Some of these people might move into a community-type society in order to siphon off resources. The incentives and causes for this behavior are numerous in the market. Individuals in community may wish to facilitate an income for family and friends outside of community. Individuals may simply desire to join, take objects of value, and then return to the market to live a life of greater wealth.

6.3.23 Existing lifestyle commitments

It is a challenge when people have existing commitments and systems that they have set up that hey don't want to disrupt. Unfortunately, people can become so invested in not disrupting what has been created that it is difficult to look at what could be an improvement. We have become invested in a system that we didn't plan very thoughtfully, versus creating something that we can become invested in that we thoughtfully planned.

6.3.23.1 Existing lifestyle contentedness

A.k.a., Life's [egoic] inertia

Many people are content in their lives; they are not interested in "upsetting" the stable inertia of their lives. Therefore, it is, often, not until an environmental influence does so for them. Such an environmental influence could come in the form of a disaster, and then recovery to a better state, or it can come through exposure to new information, leading to self-realization and a different decision, a different behavior. An environmental influence may not necessarily be a disaster, natural disaster or human made disaster, but instead, through a self-realization that a better way of living is actually possible now, for "me". A facilitation of the self-realization of a better way could come through a better virtual reality (VR) technological experience of the operation of community and having to share, the specifications for its actual operation. If you were placed, for 10 minutes into the sensory environment of a physicalized community-type society, and then, you got to experience how that way of living would operate possibly via reading over a set of comprehensive

specification for its conceptual and technical operation[al feasibility]; many people would, from that experience alone, walk away considering to better their lives by contributing to a community lifestyle. The impact of the sensory experience of combined with a specification for possible constructed operation, that will be a powerful motivator for a portion of the population.

This system could feasibly be started with several hundred people (given conducive market and jurisdictional conditions). However, technically, some of the higher-scale elements of the societal system could be cut out and it could operate within market conditions at a small family scale; a family can operate as a community-type of societal organization. As the population [considered 'family'] scales larger, there are the emergence of other system domains and considerations, and decisioning becomes more complex, requiring a multi-variate matrix where each individual has a common set of potentially fulfilled needs given a set of common resources and contributed services by many people across a distributed area. In other words, more [types of] information are required in order for the societal system with a larger population size to work, or more correctly, work optimally.

Hence, another way to look at the proposed societal system is to take those loving family relations that most healthy families experience within their nuclear-extended family, and extend them out to the rest of the planet (human and ecological world) through a systems-based, solution-based approach. When this scaling larger occurs, those relations that where once normative (implicit) at the family-level are made explicit through an explicit societal information system that is cooperatively coordinated into exists by accessing contributors. For example, generally, in a loving and supportive family situation, the humans do not:

1. Enforce a retributive, punishment-based system on someone in the family after they do "wrong"; instead, they use restorative methods to restore relationships (wherever possible).
2. They share resources and information such that they neither secret information that would better others' decisioning, nor do they enforce a structure of economic exchange (barter or currency) on one another (particularly, when it comes to life and technical support).

Notice here, how the family operation (i.e., a cooperatively coordinated society) may be said to exist in a larger market-State based operation (i.e., a competitively coordinated, punitively justified society). Could a market-State society be said to logically exist inside a cooperatively coordinated society? If society could be designed, specified, and then operated, how might it be best for us to do so? The market-State and the community are two different societal configurations; two different intentional orientations toward society.

In community, individuals cooperate concerning the fulfillment of human requirements; when things "go wrong", humans are not viewed as broken, but socio-technical systems are re-designed so that the likelihood of breaking human fulfillment is less over iteration (restorative justice). The market-State is the encoding of the requirement for transaction in order to have access fulfillment, which is hierarchically distributed; when things "go wrong" (e.g., contracts, agreements are broken), then individuals are punished (a.k.a., retributive justice, punitive justice, a State). When things go wrong humans are often considered to be broken (vs. organizational structures and functions in community). In community, when something goes wrong, often what is to be changed is the fundamental organizing structure, which is producing an unintended result. It is to the organizational structure that a change may be said to be made. The conscious individual that, in the case of a human making a mistake, that mistake, it does not matter whether it was intentional (i.e., "criminal" using market-state language) or not ("legal"). If someone caused a mistake, then there must be some possible remaining error in the fulfillment process. Maybe there is an error in the mechanism for a mechanical service system, maybe their is a bug in a software service system, maybe there is a mistake in how someone was treated when they were brought out and they mistreated another, maybe there are aberrant environmental pressures (e.g., money stresses) that are conforming behavior to a subset of its potential, and maybe, this can happen at the individual-level (with individual decisions) and structural-societal-levels (with organizational structural decisions).

6.3.24 Unintentional miscommunication

Unless you get the language precise, communication is not efficient and understanding is less certain.

6.3.24.1 Terminological issues

The terminology used in some verticals of the specification may be "out of date", or "more updated", than a reader's. This project is for a societal-level project undertaking, and therefore, it covers many disciplines. There may be a gap between the development of a new conceptual understanding and its integration into the unified specification, which may entail structural re-organization.

6.3.24.2 Assumed definitions

> **QUESTION:** *Every priced commodity is called a "good". Does that mean a good thing or bad thing.*

Differing definitive views (Read: definitions) on the fundamental systems that compose a human society will have differing results on systematic societal change.

In early 21st century society, the real meaning of significant terms become equated with their opposite in

usage. In other words, people are using a term to mean something that if they perceived the larger whole, they would see how the term they are using, if observed in its express in the real world, would be given an opposite (or near opposite) meaning.

> **NOTE:** *A 'definition' is a list of conditions by which a word (term, concept, or encoding) is used. When the word(s) used are not defined (i.e., left undefined), then there is additional, unnecessary space for error, because of the lack of a definition within an argument (i.e., when "you" don't define words, "you" leave unnecessary room for error).*

6.3.24.3 Language imprecision

Imprecise definition of terms. For example, defining government only in terms of the services it is supposed to carry out (e.g., to permanently maintain public records, to continually provide essential services, to guarantee the security, accuracy, and auditability of recorded information), and leave out how those services are carried out and the extent to which they are carried out (for instance, what are essential services?).

6.3.25 Harmful associations

Harmfully associating the Project with an organization that is either widely despised and/or outright dangerous to human safety. For instance, it is important to be precise and careful with phrases like, "for the greater good" and "for the greater number", which have historically been deployed by governments in justification of aggressive and violent actions "for the greater good". Statements indicating a "greater good" mentality include, "some of us must get sick for all of us to get fed; some innocent people must be caged for the greater good; some people must be punished for the greater number; some people must die for the greater good; some peoples' children must develop birth defects for the greater good; some people must be poisoned for the greater number; and some people must serve other people for the greater good". A "greater/est good" mentality is closely associated with [self-]righteousness and a reduction in systematic and critical thinking processes, lower social intelligence.

A self-righteous mindset (i.e., the belief that one's thinking and actions are right for everyone) fails to pay attention to evidence while frequently establishing an ideology [that the self-righteous desire to force upon others]. A righteous attitude leans toward the engagement of emotion in decision making as opposed to the application of a systems methodology for understanding problems holistically prior to cooperative action. Allowing the self-righteous to come into positions of power and prominence is highly likely to generate disastrous circumstances for everyone. Whenever the "common good" is put (or more accurately, forced) above the "individual good", then the individual (and the individual's needs) gets sacrificed "for the greater good". Individual choice has little to do with unanimous consent, and has no relation to economic models that involve winning and losing (and competition in general). In a political system, the greatest good for the greatest number is nearly always (if not always) about human management (rather than the coordination of fulfillment for everyone).

6.3.26 Harmful group interactions

Harmful group interactions include, but are not limited to:

1. Intentionally insulting others.
2. Intentionally interrogating others beyond reason.
3. Talking as frequently as possible and at great length, causing others to either become bored, annoyed, and leave.
4. Bring up irrelevant issues as frequently as possible.
5. Haggle over precise wording.
6. Be worried about the propriety of any decision.

6.3.27 Harmful co-dependency

There is a big difference in something be given freely today by an entity in the market, and a group of people organizing for an abundance in access an opportunities for discover and growth. In the market, when something is given to someone else for free, then a co-dependent relationship is likely to form the receiver of the gift becomes dependent on the giver. That feeling of sufficiency in being able to accomplish something and meet your own needs is missing. Dependency produces a lack of sufficiency. Cooperation means true security in access. When there is dependency their insecurity in access because access is dependent upon the will of another. In community, access is dependent [in part] on a transparent and common decision process which coordinates fulfillment. In community, a feeling of sufficiency comes from participating in the fulfillment common human needs and from being able to observe the operation of the entire fulfillment system as well as reference documentation which explains the reasoning for its current state of operation. Here, sufficiency arises from being able to view at any time the system which facilitates the fulfillment of all, from being able to see what efforts are necessary and from being able to participate whether you skills are appropriate and needed. An open society where everyone has access to what they need and can participate in anyone's fulfillment. In this type of society, we know we have access/will continue to have access to that which fulfills our needs, and so, our behavior becomes calmer and our actions more aligned with our purpose.

6.3.28 Aberrant environmental conditioning

With experience we become tuned in to the environment and the environment shapes our mental conceptions

and representations of the world. What if someone grows up in an aberrant environment? What if their representation of the world are inaccurate?

6.3.29 Lack of connection with natural (required) cycles

For example, in early 21st century society, many people are have become dis-connected from the sun cycle, and have instead become connected to the market clock. Some people in early 21st century society don't even recognize the sun's radiation as a nutriment (that provides the fulfillment of a category of required human existence). Others in early 21st century society recognize it as a human need, but are unable to organize their lifestyles by it because of their market-State imposed requirements.

6.3.29.1 Confusion about needs

There are two confusions here about needs. Firstly, that the belief that humanity needs an authority (e.g., government, etc.) to make humanity "good" is a commonly repeated narrative throughout books and other works by those who believe in authority and work for authority. The belief that "we" need a government or deity to make us good.

Secondly, abstracting the economy from,

1. The natural field of life support upon which it depends (*the ecology*).
2. The complex field of society upon which it depends (*the society*).

Finally, there is the lack of an understanding that all humans have a common (categorical) set of needs that must be fulfilled to live optimally.

6.3.29.2 Lack of self-esteem

There are two general types of people:

1. The rational or empirical who will look at the evidence and if it is convincing will change their minds.
2. The other people who are, by degree, more dogmatic (i.e., those who are convinced by belief).

6.3.30 Assuming fear, uncertainty, and doubt (FUD)

A.k.a., Lack of trust, and of knowledge, of self.

Fear, uncertainty, and doubt (FUD) naturally emerges from humanity's nature; they are survival characteristics of organisms in an uncertain life environment. When working together, the result of fear, uncertainty (high), and doubt (high) is less efficiency and effectiveness, and more probability of conflict. FUD can arise in various ways, depending upon a person's life experiences.

6.3.30.1 Fear of technology

Humans have tasks to carry out most days, including eating, move around, working, and communicating. Some of these tasks individual humans are able to do without the help of machines. Among society, however, there are a significant number of tasks that humans are only able to compete by using machines. In this sense, the tasks that machines carry out are human tasks and not machine task. Machines do not have to be designed to carry out tasks for their own sake. Machines intentionally designed by humans for human benefit will carry out human tasks, as extensions of humankind.

Computers will eventually take over mundane technical computational tasks that previously would have required an engineering expert, such that users can easily determine optimal technical solutions (given what is known) and a direction of issue inquiry.

It has happened in the past, and is still possible today, for laborers in a market to see advances in technology as competing with them for labor market share.

6.3.30.2 Fear of continuous data collection

A continuous information system means continuous data collection. Constant data collection via users and sensors can make life and habitat services smoother, for everything from transit to garbage. However, nonstop data looks a lot like tracking and surveillance—opening big questions about privacy, control, and authority. The "smarter" a city is, the easier it is to manage well—from streets pre-built for automated transport, to a self-sorting trash stream, to lawn chairs or whole activity areas that can tell you if they're free (i.e., occupied).

6.3.30.3 Fear of lack of contribution

> **QUESTION:** *Do not all healthy members of society wish to contribute in whatever way is appropriate.*

There is a fear that people will not contribute. When artificial cooperation limitations (trade-relationships and non-automation) is reduced among a group through a common access model that identifies all aspects of human need fulfillment, then that fear that individuals will not contribute is perceptible as being unfounded, and becomes increasingly so over time given our level of progress to date. We are visualizing together, cooperation in a common direction, oriented by our common values that guide our experience of a common environment, refined to a set of standards specifications that determine the next iteration of the society, as one societal systems model.

Significant technical advances (e.g., in computation and automation) may enable enormous personal freedom and a release from the necessity to have to physically work at anything. However, societies do not thrive on being purposeless.

With all this automation, what will we do? We have the opportunity to live life to its fullest, together in

peace. As you largely know, algorithms and robotics will be putting a lot of people out of jobs... There are many societal progressions, among them a universal societal wage, from the government, or this proposed societal system configuration. There is a disruption that happens when societal systems reconfigure (peaceful, or not). In the material environment, and through socio-decisioning, "we" determine which "jobs" are best for us as individuals, now.

> **APHORISM:** *If you spend more of your time noticing what you actually are, you will rediscover what you are creating. At that same moment, you will be able to choose what you are creating. Try not to get lost in fantasies in the process. But, you will be at least pauses the fantasies.*

6.3.30.4 Fear of loss of choice

A cooperatively organized habitat service system is a necessity of [a healthy and well] sociological life, and it admits endless degrees of choice within its objective principle of human determined fulfillment. Whether recognized or not, the objective criterion of life-value always remains a constant, and so too the life-value ground of values (i.e., "rights") and [social] justice.

> **NOTE:** *People go from denial to despair very quickly. When this is possible, the best approach is what is achievable, and not what the current problems are.*

6.3.30.5 Fear of homogenization

It is possible to have plenty of different opinions on subjective matters, but little difference on objective factual matters. In principle, and over long generations of time, this could dilute everyone's individuality. To retain their individuality, members of society may make a conscious effort to exert their unique differences, especially in becoming the most capable and compassionate human they could be.

> **NOTE:** *The idea of social homogenization is also discussed in the overview.*

6.3.30.6 Fear over the loss of competition altogether

Competition is a struggle for success, the outcome of which is uncertain; and, it can be very entertaining for an individual. Pleasure and growth may be found in the adoption of a structure of mutual limitation (i.e., in competition). It is possible to compete with one another for entertainment, while remaining in the central directional goal (principle) of advancing every individual as the common good. In other words, while a healthy society is organized together cooperatively (core value), a healthy society may also entertain itself through individual and group competition (entertainment value). Determining life-relevant (survival) solutions, together, is a lot easier when there is a cooperative [common] model for decisioning and coordinating action.

> **NOTE:** *The values of 'cooperation' and 'competition' are significantly addressed in the Social System Specification; while, they are addressed to a lesser extent in all other societal specifications. They are addressed in all societal specifications, because they are the proposed society's core value of 'cooperation', and its [value circumflex] opposite, 'competition'. While 'cooperation' is applied to organize all of society, 'competition' is a[n artificially limited conditional] type of recreation.*

6.3.30.7 Fear of negativity

Fear of perceiving the "negativity" can dull the optimal resolution of conflict, and more fundamentally, human societal organization. When designing material environments it is essential to perceive the who situation so that data calculations are optimal. More simply, for consciousness, in the design of its material socio-technical environment, it is essential to know what it humanity "deal" with it (i.e., to know knowledge of the situation so as to take an optimally unified and integrated next decision.

6.3.30.8 Materialism

There is a risk that some who advocate this direction only perceive the material, technological side of the system and ignore, or otherwise, disregard the design of its information base. Since any society, and all of its materializations, are first and foremost information, the ignoring of this fact could lead to gaps in its materialization.

6.3.30.9 Resource guarding

What we need must be available and accessible to all otherwise "resource guarding" (a.k.a., "possessive aggression") behavior is likely to occur. "Resource guarding" is behavior that discourages another to take, or get too close to, an object or valued area in an animals possession (Read: current access). Resource guarding is the defensive/aggressive desire to maintain access to something, and it is often accompanied by the thought that what is wanted will be taken (or, threatened). Usually, the target of desire refers to food, personal objects, or sleeping areas, but it may also apply to self-ego, as well as other animals, such as guarding loved ones (Read: protectiveness). Resource guarding is a well understood behavior trait in other animals. In dogs, it can range from a quiet head turn and stare to a deafening growl (signals), forward charge or an actual bite. We stop resource guarding behavior by ensuring that there is sufficient visibility to all resources, and by maintaining access to all that is needed, wanted, and preferred. In other words, we change behavior by changing the environment to one of visibility/transparency and availability/access. In community, when others modify the design of the environmental "living" system, then good things will happen (because alignment with fulfillment is structurally maintained), and so, no one

needs to be "possessive". Note that animal behaviorists condition resource guarding behavior out of an animal through "treating and training". In community, we don't "treat and train" other humans; instead, we modify the environment so that the known behavior, which arises due to environmental conditions, is unlikely to be present. It is important to recognize here that there is a difference in "training and treating" the desire/ability to fend for one's needs (i.e., the behaviorist approach to possessive aggression) versus shifting the environment so that we are all fulfilled and we don't lose the ability/desire to sense that which we need. By treating and training an animal can become disconnected from sensing that which it needs to survive and thrive (i.e., becoming "domesticated"). And finally, trading (i.e., "I want that which you have, what do you want for it?") is not a sufficient environmental change to produce the abundance in visibility and access required to reduce resource guarding behavior. Certainly, it is a more complex form of behaviorism, but it does not sufficiently restructure the core environmental. And in fact, trading (i.e., the establishment of a "market") generates a number of downstream negative consequences, such as "competitive advantage" thinking an behavior (e.g., concealing information and information manipulation).
In community, we remain aware of the environment in which behaviors are expressed. In behaviorism, "shaping" is the reinforcement of successive approximations of an extrinsically desired behavior. By "shaping" an individual organism through behavior modification techniques (to create to a desired behavior) we may be missing out on real fulfillment through re-shaping the real world environment.

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Table 31 Types of legal entities in the market (a.k.a., business models). Technically, each of these models is a partnership (a.k.a., association).

Legally Recognized Market Partnership Entity Types (business model names)	Ownership Type	Requires Board (of directors, trustees, etc.)	Can Issue Shares for Ownership (fractionized ownership)	Fulfillment Type	Incentive Signals	State Oversight	Product Delivery	Profit Orientation	Liability (owner responsibility)	Taxability (must pay tax)	Can be political (can influence political campaigns)	Maintenance
Sole Proprietorship	One person [does business and takes profit]; one share	No; one person	One share of ownership	Isolated self-financial fulfillment; profit	Competition, Secrecy	Moderate	Product sold into market	Profit orientation	Unlimited personal liability	Self-employment tax; personal tax	Yes	Some simple annual requirements
Partnership	Two or more people [do business and share profits]	No	Cannot issue shares; if can issue shares, then hybrid between partnership and LLC	Isolated family financial fulfillment; profit	Competition, Secrecy	Moderate	Product sold into market	Profit orientation	Unlimited personal liability unless structured as a limited partnership	Self-employment tax (except for limited partners); personal tax	Yes	Some simple annual requirements
Limited Liability Corporation (LLC) / Company	One or more people [do business for profit]; one or more shares	Yes	Can issue shares of ownership like a stocked commodity	Isolated social group financial fulfillment; profit	Competition, Secrecy	High	Product sold into market	Profit orientation	Limited (sole proprietorship with limited liability)	Taxable	Yes	Some simple annual requirements
C Corporation (C area of US market entity construction code)	One or more people [do business for profit]	Yes	Can issue shares of ownership like a stocked commodity	Isolated social group financial fulfillment; profit	Competition, Secrecy	High	Product sold into market	Maximize shareholder profit	Owners / shareholders have limited liability; owners are not personally liable	Corporate taxable and employment tax; corporate income tax is paid first at the corporate level and again at the individual level on dividends	Yes	Formal meetings required to maintain corporate status; stock may be sold to raise capital
S Corporation (S area of US market entity construction code)	One or more people, but no more than 100 [do business for profit]	Yes	Can issue shares of ownership like a stocked commodity	Isolated social group financial fulfillment; profit	Competition, Secrecy	High	Product sold into market	Profit orientation	Owners are not personally liable	No dividend tax; S corps are pass-through taxation entities. The business is "passed-through" and finances are reported on the owners' personal tax returns. Any tax due is paid at the individual level by the owners	Yes	Formal meetings required to maintain corporate status; stock may be sold to raise capital
B Corporation (B area of US market entity construction code)	One or more people [do business for profit and some benefit]; exists for a purpose other than profit	Yes	Can issue shares of ownership like a stocked commodity	Isolated social group financial fulfillment with some needed real-world benefits; profit	Competition, some transparency	High	Product sold into market	Profit orientation and statement of public benefit	Owners are not personally liable	Corporate taxable	Yes	Formal meetings required to maintain corporate status; stock may be sold to raise capital

TABLES

Legally Recognized Market Partnership Entity Types (business model names)	Ownership Type	Requires Board (of directors, trustees, etc.)	Can Issue Shares for Ownership (fractionized ownership)	Fulfillment Type	Incentive Signals	State Oversight	Product Delivery	Profit Orientation	Liability (owner responsibility)	Taxability (must pay tax)	Can be political (can influence political campaigns)	Maintenance
Non-Profit Corporation (NPO, NGO; 501C area of US market entity construction code)	One or more people [do business for public benefit];	Yes	Cannot issue shares of ownership like a stocked commodity; some States allow non-profits to issue shares	Public need fulfillment; profit; does something other than profit	Cooperation, some transparency, some efficiency	High	Service and/or products for public benefit	Not a profit-based orientation. The profit is still present, it just is not taxed.	Owners / shareholders have limited liability	Tax-exempt, but corporate profits can't be distributed	No; cannot lobby on behalf of a candidate or a political party	Annual reports, minutes, meetings
Foundation Corporation (private & charitable)	One or more people	Yes	Cannot issue shares of ownership like a stocked commodity; some States allow non-profits to issue shares	Public good; no profit; exists for a purpose other than profit	Reputation, some transparency, some efficiency	High	Service and/or products for public benefit	Not a profit-based orientation. The profit is less present because of the pre-existing funding pool	Owners / shareholders have limited liability	Tax-exempt, but corporate profits can't be distributed	No	Annual reports, minutes, meetings
Worker Cooperative, Cooperative Corporation (civil contracts association)	Two or more people who are employees or patrons of the association; a cooperative (co-op) is owned by the same people it serves	Yes	Can issue shares of ownership	Local user-producer need fulfilment; no profit; profit is detrimental	Cooperation, complete transparency, highest efficiency	High	Workers internally develop and sell products to one another	Benefit of using service; profits and earnings generated by the cooperative are distributed among the members, also known as user-owners	Civil contracts create liability; become a member by purchasing a share	Taxable	Yes	Annual reports, minutes, meetings
Distributed autonomous partnership	Two or more people who are autonomous owners in the partnership	No; uses smart contract code	Based upon the issuance of shares of ownership	Technology; can be used for profit or not	Cooperation, complete transparency, efficiency	Moderate	Account and vote	Technology; can be used for profit or not	Owners / shareholders have limited liability	Taxable	Yes	Annual reports, minutes, meetings

TABLES

Table 3. Execution > Project Lists: *Project charter list.*

Charter *(Elements)*	Objectives	Source	Description
Title	Intentionality	Life	Community
Mission	Purposivity	Life	Global human fulfillment and ecological well-being.
Vision	Purposivity	Life	Network of integrated city systems operationalized through a unified information system.
Universal Goal	Purposivity	Life	Maximize well-being; maximize fulfillment; maximize flourishing; maximize flow.
Universal Goal	Purposivity	Life	Avoid suffering.
Universal Goal	Purposivity	Life	Design and operate a societal system with the maximum, highest possible state of flourishing from all (as contrast to a state withe the minimum, worst possible misery for all (given what is known).
Directive	Purposivity	Life	The Auravana Project exists to collaboratively develop a global community-type society through the commonly shared design, construction, and operation of a socio-economically unified network of integrated-access city systems. We have come together to optimize the fulfillment and well-being of our beings.
Prime Directive	Purposivity	Life	The prime directive of The Auravana Project is to bring into existence (materialized and encoded reality) a type of society that facilitates the highest potential expression of all of humankind through the synthesis of a "living" societal system specification, which reasons and defines the system's operation.
Description	Purposivity	Life	The executed design, construction, and experimental operation of a community-type societal system: consisting of a fulfilled population of humans, a regenerative ecology, and a network of integrated city systems, as expressed through a unified societal information model (the Specification).

TABLES

Charter *(Elements)*	Objectives	Source	Description
Purpose	Purposivity	Life	To continuously and consciously evolve toward our highest potential expression for ourselves and all others through resilient adaptation to a higher potential dynamic of experiential existence.
Aim	Purposivity	Life	The project has been formed to produce the individual [conscious] experience of human fulfillment and ecological well-being, through the operation of a habitat service system structured in alignment with (i.e., through) a specified societal information system.
Sub-aims	Purposivity	Conception through to design aim/goal	Highly automated
Sub-aims	Purposivity	Conception through to design aim/goal	Marketless
Sub-aims	Purposivity	Conception through to design aim/goal	Stateless
Goal(s)	Purposivity	Conception/design goal	The Auravana Project exists to cooperatively create 'community', through a shareable and constructable design specification detailing the logical derivation and visualizing the technical operation of a fulfillment-oriented (i.e., human-requirement) structured society, a community-type societal living system.
Goal(s)	Purposivity	Materialization/action goal	The Auravana Project exists to materialize a living system of experimental (at first) integrated city systems operating through a "living" community-type societal specification for human fulfillment and ecological well-being.
Goal(s)	Purposivity	Conception/design goal	A continuously updated specification of the whole societal system. A commonly shared and coordinated specification detailing the conceptual through to experiential state of the society.
Goal(s)	Purposivity	Materialization/action goal	The design, operation, and coordination of a network of city systems, all based upon a selected information set and material configuration from the unified societal specification.
Goal(s)	Purposivity	Experience/Personalization	The experience of optimized fulfillment and well-being for each and every individual human, based upon the given conditions and criteria.
Goal(s)	Purposivity	Direction and intention for decisioning.	To facilitate the realization of our full potential through the operation of a societal system that fulfills the human needs of every individual in the population.
Goal(s)	Purposivity	Direction and intention for decisioning.	To support each other in progressing toward our highest potential while developing self-knowledge and a deeper understanding and appreciation of our nature and the nature of the world.
Goal(s)	Purposivity	Direction and intention for decisioning.	To continuously improve the effectiveness and efficiency of the community's systems in fulfilling the unifying and life-long needs of everyone.
Goal(s)	Purposivity	Direction and intention for decisioning.	To continuously improve the means and methods, the oriented approach, by which we discover, understand, learn, communicate, and act.
Goal(s)	Purposivity	Direction and intention for decisioning.	To exist in a state of regenerative abundance with our lifeground while maximizing the intelligent use of resources and caretaking the environment (i.e., to sustain material resiliency).
Goal(s)	Purposivity	Direction and intention for decisioning.	To arrive at decisions based upon a commonly "living" purpose, set of needs & values, and approach, and hence, a similar set of understood relationships for arriving at decisions and actions. Note that these similarities are necessary for the effective functioning of [human] social nrelationships wherein a community is a set of similar relationships.
Goal(s)	Purposivity	Direction and intention for decisioning.	To exist in a state of appreciation and compassion for the self and the evolving whole.

TABLES

Charter *(Elements)*	Objectives	Source	Description
Goal(s)	Purposivity	Direction and intention for decisioning.	To continuously improve access abundance through a stable 'bio-psycho-social community', a community of need fulfillment, serving as the liberating foundation from which individuals pursue their highest development and apply/contribute (participate in) everyone's evolving potential.
Goal(s) / Objective	Usability	Quantitatively characterize the different components of the human system, and understand how these components relate to each other (in abstractly through to materially).	
Goal(s) / Objective	Usability	Quantitatively fulfil the needs of individual humans in the human system, and understand how the needs are best fulfilled.	
Goal(s) / Objective	Usability	Quantitatively understand location habitability. Access past and present habitability potential of location.	
Goal(s) / Objective	Usability	Develop reliable and robust operational access/service systems; increase self-sufficiency.	
Objective (Strategic)	Purposivity	The continuous development of a global and unified Societal Information System (SIS).	Specification development
Objective (Strategic)	Purposivity	The localized development of habitat service systems (cities) formed from the Societal Information System.	Engineering development
Objective (Strategic)	Purposivity	The recruitment and development of a population of participants who understand the Societal Information System and will populate the first cities.	Human relationship development
Objective (Strategic)	Purposivity	The escrowed acquisition of material and financial resources for development.	Acquisition development
Objective (Strategic)	Purposivity	Re-orient humans globally to a community-type societal system.	Social awareness development
Objective (Strategic)	Parsimony	Ensure the technical, organizational, and contractual coordination (where and when) at a project level.	
Objective (Strategic)	Parsimony	Ensure effective interaction and communication among project participants.	
Objective (Strategic)	Parsimony	Initiate and facilitate the coordination of meetings (particularly, Steering Committee meetings).	
Objective (Strategic)	Parsimony	Ensure active and beneficial collaboration with other relevant projects and organizations to promote collaborative efforts toward the common goal.	
Objective (Strategic)	Parsimony	Ensure the transparent and distributed ability to control the societal system.	Control systems engineering

TABLES

Table 4. Execution > Project Lists: *Project list of human need factors (simplified).*

Human need factor	Other names for need	Risks to need fulfillment	Location	Use
Self-actualization	Self-growth, self-development, transcending	Destruction of motivation	Motion	Learning
Ego	Relatedness, affection and connection	Destruction of self-integration	Cognition	Thinking
Social (love, friendship, belonging)	Relatedness, understanding	Destruction of truth	Integration	Building
Safety (freedom from threat and danger) avoid pain	Existence, cooperation	Destruction of trust	Condition	Cooperating
Physiological (air, water, food, warmth)	Existence, subsistence	Destruction of environment	Location	Sustaining
Subsistence need factors	**Sub-composition**	**Risks to need fulfillment**	**Location**	**Use**
Air	Control temperature, humidity, impurities, quantity, view	Pollution, destruction of natural cycles, and equilibrium	Atmosphere	Atmosphere use
Water	Increasingly supply source (ground, sea); control of supply, termpature and impurity	Pollution, destruction of marine life, sinking of cities, frequent flooding	Storage surface and water use	Water use
Food	Improved cultivation and productivity; control of food quality, variety, and supply	Chemical contaminatios and diseases; distruction of wildlife, forests, and fishing grounds	Cultivation surface and food materials use	food use
Shelter	Improved living and working buildings and materials of construction; better services and land uses	Artificial surroundings and anti-social living and working, destruction of the beauty of nature	Land and infrastructural materials use	Non-human-use transformable materials use
Clothing	Efficeint production of high quality clothing	Exploitation of non-renewable resources, manufactured obselesence and degredation, and manufacturing artificial social demand	Storage and on-person materials use	On person or other animal
Health	Reduction in mortality; increase in health span; increase in life span expectancy; controlled birth; bettern medical care	Population explosion; break in family and friendship structure; dis-ease	A process with centers for medical technologies and procedures	Long-term or critical usage
Subsistence need factors	**Sub-composition**	**Risks to need fulfillment**	**Location**	**Use**
Environment	Access to nature; a healthy environment	Destruction of environment	-	-
Economy	Access to equal services	Destruction of efficiency	-	-
Work	Meaningful work; productivity; autonomy	Destruction of contribution	-	-

TABLES

Human need factor	Other names for need	Risks to need fulfillment	Location	Use
Time balance	Flow cycle	Destruction of circadian cycle	-	-
Health	Physical ability, physiological feeling	Destruction of body cycle	-	-
Psychology	Self-acceptance; optimism; meaning	Destruction of mental cycle	-	-
Social support	Care, feeling belonigng and love	Destruction or obfuscation of cooperation	-	-
Safety	Trust	Destruction or obfuscation of abundance	-	-
Learning	Lifelong contribution and exploration opportunities	Destruction or obfuscation of information	-	-
Recreation	Playful game and artistic exploration	Destruction of play	-	-

Table 5. Execution > Project Lists > Non-Functional Requirements: *Service quality determinants assessment criteria.*

Determinants of quality of service (service quality determination, functional quality requirements)	Description	Satisfaction (dissatisfaction) rating
Attentiveness / helpfulness	Sufficiently useful	
Responsiveness	Sufficiently timely	
Care	Sufficiently precise	
Availability	Sufficiently working	
Reliability	Sufficiently dependable	
Integrity	Sufficiently trustable	
Friendliness	Sufficiently free of aggression	
Courtesy	Sufficiently respectability	
Communication	Appropriate sharing of information	
Competence	Sufficiently skilled	
Functionality	Sufficiently useful	
Commitment	Sufficiently complete	
Access	Appropriate logistics	
Flexibility	Appropriate customizability	
Aesthetics	Appropriate beauty	
Cleanliness/tidiness	Organization without dirt	
Comfort	Appropriate challenge	
Security	Appropriate safety	
Safety	The design of the system should assure that nothing dangerous would ever happen due to the design.	
Reliability	The system should work and achieve its goals, possibly under any external circumstances.	
Reusability	The ability to reuse without significant changes. Reuseability is not the same as reliability.	
Admissibility	The system should provide only admissible decisions or conclusions and should satisfy any constraints imposed on it.	
Quality	The system should satisfy certain standards, especially satisfy explicit and implicit standards and user requirements.	
Efficiency	The system should work in possibly most efficient way (perhaps even optimal) and should be specified in an efficient way (e.G. With use of minimal number of rules, in the simplest form, etc.).	
Consistency	Problems of internal consistency refer to a case when consistent application of the rules may lead to ambiguous or inconsistent results.	

Education Service Article Title (Plan)

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Version Accepted: 15 March 2023

Acceptance Event: *Project coordinator acceptance*

Last Working Integration Point: *Project coordinator integration*

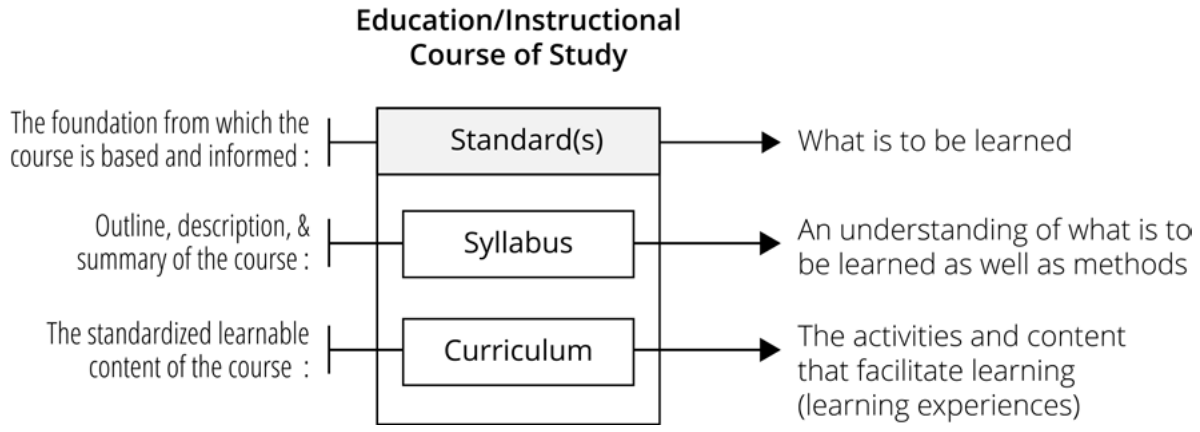
Keywords: program of study, course of study, course outline, curriculum, schedule, synopsis, structured education, structured learning

Abstract

This is an education service for learning about, transitioning to, and actually constructing a community-type configuration of society. The education service for a community type society goes by several top-level category names, including but not limited to: societal systems science, societal sciences, societal engineering, societal engineering sciences, community and societal development, civilization studies, and socio-technical systems science, socio-technical systems science, socio-technical science.

Graphical Abstract

Figure 3. *A course of study is founded upon a pre-existing standard. A syllabus provides an overview of what is to be learned during the course of study and the methods therein. The curriculum is the whole content which is to be shared and experienced during the course of study as a set of learning experiences.*



1 Syllabus (Program of Study)

A.k.a., Courses, course of study.

This is the Auravana education service course of operation.

1.1 Overview

Join the educational experience of a lifetime. Become an empowered and aware contributor to our common direction where global human fulfillment is achievable. Imagine a vision of society beyond markets and States. Share a higher-potential awareness and let's demonstrate what is possible.

Everything we need to flourish together.

We can remove the personal tension in how we work and live today. We know the inputs and outputs, and there was once a black box separating us from our fulfillment. This black box, which was once so impenetrable, is now made clear for all of us; our interdependencies and agreements are made clear. Socio-technical standards representative of community form the basis from which we inter-operate and share all that humanity has to offer. Through agreement and the accumulation of scientific knowledge we shall advance into the next century with situational awareness, intelligence, and great compassion. We have the motivation, knowledge and technology today to start living in community at the societal scale, today.

If learning is life-long, then community is closer than we can imagine.

We provide learners the knowledge to succeed in the development and operation of community at the societal (local and global) scale. Community is brought about and maintained by those who are educated about its operation. Community is a configuration of society brought about by someone like you, someone who imagines a better future for everyone and takes effective action to realize the vision. Imagine what you could do if you had the power to transform society into community. Challenge what others think is possible; innovation toward solving the global challenges of the 21st century is feasible through community education. Join the revolution to live in community.

Imagine the impact you could have if you knew the inner workings of society.

Through community education we all get a better world, and we can see what we are truly capable of. Community is a configuration of society brought about by someone like you, someone who imagines a better world and future for everyone. We are part of the number one most influential movement in the world, and together we will find a way forward that works well for all. This university education is focused on awareness and on the demonstration of what is truly possible today. We are doing something that we should be proud of.

We need cooperative leaders to build community together.

Through a community education we all get a better world, and we can see what we are truly capable of without limits on sharing and caring. This educational experience is focused on understanding what is truly possible today, which empowers leader to facilitate its realization. Together, we will live in a moneyless, Stateless, classless society where humanity has accomplished the realization of a co-operative of a network of community habitats. We now have a foundational body of knowledge and agreements, a set of standards, to start making change toward this direction among our local and global population. Because of the size of our population and the increasing responsiveness of our technology to our thoughts, we need to adapt faster than possibly anytime in our prior history.

Sometimes big ideas make a big difference.

A real and better vision of what is possible accompanied by a feeling of duty to improve society. The breakthrough is a set of socio-technical standards developed by working groups and applied by habitat teams, that together operate a global, human fulfillment service system. Every socio-technical society is arranged to some high-degree based on science and technology. The combustible combination of ignorance, poverty, and power-over-others can be transformed through education into an organization based on access to common heritage resources coordinated to optimize global human need fulfillment. The three greatest threats to the environment and human flourishing are war, ignorance, and poverty. This university course will give you a comprehensive education to dispel ignorance, and possibly, through work, dispel poverty and war. With a lot of good information, together, we become most powerful. Through a societal-based program of study and useful work, we can develop an environment that reinforces the desire to learn, and incentivizes the investment and duty we have for one another to thrive.

Imagine a new experimental vision of society.

There is an available pathway for humanity to a society based on global human fulfillment and ecological regeneration. You know there are problems and somewhere out there are solutions. Learn how you can change the world and make an impact. Become a leader; you have what it takes. That pain we all fee can be transformed into solutions. We know there are serious,

societal problems, and we can come to understand their root, the interconnected issues, and that there really is a set of workable solutions.

Build a world where our needs are fulfilled and we all flourish together.

This course supports and empowers effective and positive change in the world. When we are unleashed from the need to make profit; instead, we prove future is our togetherness in love, learning, work, and leisure.

As easy as a sim and straight forward as a puzzle, we can take the pieces of the old and build a better planet.

Together, we will build a world where our needs are fulfilled and we all flourish. The knowledge, skills, and practical application will all be yours through community education. We can galvanize action to create new systems. We need real-world models and a change to environment around us. We need material and decisional (i.e., governing) environments that look and feel like community.

A better future needs better education.

We facilitate positive impact by understanding and developing the future direction and potential of a community-type configuration of society. Learners gain hands-on experience with societal-level concepts and technologies, while becoming more aware and understanding the mindset and tool-set needed to co-create and live in community.

1.1.1 Syllabus

A course syllabus is an important document accessed by an education service user and provided by the course facilitator, on or prior to, the first day of class. A syllabus is a document that outlines (summarizes) the primary topics to be covered in some course [of education] where the participant(s) learn about a system such that their understanding of the system is sufficient to explain it to another participant by demonstrating visually and describing linguistically the system's current standardized operation. A syllabus informs the learner about: why the course is available, the goals of the course (where it is going), what will be covered in summary, and what will be required to become proficient in explaining and working with the system. Typically, a syllabus also identifies the course's schedule of meetings, assignments (asynchronous tasks), and their associated calculated identifiers of understanding ("grades/scores"). It delineates the timeline of the course, including session dates, assignment deadlines, and the metrics for evaluating comprehension and performance.

A syllabus serves as a roadmap for the educational journey ahead, detailing what learners will engage with the functional dynamics of the system under study. The syllabus plays a pivotal role in acquainting learners with the course's rationale, objectives, summarized content, and the competencies they are expected to acquire.

This education service lays the foundation for an interdisciplinary exploration in fields known by various names such as societal systems science, societal sciences, societal engineering, societal engineering sciences, community and societal development, and civilization studies. Each term, while distinct, converges on the common goal of understanding and shaping the intricate web of societal functions and technical systems that underpin our collective existence.

1.2 Who are these courses for?

A.k.a., Who is the education service for?

Auravana education courses are for "you", if "you" have any of the following goals:

I.e., All three courses (1-3 day, multi-week, and multi-semester).

1. You are a university and want to provide an innovative curriculum to students that will give them lifelong resources to pursue community development.
2. You are a student who wants to see the biggest picture where everything is connected, and discover where you can help most.
3. You want to work with others who have a common interest in positive societal change.
4. You want to work on an open source strategic re-design of the structure of society, and not just patchwork a wayward system.
5. You want to facilitate the adaptation and alignment of your current life-radius, neighborhood and city, more a greatly to community (and, a community standard that works for your home).
6. Your work involves societal change whether you're a team leader, engineer, designer, developer, advisor, consultant, activist, coach, or trainer.
7. You want to facilitate human flourishing and well-being on the plant.
8. You want to clearly understand what drives societal change, as well as how to positively impact and direct that change.
9. You want to understand, explain, and begin right away to improve society.
10. You want to make a sustained positive difference in societal relationships and results.
11. You want to gain more understanding of a society that exists beyond markets, States, and class.
12. You want to help develop (and maintain) a functional and productive community configuration of society.

These courses are for you, if you have a deep desire:

1. To conceptualize activities and ways of participation that encourage resource sharing as well as sustainable technology production and usage.
2. To understand the fundamental documentation and mediums that facilitate a safe and functional operation of any configuration of society.
3. To create and review concept models and visualizations for a new configuration of society.
4. To acquire an understanding of the tools necessary to pursue systemic system change.
5. To contribute to the standard for the adaptation of society to a higher potential for community living.
6. To facilitate the adoption of a standard for a community-type society in your city, school, and neighborhood.
7. To create clearness about the world (and society) through visual means and visual thinking.

1.3 Learning objectives

A.k.a., Education service objectives.

Gain a solid foundation in societal systems science (and systems engineering) concepts and methods, including clarification of the distinctions between different types of societies. Experience real-time societal team building interactions, and practice developing and delivering community-type societal services and products.

By successfully completing a course, learners should be:

1. Capable of thinking complexly about early 21st century society.
2. Capable of thinking complexly and modeling a community-type society where there is no market, State, or class.
3. Capable of working on a societal development team.
4. Capable of developing and delivering societal standards.
5. Capable of doing useful tasks to improve the system's design.
6. Capable of adapting their own home and neighborhood to a higher-quality standard for community.
7. Inspired to want to interact and improve with society through community standards.
8. Amplified personal empowerment to take constructive action toward community development.
9. Decrease personal tension around societal visions.
10. Decrease interpersonal tension around societal visions.
11. Understand how we can live and work better today.
12. Have a plan for how you can positively impact societal transition to community one year.
13. Gain a solid foundation in societal building concepts and methods.
14. Develop a better societal specification standard.

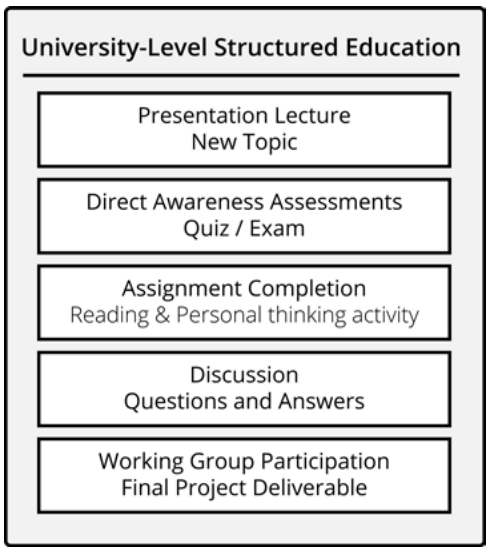


Figure 4. *Graphic shows the elements of the multi-week class meetings and course activities.*

2 The education service course set

This education course set exists to provide learners the knowledge to succeed in the development and operation of community at the societal (local and global) scale. This is a structured learning and working environment with a facilitator(s).

There are three basic types of course offered as part of the Auravana Education Course set:

1. The multi-week workshop.
2. The several day workshop.
3. The multi-semester workshop.

Each event offers:

1. Narrative for optimal on-sight experience.
2. Day-to-day activities.
3. Day-to-day deliverables/phases.
4. Agreement field (signed at time agreement).

For each course, the following must be identified:

1. **Learner and/or contributor objectives:**
   A. Define clear and specific learning objectives for each course (and section within a course). What should learners know or be able to do by the end of each course/section?
   B. Define clear and specific contributor objectives for each course (and section within a course). What should the contributor do?
2. **Course content:**
   A. The knowledge to be shared and skills to be demonstrated through activities composed into a course. What content will be covered?

The three Auravana education courses are:

1. **A one- to three-day course (short-length course):** This course provides individuals the opportunity to acquire a strong foundation in understanding the primary structuring of any given society. This course seeks not just knowledge transfer, but to make it sticky and relevant. This curriculum provides an overview to society, and to the community engineering of society.
   A. Course [curriculum] objectives:
      1. This course helps the learner to develop essential knowledge and skills of the creation and transition to community at the societal scale.
      2. This course provides learners with a complete introduction and experience of what life is like in community.
      3. The course provides learners with a solid understanding of the language and data structure for a community-type society.
      4. It further facilitates the transfer of this knowledge to practical situations in the market-State. The content is made relevant to daily life, so that behavior change toward community is likely to occur.
   B. Course [curriculum] topics:
      1. What society is? Human and ecological living construction.
         i. What it looks now? Market-State type configuration.
         ii. What it could be? Community-type configuration.
         iii. How do we get there? Let people be inspired to contribute and co-create community.
   C. The multi-day course results in a log of the participants attendance to the course.
2. **An intensive multi-week "mastermind" workshop/course (mid-length course):** This course provides individuals the opportunity to acquire a working understanding of the concept-of-operation of a community-type society, while completing one or more major milestone in its realization over a multi-week period, and with others similarly interested and carrying expertise into the experience for the benefit of all others. The goal is to have the participants construct a city, nation, and society they would like to live in, or transition the area they currently live in (to community). Here, there is a mastermind workshop with representatives from the diverse and relevant fields of societal sciences to develop a complete socio-technical city solution to the meta-crisis of the early 21st century society.
   A. The multi-week course results in a log of the participants attendance to the course.
3. **A multi-semester curriculum (typically, one-year long course):** This course provides individuals the opportunity to acquire a comprehensive understanding of the concept-of-operation of a community-type society, and in doing so, begin the transition to working and living in a moneyless, Stateless, classless society. This course creates an opportunity to master competencies required for understanding and evaluating societal systems, standards, and socio-technical plans. This course provides individuals the knowledge and tools required to work effectively, efficiently, and safely toward and within community at the societal scale. This curriculum provides graduates with an understanding of the interrelationship between societal structures and a positive outlook on

human potentials and ecological possibilities.

A. The multi-semester version of this course may result in a certificate of final assessment of the learners knowledge about community at the societal scale, its conception, operation, and transition thereto.

There are effectively two main ways to run an Auravana workshop:

1. Primarily education based - focused on learning (and possibly, some development occurs during the workshop).
2. Primarily development based - focused on developing [a deliverable for a community-type society]. Education of course occurs during any development effort.

2.1 One- to three-day workshop course

This 1 to 3-day workshop is designed to lay a solid foundation in the engineered construction and understanding of society, aiming not only at transferring knowledge but ensuring its retention and application. Here, individuals the opportunity to acquire a strong understanding about the primary structuring of every society. The course is structured to empower learners with the critical knowledge and skills necessary for the creation and evolution of community at a societal scale, focusing on the design and innovation aspects that emergently shape societies.

Participants will be introduced to the core principles of societal engineering, equipping them with a working understanding of the potentials and challenges in designing and transitioning society. By pre-emptively addressing common misunderstandings and potential setbacks, the workshop offers a comprehensive exploration into the nuanced engineering of society, setting a robust groundwork for innovative thought and action.

Beyond traditional educational frameworks, this course positions people as participants and engineers within society, enhancing their perception of their role in shaping their own lives and community structures. A dynamic and interactive learning environment awaits, where students will engage in concept modeling of societal structures, all the while developing an acute awareness of their work's societal implications, both present and future.

Help other professionals and students gain a working understanding of society and its engineering potentials. Avoid early misunderstandings and setbacks by providing a comprehensive overview of the engineering of society. Our innovative engineering course goes beyond traditional education, fostering a sense of oneself as an engineer in society. We provide a dynamic learning environment where students participate in concept modeling society, but also develop a keen awareness of the broader societal impact of their current and future work. Through facilitator presentations, real-world case studies, and collaborative activities, students will cultivate the skills necessary to navigate the intricate intersection of technology and society. Join us in shaping the future of science and engineering education, where a deep understanding of both technical and societal dimensions empowers graduates to create meaningful and sustainable solutions for the challenges of tomorrow.

The urgency for professionals and graduates with a systems engineering view of society has never been more essential.

The objectives of the two to three-day workshop are:

1. Gain a high-level understanding of society and its engineering potentials.
2. Avoid early misunderstandings and setbacks by providing a comprehensive overview of the engineering of society.
3. Gain a high-level overview about standards, concept modeling (a.k.a., figures), data tables, and visualization. Learners will gain the skills and knowledge (Read: education) needed to understand how society may be modeled and configured at the societal level, empowering them to make positive change in their lives and diverse lifestyles.
4. Participate through listening, seeing, and interacting, with real-world information, including real-world case studies, lectures, and practical exercises. Learners will gain the skills and knowledge (Read: education) needed to analyze, strategize, and implement impactful solutions at the societal level, empowering them to drive

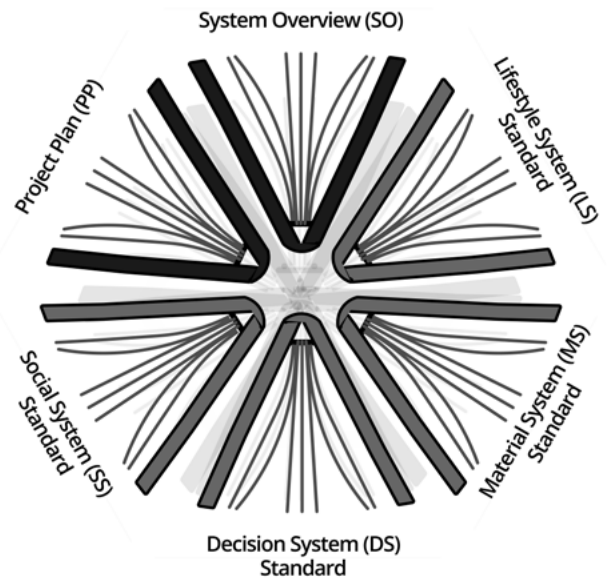


Table 6. *Model shows textbooks (standards).*

positive change in diverse communities.

5. Through facilitator presentations, real-world case studies, and collaborative activities, learners will start to cultivate the motivation, knowledge, and skills necessary to navigate the intricate intersection of self and society.
6. Upon completion of the course learners will,
   A. Be able to name and identify the fundamental systems of any configuration of society.
   B. Be able to respond flexibly and adaptively to future life scenarios with values and objectives that more closely reflect those of community.
   C. Become more motivated to contribute to community creation.
   D. Be able to answer a 15 minute 20 question multiple-choice self-check at the conclusion with 90% accuracy.

One possible outline (of content and activities) for the two to three-day workshop is as follows:

1. The goal is to collectively complete a scenario-based community project. The system overview and concept models guide the creation, development, execution, and produced results of the project. Through the concept models the learners and project participants will feel belonging within a community and a sense that a community is a feasible configuration of society. This course involves access to the System Overview standard and common access to sets of the standards. The participants each separate into groups, and each gets access to a set of all the standards, along with each personally getting a copy of the System Overview.
2. Divide the overview into its main sections, ensuring a logical and progressive flow of topics from one section to another, given the scenario project goal. Intermix lectures with case studies and scenario activities, discussions, and questions and answers, together building a self-social (i.e., personal-group) scenario that will best facilitate knowledge and skills transfer for each specific workshop.

2.2 Intensive multi-week "mastermind" workshop

This course offers a unique opportunity for individuals to gain practical understanding and experience in developing a community-type society. Participants will engage in an intensive journey over several weeks, working alongside others who bring their own expertise to collectively achieve one or more significant milestones towards the realization of a society built on community standards and principles. The ultimate aim is for participants to design and build a city, nation, and society that they would aspire to live in, or to transform their current living neighborhood into more of a community-type environment.

Participants engage in an extended and focused collaborative effort, surpassing the typical 1-3 day workshops. Throughout this workshop, various activities, both scheduled and spontaneous, are undertaken, including seminars, lectures, interactive Q&A sessions, opportunities for independent work, dedicated standards working groups, intimate group discussions, larger collaborative sessions, and other impactful engagements. The overarching goal is to foster and implement superior global community standards. During this workshop, we come together to put all our knowledge and ideas into one unified and commonly compiled system designed to optimize human fulfillment.

This immersive experience is not just about theoretical learning but about taking concrete steps towards building a better society. It's an opportunity to work with a mastermind group, a gathering of individuals from diverse and relevant fields, to address the meta-crisis of our times with actionable, scalable solutions. Join us and contribute to a movement towards a more resilient, sustainable, and community-type global society. Throughout the workshop, participants will be immersed in a range of activities designed to stimulate creativity, innovation, and collaboration. These include scheduled seminars and lectures, interactive Q&A sessions to delve deeper into subjects of interest, and opportunities for independent work allowing participants to explore their ideas. Additionally, the workshop features dedicated standards working groups and intimate group discussions, creating a platform for detailed exploration of concepts. Larger collaborative sessions aim to harness the collective intelligence and expertise of all participants, driving the rapid development and implementation of superior global community standards.

These workshops are unique scenarios, different than the several day and multi-semester courses. During the multi-week mastermind, facilitators must provide multidisciplinary coordination and a lot of different teams working in parallel. Here, the goal of coordinators (a.k.a., design managers, program managers, project managers, etc.) is to always have a sense for what dependencies are impacted by changes upstream of them, and what upstream changes impact local dependencies. The common principle statement among the terms "multidisciplinary," "cross-disciplinary," "interdisciplinary," and "transdisciplinary" is that they all describe different approaches to collaboration and problem-solving that involve individuals or groups from various disciplines or domains working in parallel, and having their work pass through an integration membrane (i.e., an integration boundary). The key distinction among them lies in the level of integration and the extent to which participants from different backgrounds communicate and integrate to address

complex problems. These approaches represent a spectrum of integration and boundary-crossing, ranging from:

1. Simply adding work from different disciplines (multidisciplinary). Here, the work of many ("multi") disciplines is added.
2. Achieving integration and/or achieving consensus:
   A. Within a discipline or working group (interdisciplinary). Here, the work inside a working group (discipline) is integrated and/or consensus is achieved.
   B. Between disciplines or working groups (interdisciplinary). Here, the work between working groups (disciplines) is integrated and/or consensus is achieved.
3. Achieving a change to the structure of the disciplines (Read: working groups), and thus, disciplinary boundaries altogether (transdisciplinary). Here, the fundamental data structure and/or work structure changes.

The more different fields are gathered in one shared information space, the more important it is to have a coherent and agreed set of concepts, definitions, objects, and visualizations representing the same idea in different areas of work. Setting up a commons-wide ontology (Read: axiomatic information systems model, data structure) will be crucial to support this issue.

Multi-week workshops take place in one common housing and working location. Some participants stay the whole time, some come and go, and some never come, but participate online. There is learning and education, and also, everyone contributing/working toward one goal, putting together the ultimate project for a new community-type civilizational framework.

We come together and we come up with new community standards, visions and proposals, and new ways of simulating and adapting the real-world to community aspirations. Here, through standards development, coordination, artificial intelligence, and simulation, we can bring together a good conceptual model for a locally customized, and globally specified, community-based city network. Through simulating, adapting [to community] becomes a more trustable and desirable future scenario.

The objectives of the multi-week "mastermind" course are:

1. Gain in getting to construct community with others who are similarly interested.
2. Gain in getting to meet other significant contributors to our common direction.
3. Gain in getting to learn about and contribute to the development of global human need fulfillment and ecological regeneration.
4. Gain in getting closer to the constructed operation of a city with a better fulfillment potential, a better life radius, and ultimately, a better lifestyle.
5. Produce as complete a deliverable as possible in the form of construction and manual operation of a city within a community-type configuration of society.
6. Contribute work into the commons.
7. Upon completion participants will produce the construction, operating, and user documentation for a sustainable, duplicable, and customized city within a network of community-type cities.

One possible outline (of content and activities) for the two to three-day workshop is as follows:

1. A semi-formal, semi-structured, facilitated 1 to 8 week experience where participants use visualization, logic, and systems science to guide the complete production of a milestone in the transition to community. The participants separate into a set of standards structured sub-working groups. This course involves personal access to all of the societal sub-standards.
2. Have the idea to give people access to and an awareness of a global information set about the potential to construct and operate community at the societal scale. There is the potential to live in an appropriately self-sustaining city optimized to meed the needs and preferences of the enhabitats. Help people build an environment they would like to live in more.
3. Acquire access to a team whom together will contribute to the mastermind event and work toward the creation of a unified specification standard and associated practical deliverables to realize their own, and all others, membership in a community-type configuration of society.
4. Who should contribute to the event? Typically, only those qualified and relevant to a working group mastermind event should be in attendance. Qualified and relevant people should attend the mastermind event.
5. What software will be used during the mastermind event for coordination of the event and production of the deliverable(s)? In this curriculum, the answer to this question is that the software is determined beforehand, or appropriately changed during, in a manner that facilitates a product that is as integrated, clash-free, and duplication-free as possible. The project and technical software selection is chosen beforehand; however, it is possible to change the software selection during the mastermind, although, through procedure.
6. Determine the requirements for and deliverable(s)

of the event:

A. A societal specification standard for a complete city (or other community milestone deliverable).
   1. Concept visualization. This includes all figures in the standard.
   2. Written description and written reasoning (a.k.a., articles, manuals, tables). This includes all written content in the standard.
   3. Object visualization as images and animation (with the optimal being simulation). Here, information is attached to all object geometry (a.k.a., BIM, OIM, etc.). Here, is the engineered and simulated socio-technical operation of a material environment, enclosed into cities that operate as habitat service systems for global human fulfillment and ecological regeneration. This includes all 3D metadata associated animation and simulation. Here, objects are named and processes are defined.

B. Information system coordination app.
   1. Collaborative customized habitat design software app. For usage to produce the digital societal specification standard: Illustration, written, CAD/BIM, simulation software.
   2. Spatial-web knowledge repository with a search and intelligence function (i.e., the world wide web, WWW).

C. InterSystem information system coordination app.
   1. InterSystem teamwork contribution coordination app.
   2. Project coordination app.
   3. Collaborative customized habitat design software app. For usage to produce the digital societal specification standard: Illustration, written, CAD/BIM, simulation software.
   4. Habitat machine operational app(s), including their manuals and AI support.
   5. Working group operational app(s), including their manuals and AI support.
      i. Standards development coordination app(s), including their manuals and AI support.
      ii. Decision system coordination app(s), including their manuals, procedures and AI support.

D. Residency coordination app.
   1. Agreement and locationing app.
   2. Local habitat services app.
      i. Education services app.
      ii. Contribution services app.
      iii. Leisure services app.

E. Tokenization coordination app.
   1. State token creation > price/taxation for defense > deletion.
   2. State token creation > price/taxation for defense > circulation (State purchases).
   3. State prices services and objects app.
   4. Market token creation > price-purchase > deletion.
   5. Market token creation > price-purchase > circulation (business purchases).
   6. Market priced services and objects app.

F. Website app for the standard and for membership.

G. Computer resources:
   1. Electrical power (electricity).
   2. Computer hardware.
   3. Operating software.
   4. Database software.
   5. Application development software.
   6. Website software.
   7. Project coordination software.
   8. Societal engineering software (for illustration, writing, and simulating).

The results of the working group are assessed based upon the participants initial goals, and include the following activities and deliverables:

1. Establish coordination-level working group to operate the “community development and transition” service of hosting these workshop mastermind sessions).
   A. Coordinate a multi-disciplinary team.
   B. Establish coordinating documents and organizations website.
2. Licensing of deliverable of every workshop (to be integrated into a community-aligned standard):
   A. Contributor licensing agreement.
3. Contribution service operation.
   A. Coordination-level working group:
   B. [Event] Education working group service:
      1. Education on the current version of what is available, at start.
      2. Education seminars throughout the workshop.
      3. Education on standards updates (and development), ongoing updates.
   C. [Event] standards development working group service.
      1. Standards (social, decision, material, lifestyle, project, overview) development.
         i. Standards master information set development.
         ii. Existent habitat master plan development.
4. Total tangible workshop deliverables are:
   A. Publishable textual and image standardized documents describing the specified societal systems (Read: information standard and

material habitat master plans).
   B. Simulation [engine] development and experience explaining and analyzing the system.
   C. Artificial intelligence development.
   D. Decision system development.
   E. Software and signage interface development.
   F. Localized master-plan development (as win-win for a local environment).
5. Transition development.
   A. Global sustainable feasibility inquiry.
6. Market transition.
   A. Create a marketing model (marketability).
   B. Local financial transition analyses (investability). Note: it may not be, likely is not, best to include investors in an actual event, because they will influence the final results; by definition they are biased, unless their presence is only influential for analyses.
7. State transition.
   A. Local geopolitical transition analyses.
   B. Local regulatory (State) transition analyses.
8. Public transition.
   A. Education university campus.
   B. Education standards.
   C. Social profile marketing.

The procedure for execution of the event is:

1. Prepare a mapping of the currently predicted deliverables, which reveal the definition of what is being developed. The list/map ought to include formats and licenses (if copyright vs software). A constraint of the scope is useful so there is focus and progress. Any model may be put together to integrate event deliverables, so the event is most productive.
2. Events start with an education component that brings everyone into a state of coherence and trust so the feeling of community comes, so that there is alignment, collaboration, integration and workable products as the result.
3. Events deliver a complete socio-technical [societal specification standard] design for a city (or whichever chosen milestone). Deliver a complete and workable societal specification standard for conceiving of and operating a community-type city (or other project deliverable). To complete the city
   A. Pick a real-world location(s) and develop a socio-technically operated city representative of community.
   B. Concept model[-ing] specification to produce two and three dimensional concept visualizations of what is and what could be.
   C. Written text[-ing] specification to produce and/or update articles in a societal-level socio-technical standard.
   D. Software application specification.
      1. Residency software (i.e., the human resident and contributing user).
      2. Standards development software.
         i. Text.
         ii. Images.
         iii. Simulations.
      3. Collaborative design TEXT-VECTOR-CAD-BIM-SIM software:
         i. TEXT (word processor software for concepts).
         ii. VECTOR and CAD (2d image models).
         iii. BIM and OIM (3D object models).
         iv. SIM (3D dynamic and real-time interact-ability) software.
      4. Collaborative decision intelligence support software (i.e., decision system software).
         i. Decisioning software.
         ii. Versioning collaboration deliverable tool.
      5. Operational support systems software:
         i. Operating system (i.e., computational system and software).
         ii. Database system (i.e., database software).
         iii. Communicating system (e.g., messenger and spatial-web-location development).
         iv. Projecting system (i.e., project coordination software).
         v. Artificial intelligence system (i.e., ai software).
         vi. Sciencing system (e.g., scientific software, instrumentation, sensor, and analytics software).
      6. Operational service software:
         i. Operator/monitor interface.
         ii. User interface.
      7. Software for the market tokenization of access (if market is present).
   E. Habitat(s) socio-technical simulation. The simple animation through to full simulation of the habitat, its information sets, material locations and flows.
   F. Marketing materials:
      1. Put together marketing materials for audiences.
      2. Put together education materials for audiences.
4. Events support and reinforce taking “next step” action. Act to move people into the category of likely to move into a community-type city configuration of society. Buy-sell membership for access to the designed socio-technical city (milestone) when it is delivered. The selling of a membership for construction and move-in can take

multiple forms. Firstly, only after participation in a mastermind event will the contributors [to the event] get access to the membership in the first constructed community-based socio-technical city. Membership to potential future residency may otherwise be bought or gifted. The public may buy a membership into community-type cities. Or, only those who have contributed and/or are aware of the functioning of the city (have an education) may pay to become members. Of course, eventually, the goal is to have a whole population migrate into community cities.

2.3 Year-long (multi-semester) course

This course provides individuals the opportunity to acquire a comprehensive understanding of the concept-of-operation of a community-type society, and to complete work toward a transition thereto. This course provides individuals the ability to participate with the knowledge and tools required to work effectively, efficiently, and safely toward and within community at the societal scale. It offers a unique blend of knowledge acquisition, skill development, and hands-on experience, enabling individuals to contribute effectively, efficiently, and safely to the creation and enhancement of communities on a societal scale. This course creates an opportunity to master competencies required for development of, and for living in, community at the societal scale. This course creates an opportunity to certify the ability to coordinate required for working and contributing long-term to societal systems, standards, and socio-technical plans.

The structure of this course is designed to foster a collaborative learning environment, encouraging participants to engage with and learn from one another, as well as from experts in the field. Through a combination of lectures, workshops, group discussions, and project-based learning, participants will not only acquire theoretical knowledge but also apply what they have learned in practical, impactful ways.

This comprehensive course is ideal for individuals passionate about driving societal change, interested in the mechanics of community-based living, and keen on contributing to the development of sustainable, resilient, and inclusive communities. Whether you're looking to transition your current living area into a community-focused society or to develop new communal structures, this course will provide you with the framework, skills, and certification needed to make a lasting impact.

Participants will gain:

1. In-depth knowledge: Understand the foundational principles, concepts, and operations that underpin a community-type society.
2. Practical tools and skills: Acquire the tools and skills necessary for active participation in the development and maintenance of community structures. This includes learning to navigate complex societal systems, engage with standards and regulations, and apply socio-technical planning strategies to real-world scenarios.
3. Competency mastery: Through immersive learning experiences, participants will master the competencies required to not only live within but also to contribute to the development of communities at a societal level. This involves understanding human needs, working in teams, and developing societal standards.
4. Certification of contribution, and possibly, coordination abilities: Upon successful completion of some versions of this course, participants will receive certification that recognizes their ability to contribute to, and possibly, coordinate, societal systems, standards, and socio-technical plans. This certification will serve as evidence to their preparedness to take on contribution and coordination roles within community-based societal projects.

The objectives of the year-long (multi-semester) course are:

1. Gain a working ability to contribute to society its engineering potentials.
2. Develop an open, expanded, and critical awareness of the broader societal impact of one's own and all others' work current and future work.
3. Understand the unified nature of community and that there exists a real-world nature inclusive of individuals, and other individuals (a social), all of who are having life-experiences together in a physical material environment, together.
4. Participate through listening, seeing, and interacting, with real-world information, including real-world case studies, lectures, and practical exercises. Learners will gain the skills and knowledge (Read: education) needed to analyze, strategize, and implement impactful solutions at the societal level, empowering them to drive positive change in diverse communities.
5. Through facilitator presentations, real-world case studies, and collaborative activities, learners will cultivate the motivation, knowledge, and skills necessary to navigate the intricate intersection of self and society.
6. Learn to work effectively with artificial intelligence (AI) agents in the co-creation of society.
7. Upon completion learners will be able to model and simulate early 21st century society, a transition to community, as well as model conceptual definition and simulate the visual operation of a community-

type configuration of society. Learners shall be facilitated by subject-matter "experts" in thinking critically and innovatively about the present and the potential future of humanity and of society.

8. Upon completion of the course learners will,
   A. Be able to completely (given what is known in the standards) define the concept of operation of the common known types of configuration of society.
   B. Be able to complexly visualize (given what is known) the operation of a community-type configuration of society.
   C. Be able to work in a manner that is actually contributor and in optimization of global human need fulfillment.
   D. Become more motivated to contribute to community creation.
   E. Be able to answer four 45 minute exams with 50 questions at the conclusion of each semester with 90% accuracy.
   F. Be able to answer a one hour 100 question multiple-choice exam at the conclusion of the course with 90% accuracy (will pass and receive certification of completion).
   G. Be able to present a project that shows some advancement to the development and realization of a community-type configuration of society.

One possible outline (of content and activities) for the year-long workshop is as follows:

1. Divide the subject matter into four main sections, ensuring a logical and progressive flow of topics from one section to another. Allocate topics, subtopics, or units to each section based on their complexity and importance. This course involves personal access to all of the societal sub-standards.
   A. Section 1 (semester 1) first half of semester cover the following information:
      1. Overview standard.
   B. Section 1 (semester 1) second half of semester cover the following information:
      1. Project Plan and Lifestyle standard).
   C. Section 2 (semester 2): cover the following information:
      1. Social System Standard.
   D. Section 3 (semester 3):
      1. Decision System Standard.
   E. Section 4 (semester 4) first half of semester:
      1. Material System Standard.
   F. Section 4 (semester 4) second half of semester:
      1. Final project conclusions and analyses.
      2. Self-assessment.
      3. Certification (note: If "you" fail to certify you can take the course again for free).

2.4 Evaluation

The inclusion of a comprehensive course evaluation section at the conclusion of a course serves as a vital component of the continuous improvement process in education. It is important to have a course evaluation section at the conclusion of the course to help inform the next iteration of the course. It provides a structured and systematic means for learners and contributors to provide valuable feedback on their experiences, allowing event and discipline coordinators, and educational institutions, to make data-driven decisions and enhancements for the next iteration of the course and for what they take away from the course.

> **NOTE:** *The biggest failure mode in education is having either facilitators or participants of a workshop/course walking away from the experience feeling like there was something that could have been achieved, but wasn't.*

Through the use of criteria-based surveys and open-ended feedback sections, this evaluation process offers several key benefits:

1. **Insight into learners perspective:** Course evaluations allow participants to express their thoughts, concerns, and opinions about the course content, delivery methods, and overall experience. This insight is invaluable for the holders of the event, and for the contributors and learners.
2. **Identification of strengths and weaknesses:** By assessing both quantitative criteria and qualitative feedback, course developers can identify specific strengths and weaknesses within the course design and delivery. This information helps pinpoint areas where improvements are needed or where successful strategies should be retained.
3. **Data-driven decision making:** The data collected from course evaluations may help inform future decisions about course structure, materials, methods, and assessment strategies.
4. **Alignment with objectives:** Evaluations can help determine if the course aligns with its intended objectives and outcomes. This alignment is crucial for maintaining course relevance and ensuring that everyone achieve their educational and/or contributional goals.

A common 10-question course evaluation survey for a course on community development, incorporating both quantitative and open-ended questions to gather comprehensive feedback:

1. **Overall Satisfaction:**
   A. On a scale of 1 to 5, with 1 being "Very

Dissatisfied" and 5 being "Very Satisfied," please rate your overall satisfaction with this course.
    1. Very unsatisfied.
    2. Very low satisfaction.
    3. Low satisfaction.
    4. Satisfied.
    5. Very satisfied.
2. **Overall Feeling of Achievement:**
    A. Now that the workshop is finished, do you feel like there was something significant that could have been achieved for you, but wasn't.
        1. Yes.
        2. No.
3. **Learning and/or Contributing Objectives:**
    A. To what extent did this course align with the stated learning and/or contributing objectives and outcomes?
        1. ...
4. **Course and/or Workshop Content:**
    A. How would you rate the relevance and comprehensiveness of the course/workshop content?
        1. Excellent.
        2. Good.
        3. Fair.
        4. Poor.
5. **Learning and/or Contributing Methodology:**
    A. Please provide feedback on the effectiveness of the teaching methods used in this course.
        1. ...
6. **Engagement:**
    A. Were the materials and activities engaging and conducive to your learning/contribution experience?
        1. Very engaging.
        2. Somewhat engaging.
        3. Neutral.
        4. Somewhat unengaging.
        5. Not engaging at all.
7. **Learning Facilitator and/or Contribution Coordinator Effectiveness:**
    A. How would you rate the contributor(s) effectiveness in delivering the course/event?
        1. Excellent.
        2. Good.
        3. Fair.
        4. Poor.
8. **Deliverables, Assignments, and Assessments:**
    A. Please provide feedback on the actualized contributed deliverables, and on the learning assignments and assessments (used in the course/workshop).
        1. ...
9. **Course Organization:**
    A. How well-organized was the course/workshop in terms of structure, materials, and communication?
        1. Very well-organized.
        2. Well-organized.
        3. Neutral.
        4. Somewhat disorganized.
        5. Very disorganized.
10. **Suggestions for Improvement:**
    A. What specific recommendations do you have for improving this course in the future?
        1. ...
11. **Additional Comments:**
    A. Please share any additional comments, concerns, or insights you have regarding your experience in this community development course.
        1. ...

3 The education service audiences

The goal of the Auravana project is to transfer people and resources from a market-State type configuration of society and cities, to a community configuration of society and cities. To do this, there are several audiences that must be educated upon, and participative in the development of, the standards for the new (community-type) configuration of society, and the transition thereto (from the market-State type).

The common audiences and assumed greatest potential for attendance of a workshop/course are:

1. **Universities and university students** (marketed to the students themselves, as well as directors and administrators of universities):
   A. A oneto three-day "societal innovation" workshop -to provide a simple and sticky overview of society, societal engineering, and the potentials for humanity in a future community-type society. A greater awareness of society, of systems, and of community as a potential at the societal scale.
   B. A multi-semester education course of study -to provide a comprehensive understanding of society, societal systems engineering, and the potentials for humanity in a future community-type society.
2. **State (political) directors** (deciders; a.k.a., politicians).
   A. A oneto three-day "societal renovation" workshop -to provide politicians (and political administrators) the opportunity to experience a positive and sustainable future for humanity, as a possibility. A better understanding of community standards and a better set of policy recommendations for slowly and safely developing a physicalized community and transitioning people and resources into that configuration.
3. **Local sustainable settlements** (including: counties, villages, cities, neighborhoods).
   A. A multi-week "community re-alignment" workshop -to re-envision the settlement based upon a locally customized adaptation of the standard for community. A new and more community-oriented proposal and/or set of plans for the settlement.
4. **Professionals working toward this common direction**.
   A. A multi-week "community co-development master planning" workshop -to mastermind the development of better standard for community and one or more potential master plans for resilient community settlements. A significant progression of one or more of the standard, or disciplines that makeup the standard.
5. **Business owners working toward this common direction**.
   A. A oneto three-day "sustainable business" workshop -to provide business owners and managers the opportunity to experience a positive and sustainable future for humanity, as a possibility. An understanding of community standards, including (present and progressive) statements and visualization of alignment with community standards.
6. **The public** (everyone).
   A. A oneto three-day societal systems science engineering workshop -to provide citizens the opportunity to experience a positive and sustainable future for humanity, as a possibility. A greater awareness of society and community as a potential at the societal scale.
   B. A one-day children's visualization science workshop -to provide children the opportunity to begin thinking systematically about life, as a possibility. A greater ability to think through systems, and to visualize systems.

3.4.1 General audience

It is possible to categorize the audiences for this project based on their level of engagement and interest in the development and inhabitation of community. By segmenting these audiences—general observers, dedicated builders, future residents, and those eager to both construct and inhabit this space—we can tailor engagement and create pathways for participation that resonate with their unique contributions and expectations for the community:

1. **General public:**
   A. Awareness and interest: Individuals with varying degrees of knowledge and interest in the community-type society.
   B. Outreach potential: Potential for engagement, support, or opposition to community initiatives. Possibility of converting awareness into support or active participation.
   C. Strategy: Broad communications that inform and educate about the community's values, goals, and benefits. Utilize inclusive and informative communication methods, such as public campaigns, social media, and open community forums, to educate and engage.
2. **Builders** (i.e., working groups and habitat teams):
   A. Contributors and developers: Those interested in the physical or infrastructural creation of the community.

   B. Investors and supporters: May not be directly involved in construction but are interested in funding or advocating for the community's development.
   C. Strategy: Offer ability to contribute to a community-type society and have contributed efforts enter the commons.
3. **Residents:**
   A. Future inhabitants: Individuals who plan to live in the community but are not interested in the construction aspect.
   B. Consumer stakeholders: Information on housing options, community services, and lifestyle benefits, etc.
   C. Strategy: Showcase living benefits, including virtual tours, housing plans, and testimonials from future neighbours.
4. **Builder-residents:**
   A. Dual role participants: Those who wish to both contribute to the building process and become residents.
   B. Community founders: Often deeply invested in the community's success and hold a strong vision for its development and culture.
5. **Academic and research institutions:**
   A. Educational and research entities: Can form partnerships for research and development projects within the community.
   B. Students and academics: Potential resources for innovative ideas and cutting-edge research and internships.
   C. Strategy: Foster relationships through internships, joint projects, and think-tank sessions that bring academic rigor and fresh perspectives to community challenges.
6. **Cultural and Artistic Contributors**
   A. Artists and cultural organizers: Can shape the community's cultural landscape.
   B. Creative industries: Bring vibrancy and innovation to the community.
   C. Strategy: Integrate art and cultural spaces into the community's design and host events that celebrate diversity and creativity, providing a canvas for expression.
7. **Partners:**
   A. State and regulatory bodies (government): Essential for approvals and support.
   B. Local businesses and service providers: Can offer essential services and create a symbiotic relationship with the community.
   C. Strategy: Engage through formal partnerships, compliance discussions, and community benefits analysis to secure necessary support and services.
8. **Advocates and activists:**
   A. Environmental and social advocates: Interested in the community's sustainable and social impact.
   B. Local community leaders: Influencers within the existing local societal structure.
   C. Strategy: Highlight the community's environmental and social programs, and involve these groups in sustainability initiatives and community outreach.

NOTE: *Marketing is almost entirely about narrative. A narrative crafted to engage each audience type serves as the bridge connecting the vision with the wider world. A compelling narrative not only informs but also inspires, resonating with the diverse values and aspirations of individuals. It is through storytelling that a community-type society can pique interest, illuminate its purpose, and galvanize support. The narrative should encapsulate the essence of the community's goals, values, and the transformative impact it seeks to make. For those within the community's sphere of influence, a well-crafted narrative has the power to transform passive observers into active supporters or participants. By articulating a clear and engaging story, the project can strengthen its outreach potential, inviting a broad audience to become part of the societal evolution it embodies.*

3.1 Price points

The price points are for a course/workshop are:

1. The cost for the course is: xx,xxx US Dollars.
2. Number of hours:
3. Number of days:
4. Number of participants:
5. Number of workshop/course facilitators:
6. Cost of facility and resources where workshop/ course occurs:

3.1.1 Capacity

Specific capacity depends on course and course context. Capacity is limited for each course.

4 The university-level audience

Universities may choose to offer any of the available courses to attract new learners and community developers to their university. The courses prepare students for acquiring a comprehensive awareness of the complex web of relationships among various societal elements. The courses foster the critical thinking, global awareness, adaptability, and ethical and integrated decision-making necessary for navigating and positively contributing to an interconnected world.

Help students gain a working understanding of society and its engineering potentials. Avoid early misunderstandings and setbacks by providing a comprehensive overview of the engineering of society. Our innovative engineering course goes beyond traditional education, fostering a sense of oneself as an engineer in society. We provide a dynamic learning environment where students participate in concept modeling society, but also develop a keen awareness of the broader societal impact of their current and future work. Through facilitator presentations, real-world case studies, and collaborative activities, students will cultivate the skills necessary to navigate the intricate intersection of technology and society. Join us in shaping the future of science and engineering education, where a deep understanding of both technical and societal dimensions empowers graduates to create meaningful and sustainable solutions for the challenges of tomorrow.

The urgency for graduates with a systems engineering view of society has never been more essential. Help your students have more, keep more and make it last with a visual societal-level overview of science and engineering. Through a innovative university education there comes the real possibility of an amazing future together, through science and engineering. Students will be able to model early 21st century society, and they will be facilitated in thinking critically and innovatively about potential future configurations of society. Our world is facing a polycrisis (metacrisis) situation, and a large part of the solution is graduates with a comprehensive understanding of what is, and what is possible.

> **STATEMENT:** *Invest in your university's innovation and your students' future lives.*

We understand universities are overwhelmed, and that it is a big hassle and cost to introduce a whole new curriculum. That is why this three day course is lower risk and has a high potential for helping to retain students by connecting their needs with their lives, and their education at your university. This course will meet your university' goals in three days.

Is your university different, driven, innovative, insightful, courageous and agile, then this course is for you students. Consider carefully how will this course (or, set of courses) could help universities achieve their goals:

1. This is a unique and uncommon course that will provide your university an edge in the competition for global sustainability and human flourishing.
2. This course will help your students more greatly understand our human potential and ecological interdependence.
3. Help students understand and acquire a strategy for how they can make more meaningful change in the world where global issues mix with a vision of the future that is capable of meeting our true human potential.
4. Help prepare students for developing a more integrated understanding of the relationships underlying societal systems change.
5. Help students understand what projects we need to help create human flourishing and resilient ecosystems.
6. Help students imagine new and experimental visions of society.
7. Help students recognize that there are solutions to our big, global problems.
8. Students will gain more knowledge and will be given the skills to recall what they have learned and to take effective action in their daily lives.
9. Students will hold in their minds during and after the course a recognition that they have the knowledge and skills to lead in solving the major challenges facing all of humanity in the early 21st century.

It is extremely easy for your university to purchase this course. The course may be sponsored by a faculty member and instructed/facilitated by an actual Auravana Project coordinator.

4.1 Standard university course development

The development of a typical semester-based course of study involves:

1. **Have a standard:** Start with a standard (source document) for the material to be covered in the course.
2. **Timeline and schedule:** Map out a timeline for each section considering the duration of each semester and the total time available for the entire course. Allocate a specific number of weeks or class sessions for each section to cover the content effectively.
3. **Develop lesson plans (develop curriculum):** Create detailed lesson plans for each section, breaking down the topics further into individual activities and learner-facilitator tasks, or sessions. Include facilitation strategies, demonstration

materials, activities, assessments, and resources for each learning period.

4. **Assessment and evaluation:** Determine assessment methods (such as: tests, projects, presentations, etc.) to evaluate learner understanding and progress in knowledge and skill at the end of each section. Ensure alignment between learning objectives, content covered, learner engagement, and assessment methods.
   A. **Do review:** Review the event's execution (i.e., review the event).
5. **Adaptation and flexibility:** Both the learner and the facilitator must adapt and remain flexible. In many ways a facilitator is also a learner and a learner is also a facilitator. Remain flexible to adjust the curriculum (data and activities) as needed based on learners' progress, education dynamics, and unexpected circumstances.
   A. **Update:** Finalize the next version of the standard.

4.2 University departments with interest in this curriculum

This is a list of university departments that may have a sponsorship interest in this course:

1. Urban planning.
2. Engineering.
3. Architecture.
4. Agriculture.
5. Environmental sciences.
6. Economics.
7. Social sciences.
8. Political sciences.
9. International relations.
10. Human potential, whole systems design.
11. Futurism.
12. Community development.
13. Societal engineering.
14. Socio-technical sciences.

4.3 Assessment in year-long (multi-semester) course

At the completion of the course, the learner will get a certificate showing the total number of points possible, and the total number of points the learner earned; to pass and receive the certification the learner must have achieved a point total of 90% of the total available points.

Content Area	Total Points	Points Earned
Total Awareness	360	

Class is scheduled for three consecutive hours (i.e., 3 hours back-to-back), once (or twice, or three times) each week.

- Learners are expected to be present at class for three hours each week.

Each class will have the following similar structure:

1. The first class will start with a review of the syllabus.
2. The second class, and therefrom, will start with a quiz (or exam).
3. Then, a review and assessment of the prior out-of-class assignment.
4. Then, a lecture on this weeks topic.
5. Then, a period for questions, discussions, and answers.
6. Then, an assignment of the next out-of-class assignment.

One or more classes may be significantly dedicated to the presentation of final projects.

4.3.1 Quiz awareness activities

A.k.a., Quizes, quizzes, short-term retention tests.

A quiz is a relatively set of questions posed to the learner shortly after exposed to the learner to help formatively assess their awareness (knowledge) of the subject-matter recently covered. Quizzes have the following components:

1. **A format:** Every class will start out with a brief quiz that is to be completed by the learner in under 5 minutes.
2. **A purpose:** To identify the learners current level of awareness of past information, and help reiterate important information just recently exposed to. To provide formative assessment (a.k.a., short-term assessment) of learning/awareness.
3. **An assessment result:** Quizes will be proctored using Google Forms; wherein, answers will be compared against expected correct ("expert") results.

Content Area	Total Points	Points Earned
Questions	10 x (# of quiz, 8) = 80	

4.3.2 Final awareness exams

A.k.a., Final exam, certification exam.

An exam is a long-form set of questions posed to the learner to help summarily assess their awareness (knowledge) of a subject matter.

1. **Format:** There will be semester cumulative exams and a single final exam, both consisting of multiple-

choice questions and drawings. The semester final exams are 45 minutes long, and the course final exam is an hour long. There will be questions related directly to content in the standards. The interm (semester) awareness exams will cover everything up to date. The final certification exam will cover the whole course and show the cumulative knowledge and/or skill acquired.
2. **Purpose:** The mid-term and final will provide a summative awareness assessment of the level of awareness of the learner of the standards and their application. There will be an interview by a subject-matter expert who interviews the learner on their expertise now that the course is complete, in order to provide feedback to both the learner and the education system as a whole.
3. **Assessment:** Quizes will be proctored using Google Forms; wherein, answers will be compared against expected correct ("expert") results.

Content Area	Total Points	Points Earned
Questions	100 (x2)	

4.3.3 Lecture on a new topic

A lecture is a presentation on a topic.

1. **Format:** Each class will have a lecture (lesson) presented by the facilitator that covers to a relative degree the topic(s) for the class.
2. **Purpose:** To provide the learner with a comprehensive description of the topic and prepare the learner for discussion, and questions and answers.
3. **Assessment:** Questions about these lectures (presentations) will appear in tests, and on the mid-term and final exams.

4.3.4 Group questions, discussions, answers

A discussion is a time for raising issues that are analyzed, after which an attempt may made to identify answers and define optimal solutions. A discussion is a great way to share and improve one's ideas, opinions, knowledge, and questions about a topic. A discussion is a conversation for exploration and integration, and may include answers to questions.

1. **Format:** Each class will have a period of time after the lecture to discuss the topic and ask and answer questions. Both the facilitator and learners will ask and answer questions.
2. **Purpose:** To provide the learner a chance to play with the ideas, to clarify ideas, and facilitate sufficient integration or rejection of those ideas. It is also intended to help learners solve problems using their new understandings and knowledge.
3. **Assessment:** Questions about these discussions may appear in quizzes, and on the mid-term and final exams.
4. **Caution:** Individuals who choose to be disruptive of the flow of discussion, become aggressive, or insult other learners may be removed from the class without refund.

4.3.5 Out-of-class assignments

There is required work outside of class time that the user is expected to complete and will be reviewed for completion during the next class.

1. **Format:** At the end of each class the facilitator will assign readings and possibly a [home]work task to complete. If a deliverable task is assigned then that deliverable must be complete by the next class, where it will be reviewed and assessed. Out of class assignments are due the next class period. Late submissions will not be accepted, because the time to go over them in-class will have passed, the only exception is in the exceptional circumstances (e.g., illness, tragedy, religious event, etc.).
2. **Purpose:** To provide the learner a chance to become aware of content not covered in class, to reinforce content covered in class, to play with the ideas, and to solve problems outside.
3. **Assessment:** The assignment is assessed as either being complete or not.

Content Area	Total Points	Points Earned
Completed (Y/N)	10 * (# of assignments, 8) = 80	

4.3.6 Final integration project (written paper or soft-/hard-system)

A.k.a., Integratable deliverable or product.

An integration paper or system is a final product capable of being integrated into some larger product/system.

1. **Format:** There is a final paper or system to be completed by each group. Groups may consist of one or more learners and are divided by topic. If more than one individual has the same topic they must work together in a single working group. Learners may submit written papers for potential integration into the written standard, or they may submit systems, such as software or machines. All submissions must be submitted open source and per working group submission terms. The working groups will work on the topic outside of class. Working groups must select a coordinator for their group. Learners divide themselves into working

groups, each with a coordinator. If a "group" only has one person, then that one person will themselves act as a coordinator. Coordinators are responsible for coordination, integration, approval, and communication within and between groups. Working groups must plan the project themselves. It is important not to wait until the last week to begin working on the project.

2. **Purpose:** The purpose of the final integration project is to assess the learners ability to apply the concepts of their coursework to activities related to their development and application.
3. **Assessment:** The facilitator and other working groups will assess the degree to which the working group formed their project and completed the deliverable.

Content Area	Total Points	Points Earned
Project plan submission	10	
Research completeness	30	
Deliverable completeness	30	
Integration possibility	10	
Work group effectiveness	10	

4.4 Class requirements

The following are the class requirements:

1. Attendance is required.
2. Textbook access is required.
3. Webcams for online synchronous work are required.
4. It is required to sign an open access agreement to access the intellectual property.
5. Understand privacy concerns.

4.4.1 Class attendance requirements

Learners are expected to attend all classes, complete activities, assignments, and assessments. If a learner misses a class they are expected to make up the missing time by watching the recorded video of the class. Class recordings are private for the class and should not be shared for privacy reasons. People will likely feel more free to ask what they may think are silly or absurd questions when they know their question won't be shared with the whole world. Therefore, it is asked that learners do not record the sessions and that they do not share the facilitators recording publicly. This is to help learners feel free and safe to share. Classes will be recorded by the class coordinator. Some parts of the class may be posted to public and private forms to facilitate open source learning and recalling in the future. Only parts where the facilitator is talking may be publicly shown, unless otherwise permitted through agreement by a learner. The camera feed of a learner may still be visible on recorded video released for public viewing.

4.4.2 Textbook

The main "textbooks" will be the Auravana Societal Standards, provided as pdf's at no additional charge as part of the course. If the learner so chooses, s/he may purchase the print version of the standard through Amazon.

4.4.3 Webcams

Webcams are recommended and preferred, but not required. Webcams are not required for four reasons. First is the issue of equity. Online classes with heavy webcam use require faster internet connections and newer computer equipment, and not every learner has this type of access. Slow, rural internet is one example of this. In addition, requiring learners to broadcast their homes to their classmates can violate personal privacy. If a learner is in public with significant background distraction, then it is preferable for that learner to turn off their camera to prevent others from becoming distracted. Webcams can distract and split learner's attention, watching other learners and looking at other learner's background environments. It's difficult to focus on the facilitator or interacting learners when webcam users are doing things like eating, shifting and moving, holding objects, picking their noses, using the restroom, or sitting in a beautifully aesthetic backyard. Facilitators can also fall risk to distractions on what they see on others' webcams. Further facilitators cannot monitor twenty or more webcam images at once. And yet, there are also many benefits to webcam use, which is why they are recommended (except in cases of obvious distractions). Learners in online programs feel like they are part of a team when they are able to see each other face-to-face. Furthermore, learners who are attending from locations all over the world can bring their unique environments into the classroom. This novel experience of place can sometimes improve discussion and overall learning. It is recommended that facilitators keep their webcams throughout the class. Even in cases where learners do hot have a microphone, typed chat may be sufficient. Allowing these less bandwidth-intensive forms of participation is essential for equity.

4.4.4 Protecting your privacy

Avoid sharing your own or other people's personal information online with those you do not know in real-life. It is recommended not to include any of the following in the body of a public post:

1. Email address.
2. Phone number.
3. Address.

4. Account numbers.

Any other piece of information which could be used to identify or harm you or others.

4.5 Pre-requisites

Depending on course and course context.

5 Code of Conduct

Learners are expected to be kind and respectful to each other. Auravana Academy includes people from all around the world, and from a wide variety of different backgrounds, religions, and cultural norms. If a learner violates this kindness code of conduct, then they maybe removed from the course of study.

All learners have the responsibility to:

1. Contribute to maintaining a safe, supportive, and orderly online learning environment that is conducive to learning and to show respect and dignity to other persons.
2. Be familiar with, agree to, and abide by all Auravana Project Terms of agreement and use (contributor open-access agreement).
3. React to direction given by facilitators, administrators, and other contributors in a respectful, positive manner.
4. Maintain behavior free from all forms of bullying, harassment, and discrimination.
5. Accept responsibility for their actions.

Unacceptable (inappropriate) behaviors include:

1. **Violence inducing speech:** Any form of expression (e.g. speech, text, or images) that can increase the risk that its audience will condone or commit violence against members of another group.
2. **Violence or threats of violence:** Violence and threats of violence are not acceptable online or offline. This includes incitement of violence toward any individual, including encouraging a person to commit self-harm. This also includes posting or threatening to post other people's personally identifying information (doxxing) online.
3. **Harassment or deliberate intimidation:** This includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, stalking, and/or deliberate intimidation.
4. **Unwelcome sexual attention or behavior that contributes to a sexualized environment:** This includes sexualized comments, jokes or imagery in interactions, communications or presentation materials, as well as inappropriate sexual advances.
5. **Sustained disruption of online discussion, talks, or other events:** Sustained disruption of events, online discussions, or meetings, including talks and presentations, will not be tolerated. This includes 'talking over' or 'heckling' event speakers or influencing crowd actions that cause hostility in

event sessions.

6. **Abuse of the peer system:** This includes posing as another person, and not citing where citation is legally required.
7. **Retaliation:** Punishing someone is not permitted. This includes harassing, bullying, or filing a false report against a learner for raising a sincere concern about your own behavior. For instance, it is unacceptable to give another learner a bad peer review on an assignment simply because you disliked the review you got on your learning assignment.

5.1 Physical user-service access code of conduct

In order to help ensure a pleasant physical service environment, all users physically within a service's access area (a.k.a., service envelope) are prohibited from the following:

1. Any improper use of services facilities or equipment.
2. Any disturbing of the peace, including, but not limited to, unlawful or non-permitted behavior or any other activity that hinders or prevents, or disrupts the service.
3. Any conduct that annoys or disturbs others service users, including, but not limited to, engaging in noisy or boisterous activities, unnecessary staring, the intentional following someone, stalking, shouting, yelling, screaming, singing, playing musical instruments, radios, or the use of any other sound generating equipment that otherwise creates noises of sufficient volume to impinge on the hearing or peace of other service users.
   A. Using obscene language, obscene gestures, or racial, religious, gender, or ethnic slurs.
   B. Violence, threats of violence, fighting, physical abuse, or physically or verbally threatening any person, or hostility of any kind.
   C. Being disruptive, or creating a disturbance, obstructing or interfering with the free flow of pedestrian or vehicular traffic or obscure user's expected views.
   D. Engaging in any sexual activity, including, but not limited to, using sexually explicit language, and engaging in sexual conduct.
4. Defacing, damaging, destroying, or removing any constituent part of a service.

5.2 Education and contribution principles

The core principles underlying effective participation in education and contribution activities are (*Collaborative Culture*, 2024):

1. **Positive participation:** Participation in education and contribution in community is contingent upon each member's positive and constructive efforts. Community is a commonly coordinated space that thrives on mutual norms and respect, welcoming individuals committed to self-development and contribution to others. Members who do not adhere to these standards may find their access to education and contribution services limited. In this context, "positive" refers to actions and behaviors that are constructive, beneficial, and promote the well-being and harmony of the community. Positive participation implies engaging in a manner that is supportive, encouraging, and fosters growth and collaboration among members. It is about contributing to the community in ways that enhance the collective experience, align with shared values, and respect the dignity of all members.
2. **Constructive contribution:** Constructive contribution (i.e., actual contribution) is the foundation of community operation. We expect all members to contribute in a manner that is thoughtful, respectful, and aligned with a community-type societal purpose. This involves listening to others, providing insightful input, staying on-topic, and treating all participants with kindness. Constructive participation fosters an environment where different perspectives can be shared and valued without fear of hostility or derision.
3. **Consent:** Every member is entitled to consent to how they are treated. This principle asserts that one's online presence does not imply an open invitation for harassment, abuse, or unwanted attention. It repudiates the notion that by merely being available, individuals are 'asking for' or 'exposing themselves to' potential harm. We respect and uphold the dignity of our members to engage in a manner that they feel comfortable with, putting their safety and well-being over superficial metrics of engagement.
4. **Don't waste time:** Time is the most precious commodity anyone possesses, and within the context of this standard (policy), it becomes the "new algorithm", the key metric guiding our community interactions. Our rule enshrined by this concept is: Don't waste anyone's time. This principle acknowledges that every second spent within our community is valuable 'signal'. It reflects our commitment to maximize the 'signal-to-noise' ratio in our community interactions. By 'signal,'

we mean meaningful, valuable contributions that meet and optimize human need fulfillment and foster a sense of community. Alternative, "noise", encompasses behaviors and content that waste time, distract from meaningful engagement, or disrupt the construction and/or operation of community. This rule is inherently subjective and contextual, reflecting the varied nature of discussions and dynamics across diverse disciplines necessary to construct and operate community. What might be considered 'noise' or time-wasting in one context might be acceptable in another.

A. Question before contributing:
   1. Does this contribution act as a valuable signal?
   2. Does it respect the time of others and align with the community's purpose?
   3. What is the priority of this?
B. Think about priorities before contributing:
   1. For emergency issues we want the fastest decision response time fewer choices.
   2. The greater the possible decision space, the slower the response time.
C. Users trust contributing members to understand and exercise this principle effectively. We are not seeking to micromanage, but rather to foster a culture where time, as the new algorithm, is respected and valued. By promoting a high signal-to-noise ratio, we aim to nurture a collaborative environment marked by meaningful engagement, mutual respect, and valuable contributions.

5.2.1 Time-wasting behaviors: Reducing noise

There are certain behaviors that may be categorized as 'noise' within community, which tend to detract from the quality of interactions and waste the valuable time of our members. Here, we offer a non-exhaustive list of behaviors that are generally considered 'time-wasting'. Understanding these behaviors can help members better adhere to our golden rule: Don't waste anyone's time.

1. **Trolling:** Trolling refers to intentionally disruptive actions aimed at provoking negative reactions, derailing discussions, or sowing discord within the team. This behavior serves no constructive purpose and wastes the community's time by redirecting attention away from valuable discourse.
2. **Baseless arguing:** Engaging in arguments without any substantial basis or evidence, often for the sake of arguing, is another form of time-wasting behavior. This not only detracts from meaningful discussions but also creates a hostile environment that discourages constructive participation.
3. **Shifting the goalposts:** This behavior involves continually changing the criteria or standards in a discussion once they have been met. It results in endless debates that waste time and stifle the productive exchange of ideas. It also includes 'whataboutism' and other red herrings.
4. **Armchair debating:** Participating in debates about complex subjects without appropriate knowledge, understanding, or consideration of expert opinions is often unproductive and may mislead other members, thus wasting their time. This also includes 'oneupmanship' and sophistry.
5. **Disingenuous behaviors:** Any form of dishonesty, such as misrepresentation of facts, misleading other members, or feigning ignorance to provoke a reaction, is considered time-wasting. Authenticity and honesty are essential in creating a community built on trust and mutual respect.
6. **Harassing behaviors:** Any actions that involve persistent unwanted attention, bullying, or infringement on another member's right to consent are strictly considered time-wasting and disrespectful. Community places a high value on the emotional well-being of all members, and harassment of any form will not be tolerated.

   By clearly identifying these behaviors, we aim to promote self-awareness among members. We expect everyone in community to refrain from these time-wasting behaviors, to contribute positively to the signal-to-noise ratio, and to respect the golden rule. We hope this contributes to a collaborative, respectful, and engaging environment where each interaction is a good use of everyone's time.

5.2.2 Good uses of time: Amplifying signal

Following the "don't waste time" rule, it is important to emphasize behaviors that contribute positively to community's signal-to-noise ratio. These behaviors, or 'good uses of time,' are actively encouraged as they align with the core community values of efficiency and justice, which are necessary for respectful, collaborative, and positive contribution-based interactions. By promoting these behaviors, it is possible to cultivate an environment that values quality, efficiency, and fosters meaningful, engaging interactions. We encourage all members to practice these behaviors and contribute positively to the community's signal-to-noise ratio. In this way, every interaction within community becomes a valuable signal, and a respectful use of everyone's time. A list of good uses of time includes, but is not limited to:

1. **Thoughtful participation:** Taking the time to form well-thought-out responses, comments, or deliverables that contribute to the task/topic at

hand is highly valued. Thoughtful participation fosters meaningful discussions and is a respectful use of everyone's time.

2. **Active listening:** Active listening involves engaging with others' ideas, showing understanding, and responding constructively. This behavior demonstrates respect for others' time and effort in sharing their thoughts and fosters an environment of mutual learning.
3. **Respectful Disagreement:** Disagreements are inevitable in any community, but it is important to handle them respectfully. Expressing disagreement in a thoughtful, respectful manner that focuses on the idea rather than the person is a productive use of time and enriches discussions.
4. Asking insightful questions: Asking insightful questions can stimulate discussion, encourage deeper thought, and promote mutual learning. These questions are often open-ended and invite others to share their perspectives, experiences, or expertise.
5. **Sharing knowledge:** Sharing relevant information, expertise, or experiences that contribute to a discussion is highly encouraged. It adds value to conversations and is a good use of everyone's time.
6. **Constructive feedback:** Providing constructive feedback helps others improve, fosters mutual growth, and strengthens the community. Remember to focus on the behavior or the idea, not the person, and to communicate your feedback in a respectful, supportive manner.

5.2.3 Consequences: Upholding accountability

Consequences for time-wasting or harmful behavior serve to uphold accountability and maintain the respect, safety, and integrity of community. It is important to note that the capacity to enforce certain consequences will depend on the specific capabilities of various environments/platforms. While we acknowledge this variability, the following is a general guideline for understanding the potential consequences of violating community education and contribution standards (in non-criminal ways). Again, this list is not exhaustive but offers a range of possible actions:

1. **Warning:** Initial minor offenses might result in a warning. This serves as an opportunity for the offender to acknowledge their misstep and correct their behavior.
2. **Temporary suspension (a.k.a., timeout of access):** Repeated offenses or more severe misbehavior may result in temporary suspension or a timeout. This punitive measure offers the offender a period of reflection and the chance to reconsider their actions.
3. **Permanent ban:** In cases of extremely disruptive behavior or in the event of serious, repeat offenses, a permanent ban may be enforced. This ensures the safety and well-being of the rest of the community.
4. **Removal of content:** Certain offenses may necessitate the removal of the offender's content. This can range from a single inappropriate comment to an entire thread (report, etc.), depending on the severity of the violation.

While the application of these consequences may vary from platform to platform, habitat to habitat, and habitat sector to habitat sector, the core principle remains the same: enforcing accountability for harmful behaviors.

It is crucial to emphasize that the goal of these consequences is not to punish, but to uphold the integrity, safety, and efficiency of community. Consequences show a commitment on behalf of the members to maintain a safe, respectful, and collaborative environment. One person's noxious behavior can make the environment unsafe and unpleasant for everyone else. By implementing consequences, society is not punishing individuals, but safeguarding the collective well-being of every individual. In this way, society is made a better place for everyone.

5.2.4 Guidelines for moderators: How decide fairly

The role of a moderator (a.k.a., moderating coordinator, review board) in implementing the code of conduct (standard/policy). It is a challenging role that requires sensitivity, discernment, and a deep understanding of our shared values and principles. The following guidelines are designed to assist moderator review boards in their role, ensuring that they uphold the directives, values (objectives) and approach to community sustainment. When deciding moderating reviewers ought consider:

1. **Balance (equilibrium):** It is critical to foster an environment where users feel free to express themselves, debate, and share ideas without fear of undue reprisal. The aim should be to strike a balance where all users feel safe and heard, but not silenced.
2. **Transparency:** Being transparent about the rules, decisions, and actions taken is crucial for fostering trust within community. When enforcing consequences, explain the reason clearly, citing the specific violation of the standard/policy. This clarity will not only help the individual understand their misstep but also serve as a learning opportunity for the rest of the community. Openly communicate any changes or updates to the community

standards, and provide reasons behind these modifications. Additionally, consider creating a publicly accessible log of moderation actions (while maintaining user privacy), which can demonstrate your commitment to fairness and accountability.

3. **Consistency and fairness:** Treat all members of the community with equal respect and fairness, regardless of their status or popularity. Ensure that the standard is applied consistently to everyone. Show no favoritism or bias, as this can damage the trust and harmony within community. For instance, a new user violating the guidelines should receive the same treatment as a long-term member. In cases of rule violation, communicate clearly about the infringement, the relevant section of the standard/policy it contravenes, and the subsequent action taken. By doing so, transparency is demonstrated and the principle of fairness is upheld.
4. **Proactive engagement:** Anticipate potential issues and respond to them before they escalate. This could involve addressing emerging conflicts, clarifying misunderstandings, or reiterating community guidelines as necessary. Being proactive also means guiding discussions constructively to prevent them from spiraling into negativity or toxicity. For instance, if "you" observe a conversation heating up, consider stepping in with a reminder about respectful dialogue or steering the conversation back on track. This proactive approach can maintain a positive environment and prevent the need for punitive measures.
5. **Understanding and empathy:** The essence of moderation/control is not in the exercise of power, but in understanding and empathy. When enforcing standards, approach the situation with understanding and professionalism. Aim to follow standards rather than chastise, keeping in mind that the goal is to foster a respectful, constructive environment. Before taking action, consider the context, the user's history, and the potential for misunderstanding. If possible, privately communicate with the user in question to address the issue, explaining the violation and the necessity for the guideline. This situationally informed approach can help resolve issues without resorting to public penalties, which should be used as a last resort.

Always remember that there is a human being behind each username, with their own experiences, perspectives, and feelings. Strive to foster a supportive and understanding atmosphere where everyone feels respected and heard. While firmness is necessary to maintain order and respect, it should always be balanced with empathy and respect for individual dignity.

5.3 Disruption and interference

Education time is for formal education, and work time is for formal working. Learners and contributors should do their best not to negatively interfere in the education and contributions experiences of their peers. To maintain a positive and respectful environment during education and contribution experiences, the following guidelines avoid interference with peers:

1. **Minimize noise disturbances:** Keep noise levels to a minimum during education and work hours. Avoid loud conversations or activities that may disrupt the concentration of others.
2. **Respect personal space:** Be mindful of personal space and the workspace of others. Avoid overcrowding or invading others' work areas.
3. **Use headphones for multimedia:** If you need to use multimedia resources or attend virtual meetings, use headphones to avoid disturbing those around you with sound from your device.
4. **Adhere to set schedules:** Stick to designated schedules for education and work to ensure a smooth flow of activities. Avoid unnecessary interruptions or delays.
5. **Communicate effectively:** When communication is necessary, use appropriate channels and be mindful of the timing. Consider using communication tools to share information without disrupting others.
6. **Respect allergies and sensitivities:** Be considerate of allergies and sensitivities by refraining from using any perfumes or fragrances during physical education and contribution experiences.
7. **Maintain a tidy workspace:** Keep your workspace organized and clean. Avoid clutter that may spill over into others' areas and create distractions.
8. **Refrain from disruptive behavior:** Refrain from engaging in disruptive behavior, such as unnecessary arguments or confrontations, that may negatively impact the overall environment.
9. **Follow code of conduct:** Adhere to any established code of conduct or guidelines set by the educational or work institution. Respect the rules in place to maintain a harmonious atmosphere.
10. **Be mindful of online presence:** When participating in virtual learning or work environments, be conscious of your online presence. Use mute features when not speaking, and avoid background distractions.

5.4 Potential consequences for violation of Code of Conduct

Potential consequences for violating the Code of Conduct may include any of the following:

1. Nothing, if the behavior was determined to not be a Code of Conduct violation.
2. A verbal or emailed warning.
3. Requiring that the reported person not direct message (DM) an online community member.
4. Requiring that the reported person not join specific communication channels.
5. Not publishing the video or slides of a talk that violated the Code of Conduct.
6. Immediately ending roles that the reported person holds.
7. Requiring that a person immediately leave the course, communications channel, and/or course, and not return.
8. Removing the reported person from the online platforms or mailing lists (either indefinitely or for a certain time period).
9. Removing the reported person from admin or moderator rights to university infrastructure.
10. Removing a person from membership of relevant projects.

5.5 Enforcement of Code of Conduct

A.k.a., Consequences for violation.

This is how the course will generally handle misconduct:

1. **Warning:** For most first-time misconduct, our team will remove offending content and send a warning. Most issues are resolved here.
2. **Account suspension:** For repetitive misconduct or behavior containing harassment, bigotry, or abuse, our team will impose temporary suspension.
3. **Account expulsion:** For serious cases, our team will expel people who display a pattern of harmful destructive behavior toward others and learning.

5.6 Resolving and reporting problems

Contact our support team to report a Code of Conduct incident. In your report, please provide the following information:

1. Link to the area of incident.
2. Screenshot of the violation and text.
3. Written text of the misconduct.
4. Visible name of user.

If you are the subject of a reported incident or if you wish to report inappropriate behavior, we will strive to maintain the anonymity and confidentiality of all individuals involved. There may be times, however, when the team may request permission to identify the individual(s) in order to engage in necessary correspondence to gather additional information to be able to advocate for a fair process and resolution.

Disagreements and misunderstandings are normal in groups that discuss this type of content and have a diversity of participants. Ask for clarification and attempt to have a calm discussion before assuming that someone is being offensive. Don't lower your own effectiveness and efficiency of communication in response.

If that isn't possible, report the issue to a course coordinator.

5.7 Problems, feedback and criticism

The university welcomes feedback that could be used to make the course a better experience. Please use the appropriate channels to provide such feedback or to report problems. Avoid simply being negative – constructive criticism is valued, unproductive negativity is not.

This group is focused around learning, so it's expected that members may make mistakes, get things wrong, or not understand fully. Feedback and critique are an important part of learning so please feel free to provide it when appropriate, keeping in mind the following:

1. Always critique the actual work or method, not the person behind it.
2. Never belittle someone for not knowing or understanding something.
3. Give feedback privately if you think it may be embarrassing for the recipient.
4. If someone responds poorly to feedback don't force them to take it, just stop interacting.

6 Conflicts of interest

Pursuant to the initiation of any workshop or course, it is required that all participants, including coordinators and facilitators, fully disclose orally and in writing any potential conflicts of interest. This mandate encompasses any personal, financial, or professional affiliations or engagements that may, or may be perceived to, unduly influence their involvement and decision-making processes within the workshop's framework. Such disclosure is paramount to uphold the principles of transparency, integrity, and trust. Noncompliance with this requirement shall be grounds for immediate disqualification from participation in the workshop, and may necessitate further actions to protect the workshop's objectives and reputation. In other words, failure to disclose conflicts-of-interest may result in removal from the workshop or other appropriate actions to safeguard the workshop's objectives and reputation.

7 Formatting standard

A.k.a., Style guide, formatting guide, formatting standard.

The purpose of a formatting standard is to provide development teams working on the Auravana Project's open source standards with a comprehensive style guide for ensuring consistency and uniformity across all materials related to the unified information standard. This guide encompasses instructions for text, image, and simulation standards, setting forth guidelines for formatting, naming conventions, and software usage. By adhering to this standardized approach, teams will facilitate seamless integration, improve readability, and uphold a cohesive presentation of community-standards relevant materials. This unified approach aims to streamline the development process, enhance communication clarity, and fortify the integrity of the Auravana Project's open source standards across various media formats.

The two primary file safety principles for any information system are:

1. Files should be backed up appropriately.
2. Files should be appropriately lossless.

7.1 Folder and file naming standard

The following standards apply:

1. **Standardization:**
   A. All files should follow the same format.
2. **Languages associations for files and folders:**
   A. ALL LANGUAGE RELEVANT FOLDERS SHOULD identify the language of the content in that folder at the end of the folder name.
      1. For English (EN) language folders:
         i. ...-EN
      2. For Brazilian Portugues (PT-BR) language folders:
         i. ...-PT-BR (
      3. For Spanish (ES) language folders:
         i. ...-ES
      4. ...
   B. ONLY textual standards files should have language identifiers at the end of their file names. NO OTHER FILES SHOULD have language identifiers at the end of their file names.
3. **Common naming conventions for folders and files:**
   A. Folder names should always be lower-case except for the language identifier at the end of the folder name.
   B. File names are typically all lower-case, but may

have upper-case words to distinguish similar terms or highlight important words.
   1. For example, system "state" is differentiated from the governmental "State".
C. There should be no spaces in a folder or file name. All words, except for the last, should be proceeded by a dash "-".

4. **FOLDER NAMING convention:**
   A. **Marketing brochure folder naming:**
      1. /marketing-brochures-EN/
      2. /marketing-brochures-ES/
      3. /.../
   B. **Marketing image folder naming:**
      1. /marketing-images-EN/
      2. /marketing-images-ES/
      3. /.../
   C. **Marketing presentation folder naming:**
      1. /marketing-presentations-EN/
      2. /marketing-presentations-PT-BR/
      3. /.../
   D. **Marketing videos folder naming:**
      1. /marketing-video-EN/
      2. /marketing-video-PT-BR/
      3. /.../
   E. **Standards text folder naming:**
      1. /standards-texts-EN/
      2. /standards-text-ES/
      3. /.../
   F. **Standards covers image folder naming:**
      1. /standards-texts-covers-ALL/
   G. **Standards figures (a.k.a., 2D models) folder naming:**
      1. /standards-models-EN/
      2. /standards-models-ES/
      3. ...
   H. **Architecture and engineering folder naming:**
      1. /standards-architect-plans-EN/
      2. /standards-architect-plans-ES/
      3. /.../
   I. **Visual renders of buildings folder naming:**
      1. /renders-buildings/
   J. **Visual renders of habitats folder naming:**
      1. /renders-habitats/
   K. **Visual renders of habitat network folder naming:**
      1. /renders-habitats-networks/
   L. **Visual renders of construction technologies (including production, assembly, etc.) folder naming:**
      1. /renders-constructors/
   M. **3D objects folder naming:**
      1. /simulation-objects/CC0/
      2. /simulation-objects/CCBY/
   N. **Software code folder naming:**
      1. /software-code/

5. **FILE NAMING convention:**
   A. **Marketing brochure file naming, for example:**
      1. auravana-[Pamphlet/Brochure]-[name-of-file]
      2. For example,
         i. auravana-pamphlet-Habitat-AuraCurve-TriFold-A4.indd
         ii. auravana-brochure-habitat-AuraCurve-V01-R02.indd
         iii. ...
   B. **Marketing image file naming, for example:**
      1. auravana-[Architecture/City/Emblem/Overview/Planetary]-[name-of-file]
      2. For example,
         i. auravana-City-Together-Human-Flourishing.psd
         ii. auravana-Architecture-Building-Gap-Human-Requirements.psd
         iii. ...
   C. **Marketing presentation file naming:**
      1. auravana-presentation-[name-of-file]
      2. For example,
         i. auravana-presentation-Habitats-presentation-hss-V01.pptx
         ii. ...
   D. **Marketing videos file naming:**
      1. auravana-video-[name-of-file]
      2. For example,
         i. auravana-video-AuraCurve-top-view-beautiful.mp4
         ii. ...
   E. **Standards text file naming:**
      1. auravana-SSS-[Standard]-[Published-Version-Number]-[Revision-Number]-[Language-Identifier]
      2. For example,
         i. auravana-SSS-PP-Project-Execution-001-117-EN
         ii. auravana-SSS-Decision-System-002-223-EN
         iii. ...
   F. **Standards covers image file naming:**
      1. auravana-societal-standard-cover-[Standard-Name]-[CoverVersion]
         i. For example,
            1. auravana-societal-standard-cover-Habitat-System-01
            2. auravana-societal-standard-cover-Material-System-01
   G. **Standards figures (a.k.a., 2D models) file naming:**
      1. Every figure is labeled correctly per its position in the unified standard.
      2. Every 2D figure (a.k.a., 2D model) starts with:
         i. model-...

3. The second label is always the standard that most fits the content in the model, for example:
   i. model-social
   ii. model-decision
   iii. model-overview
   iv. ...
4. model-[Name-of-Standard]-[name-of-image]
5. For example,
   i. model-overview-community-real-world-information-system-processes
   ii. model-decision-habitat-service-system-layered-systems-access
   iii. ...

H. **Architecture and engineering file naming:**
1. auravana-[Name-of-Object]-[Total/Part/Top/Perspective/Cut/...]-[Sub-Object-Identifier]--[Sub-Sub-Object-Identifier]-[V###]-[R###]
   i. The suffix may include: print size and/or language (e.g., _A3_EN).
   ii. F (or FL) stands for the number of floors a building has.
2. For example,
   i. auravana-AuraCurve-SitePlan-V001-R001_A3
   ii. auravana-AuraCurve-architecture-sheet-FloorPlan-FL2-Electrical-V001-R001
   iii. auravana-AuraCurve-architecture-sheet-FloorPlan-Cut-BB-V001-R002_A3_EN

I. **Visual renders of buildings file naming:**
1. auravana-building-[Name-of-Building]-[exterior/interior]-[Version]-[Revision]
2. For example,
   i. auravana-building-AuraCurve-Circular-exterior-01-V001-R005
   ii. auravana-building-PavillionAngle-exterior-10-V001-R001
   iii. ...

J. **Visual renders of habitats file naming:**
1. auravana-habitat-[Name-of-habitat]-[building/top-view/perspective]-[Version]-[Revision]
2. For example,
   i. auravana-habitat-AuraCity-perspective-total-V001-R003
   ii. auravana-habitat-AuraCurve-top-V001-R001
   iii. ...

K. **Visual renders of habitat network file naming:**
1. auravana-habitat-network-[Name-of-habitat-network]-[Version]-[Revision]
2. For example,
   i. auravana-habitat-network-AuraCurve-AuraKraho-V002-R004
   ii. auravana-habitat-network-Total-Top-V004-R002
   iii. ...

L. **3D objects (simulation) file naming:**
1. File types (extensions):
   i. Object files (a.k.a., asset files).
   ii. Animation files (a.k.a., asset files).
   iii. Code files (a.k.a., blueprint files).
   iv. Texture files (maps).
   v. Font files.
2. File naming classes:
   i. Prefix top-level engine-relevant category of content.
   ii. Suffix functional sub-type.
   iii. Specific unit typing and sub-typing.
3. For example,
   i. S_ARCH_BLDG_F1-Rec-SemiCylin
   ii. T_Asphalt_asphalt_11_2K_D
   iii. T_PRES_Meter1Angle90_02_D

M. **Software code file naming:**
1. /software-code/

6. **STANDARDS NAMING convention:**
   A. Standards are separated into articles.
   B. Every standard follows the same naming conventions:
      1. Societal Specification Standard (SSS) Name of Standard (e.g., DS, LS, etc.) version (00#)
      2. The standards are (2024):
         i. System Overview:
            1. SSS-SO-003
         ii. Project Plan:
            1. SSS-PP-003
         iii. Project Execution:
            1. SSS-Project-Execution-002
         iv. Social System:
            1. SSS-SS-003
         v. Decision System:
            1. SSS-DS-003
         vi. Material System:
            1. SSS-MS-003
         vii. Habitat System:
            1. SSS-MS-Habitat-System-002
         viii. Lifestyle System:
            1. SSS-LS-003
         ix. Work Descriptions:
            1. SSS-PP-Work-Descriptions-001

7.2 Textual style formatting standard

The following standards apply:

1. **Standardization:**
   A. All text files should follow the same format.
2. **Font convention:**
   A. Body of text:
      1. For regular text: Open Sans Regular.

2. For math/equations: Cambria math.

B. Figures text:

1. Open Sans.

3. **Formatting by indentation (uses styles):**

A. The first paragraph after a main title should not be indented.

B. Every paragraph after the first shall be indented.

C. General body text should be left justified alignment.

D. Bullets and numbering should be left aligned.

4. **Formatting of paragraph separation (uses styles):**

A. Some paragraphs are separated from one other with a space. This space, above and/or below the paragraph, is associated with a paragraph style.

B. There is a priority of operations in concern to paragraph separation styling. The spacing is always from above (B space) downward, before it is required from a paragraph below to have spacing above (T space).

C. There should be no additional spacing separation before a title in the title hierarchy.

D. Typically, underlining should only be used for hyperlinks (and, hyperlinks should always be of standard hyperlink blue color).

5. **Formatting of lists of bullets and numbers (uses styles):**

A. Use bullet lists (bullets) for:

1. If the data field is math, equations or formulas.
2. If there is only one list item.
3. If the data field only contains a hyper-link.

B. Use numbered lists (numbering) for everything else.

C. A period should be at the end of every bulleted and numbered line, except bullets with: math, equations, and formulas.

D. Bullets and number just before a title should not have any additional space after them.

E. Do not use numbering (and instead, use bullets, or no prefix-list indicator) where there could be confusion between the numbering and the numbers or names in the bullets data field.

F. Do not use a period (.) at the end of a line where there could be confusion between the formula, equation, etc.

G. Do not use a bullet or number to start a list where the bullet or number could be confused with a formula.

6. **Formatting of a terminological list (that includes definitions/explanations):**

A. A term proceeded with a dash "-" is followed by a lowercase letter.

1. For example:
   i. Explicit consent occurs when an individual …

B. A term proceeded with a colon ":" is followed by an upper case letter.

1. For Example:
   i. Implied actions: Implicit consent may be …

7. **Captions for figures and tables:**

A. Captions for tables are placed above the table (typically left aligned).

B. Captions for figures are placed below the figure (typically left or center aligned).

8. **Citations (a.k.a., references):**

A. Citation standard: APA 7th edition.

B. In-text citations: go after the last period, unless there is more than one per line of text.

C. The two types of references:

1. A reference cited in the article (of a standard):
   i. Categorized by: Scholarly, Book, or Online.
   ii. With the qualification, "Cited in document".
2. A reference not cited in the article (of a standard):
   i. If a reference is potentially significant to a future working group, then it should be included in the citations section with the qualifier "non-cited" indicating that it may have use in the future, but that it is not cited directly in the text.

9. **Textual cautions:**

A. Be careful with underlying so as not to confuse single underlines with hyperlinks. In black and white publishing it can sometimes be difficult to tell what is just underlined and what is supposed to be a hyperlink.

10. **Exporting and importing figures:**

A. All figures are to be exported at all of the following resolutions and stored appropriately in their respective file extension format folders.

1. 4K-JPG-72
2. JPG-72-RGB
3. JPG-72-RGB-6-Step-Optimized
4. JPG-300-RGB
5. 8K-JPG-72 (only where necessary, optional)'

B. All figures should be imported into (i.e., attached to) the document a as JPG-300-RGB (or, 8K-JPG-RGB were a JPG-300 cannot be made).

C. All images when used in files should be "embedded" to the greatest extent possible, so that if references break the image will remain in the file and available to the designer.

11. **Embedding cautions**:

A. Do not embed images in the standards documentation unless absolutely necessary. Most images should be left as linked references.

7.3 Metadata formatting standard

The following metadata standards apply:

1. **Standardization:**
   A. All files should follow the same format.
2. **Files without IPTC Core metadata:**
   A. Some file formats do not allow the addition of IPTC Core metadata to the file.
3. **Files with metadata IPTC Core metadata:**
   A. Common file formats with IPTC Core metadata:
      1. *.jpg, *.indd, *.png, ...
   B. Files that do allow IPTC Core metadata should ALWAYS have the metadata associated with all of the following fields completed as below:

IPTC Core Fields	Completed
Creator	Auravana Project
Creator: Website(s)	https://auravana.org
Headline	Project for a community-type society
Description	*Complete as necessary with a full description of the content of the file.*
Alt Text (Accessibility)	*Filename with spaces in between each word (no dashes "-", and no colons ";")* *For example:* *model decision classification access*
Keywords	*Filename with a colon ";" after each word followed by a space.* *For example:* model; decision; classification; access
Description	*The language of the content in the file.* *For example:* English Espanol Portugues(BR)
Title	*Exactly the same as the filename, with dashes "-" in between words.* *For example:* model-decision-classification-access-
Credit Line	Auravana Project Standard
Source	Auravana Project Standard
Copyright Notice	CC BY-SA 4.0 / Creative Common Attribution Share-Alike 4.0
Copyright Status	Copyrighted
Rights Usage Terms	CC BY-SA 4.0 / Creative Common Attribution Share-Alike 4.0

7.4 Version control standard

A team-orienting tool is required for file sharing and file committing (aligning) to a project-issue. What is required is memory, accounting, and coordinating tools. Github (and others) provide these tools.

GitHub collaboration necessitates:

1. GitHub: https://github.com/
2. Git-LFS instructions: https://git-lfs.github.com/
3. Git LFS tracking is required for all files that may reach or exceed 100MB.
   A. Git commands:
      1. git status
      2. git lfs track *.mov
      3. git push -u origin add-lfs-files
4. GitHub Desktop: https://desktop.github.com/
5. Files required to track:
   A. *.fbx (.gitattributes)
   B. *.obj (.gitattributes)
   C. *.umap (.gitattributes)
   D. *.uasset (.gitattributes)
   E. *.uproject (.gitattributes)
   F. *.pak (.gitattributes)
   G. *.tga (.gitattributes)
   H. *.tif (.gitattributes)
   I. *.raw (.gitattributes)
   J. *.indd (.gitattributes)
   K. *.pdf (.gitattributes)
   L. *.jpg (.gitattributes)
   M. *.gif (.gitattributes)
   N. ...

*Note: To track all files in a directory, for example: VR-Deployment**\bundled* (.gitattributes)*

Online references

- *Collaborative Culture Community Policy: Zero Tolerance*. GitHub.com/Daveshap. Accessed: 12 February 2024. https://raw.githubusercontent.com/daveshap/PostLaborEconomics/main/C3P0.txt

WORKSHOP COURSE ACTIVITIES

A.k.a., Schedule of activities and outcomes.

Note: If it is just knowledge transfer, it won't be very sticky. Help learners to: know, recall, and do community better.

Table 7. *Activities associated with a workshop with the duration of one to three days.*

Meeting Date	Topic	Topic Relation	Objectives (Outcomes)	Activities
Day 1v: Topic-Activity 1				To demonstrate an understanding of the primary concepts that compose any type of society. To identify and describe the type of society currently widespread on the planet. To identify and describe a better type of society.
			The idea of engineering an intentional society can't be understood until the primary categories of any given society are identified and understood. The primary structure therein of any given society is developed based upon a set of socio-technical relationship categories (. Any given society can't be understood until those relationship categories are identified and understood in the context of a society's primary system categories (social, decision,...) Any given society can't be understood until the superstructural base of the society is understood.	
			Think more about and more greatly complete UN Rights alignment section of FAQ.	Where in your life can you apply this work? What type of society are you in?
				Self-assessment: Do you want to relocate to make it happen, or Do you want to make it happen locally.
Day 1: Topic-Activity 2				How could society be improved based upon community standards? What standards exist in the market-State and what exist in community?
				Present a scenario and ask learners to execute the scenario.
				Make a visual concept models, In the market-State, this is the first step in engineering and project breakdown.
Day 1: Topic-Activity 3				
				Identify the names of 10 other projects aligned with this direction, and explain in paragraph format the relationship(s). In the market-State, this is called a: Market analysis, and it answers the question of who else is in this space.

WORKSHOP COURSE ACTIVITIES

Meeting Date	Topic	Topic Relation	Objectives (Outcomes)	Activities
Day 1: Topic-Activity 4				
				Share your vision of what a better society looks like. In ten minutes draw a mode??
Day 1: Topic-Activity 5				
			How to read concept models.	Have a learner ask a question. Search out the search term in the gallery search box. Scroll through the available images and ask the user if they see one that they feel resonates with them most. No need to think as we briefly scroll by all of them; just pick one that feels right. If you would like the facilitator to pick one, then ask and the facilitator will do so. The facilitator will then guide the learner through the model as the learner shares their understandings of its relation(s) to the answer to the question. Imagine several hours every day dedicated to this. But, before this occurs, we have to prime the learners to has questions.

MULTI-WEEK COURSE ACTIVITIES

Table 8. *Activities associated with a workshop with the duration of one to three days.*

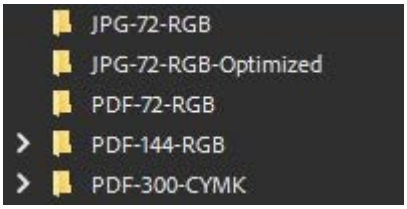
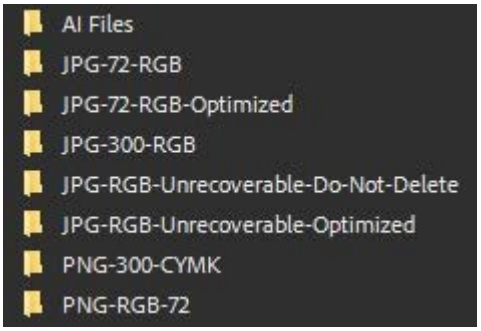
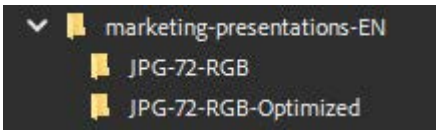
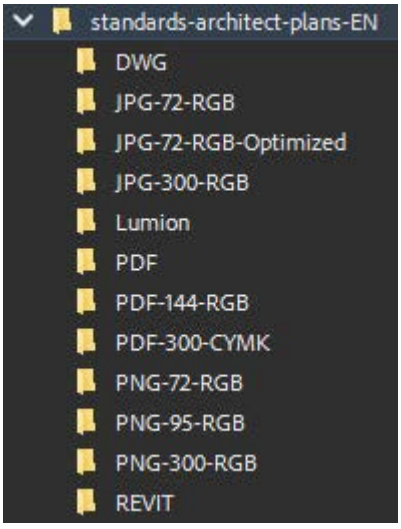
Meeting Date	Topic	Topic Relation	Objective
Week 1	System Overview	Summary of societal systems	To demonstrate an understanding of the primary concepts that compose any type of society. To identify and describe the type of society currently widespread on the planet. To identify and describe a better type of society.
	Assignment (due next week)	Reading	System Overview: pp.
	Assignment (due next week)	Seeing	Models ...
	Assignment (due next week)	Thinking/Doing	
Week 2	Project Plan	Project Initiation	
	Assignment (due next week)	Reading	Project Plan > Overview
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking/Doing	Make a visual concept models
Week 3	Project Plan	Project direction	
	Assignment (due next week)	Reading	Project Plan > Direction; Social System > Direction
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	Identify the names of 10 other projects aligned with this direction, and explain in paragraph format the relationship(s).
Week 4	Project Plan	Project planning	
	Assignment (due next week)	Reading	Project Plan > Approach
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	
Week 5	Project Plan	Project execution lists	
	Assignment (due next week)	Reading	Project Execution > Project Lists (and list managers)
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	
Week 6	Project Plan	Project contribution	
	Assignment (due next week)	Reading	Project Execution > Contribution; Lifestyle > Contribution
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	

TABLES

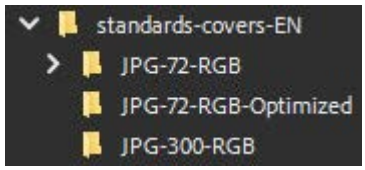
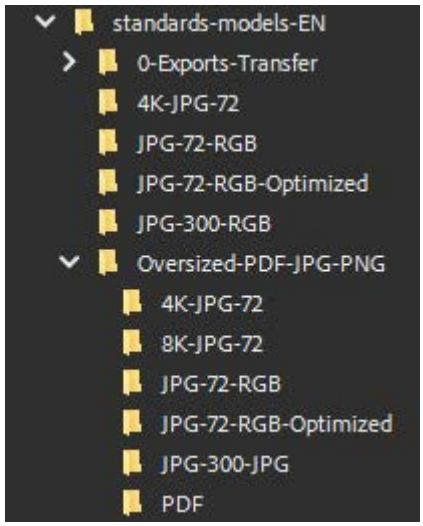
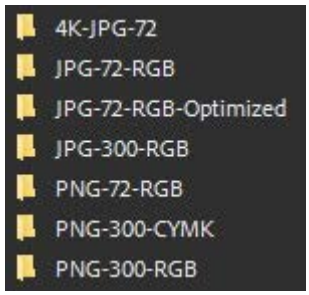
Week 7	System Overview	Societal system structure	
	Assignment (due next week)	Reading	Social System > Overview
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	
Week 8	Social System	Social navigation	
	Assignment (due next week)	Reading	
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	From a section of the standard, do a literature review on the standard.
Week 9	Project Plan	Project Planning	VR role playing experience.
	Assignment (due next week)	Reading	
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	VR role playing experience.
Week 10	Project Plan	Project Planning	
	Assignment (due next week)	Reading	
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	
Week 11	Project Plan	Project Planning	
	Assignment (due next week)	Reading	
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	
Week 12	Project Plan	Project Planning	
	Assignment (due next week)	Reading	
	Assignment (due next week)	Seeing	
	Assignment (due next week)	Thinking	

TABLES

Table 9. *Folder structure for files. Note: This list does not identify all possible folders and sub-folders.*

Primary folder	Sub-Folder Names	Image view
/marketing-brochures	JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB PDF-144-RGB PDF-300-CYMK	
/marketing-images	AI Files JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB PNG-72-RGB PNG-300-CYMK	
/marketing-presentations	JPG-72-RGB JPG-72-RGB-Optimized	
/sim-3D-objects/	CC0 > FBX-CC0 > FBX-CC0-Textures > OBJ-CC0 > Textures-CC0 CCBY > FBX-CCBY > FBX-CCBY-Textures > OBJ-CCBY > Textures-CCBY	*Intentionally left blank*
/standards-architect-plans	DWG JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB Lumion PDF PDF-144-RGB PDF-300-CYMK PNG-72-RGB PNG-95-RGB PNG-144-RGB PNG-300-RGB REVIT	

TABLES

/standards-covers	JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB	
/standards-models	4K-JPG-72 *(4096x4096)* JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB Oversized-PDF-JPG-PNG > 4K-JPG-72 *(4096x4096)* > 8K-JPG-72 *(8192x8192)* > JPG-72-RGB > JPG-72-RGB-Optimized > JPG-300-RGB > PDF	
/standards-texts	Archived-Published-Record ePub-Export HTML IDML PDF-Export	*Intentionally left blank*
/visual-images-buildings/-habitats/-habitat-networks	4K-JPG-72 (4096x4096) JPG-72-RGB JPG-72-RGB-Optimized JPG-300-RGB PNG-72-RGB PNG-300-CYMK PNG-300-RGB	

TABLES

Table 10. *File naming identifiers (affixes) for simulation software input. Note: This list does not identify all possible affixes.*

Asset Affix	Asset Type
Asset Prefixes	**Asset Type**
S_	Static mesh (object data)
D_	Dynamic mesh (animation data)
T_	Texture (surface data)
TR_	Texture for applying to the whole terrain (NOT textures to be painted or tiled on the terrain; terrain surface data)
T_P_	Texture for Decal Projection
M_	Material (shader data)
SO_	Sound
...	...
Asset Suffixes	**Asset Type**
_LP	Low poly
_HP	High poly

Object Affix	Object Asset Type	Object Service Type
Object Prefixes	**Asset Type**	
LAND_	Land	Habitat Service
GRID_	Grid or layout (a.k.a., path layout, path grid, street grid, street layout)	Habitat Service Area
HUM_	Human	Human
POW_	Power Process Unit	Habitat Life Service
GEN_	Power Generation Process Unit	Habitat Life Service > Power
TRANS_	Transport Unit	Habitat Technical Service
PIPE_	Pipe Unit	Habitat Technical Service > Transport
CULT_	Cultivation Unit	Habitat Life Service
BARR_	Barrier	Habitat Technical Service
MAM_	Mammal	Habitat Life Service > Cultivation
VEG_	Vegetation (plants, botanical)	Habitat Life Service > Cultivation
PLANTER_	Container of plants (pot, potter)	Habitat Life Service > Cultivation
ARCH_	Architecture	Habitat Life Service
COMPR_	Compression	Habitat Technical Service > Architecture
BLDG_	Building	Habitat Life Service > Architecture
POOL_	Pool	Habitat Facility Service > Recreation
DOOR_	Door	Habitat Technical Service > Architecture
MINER_	Mineral, rock	Habitat Technical Service > Production
FURN_	Furniture	Habitat Technical Service > Production
RECEPT_	Receptacle for objects (receiver of objects; container of objects)	Habitat Technical Service > Production
ILLUM_	Illumination	Habitat Technical Service > Illumination
GLYPH_	Glyph, Meaning-Symbol, Sign (meaning; not direction of motion)	Habitat Technical Service > Information
SIGN_	Sign (signage that directs motion)	Habitat Technical Service > Information
MODE	Model	Habitat Technical Service > Information
PLAN_	Planet	Ecological and Cosmological Service
...	...	...

TABLES

Texture Affix	Texture Asset Type
Texture Prefix	**Asset Type**
T_	Texture
TR_	Texture for applying to the whole terrain (NOT textures to be painted or tiled on the terrain)
Texture Suffix	**Asset Type**
_D	Diffuse, color, albedo (may or may not contain an alpha map)
_DA	Albedo (diffuse albedo; this suffix may be just, _D, DA, _A, _Albedo)
	Albedo is diffuse without directional color information (the shadows and highlights have been removed).. For more detail, can add curvature or AO map to albedo by way of blend mode (overlay), with low opacity, on top of Albedo (produces a more detailed look).
_DO	Diffuse with Opacity in alpha channel (this suffix may be _DO, or just, _D)
_DE	Diffuse with Emissive in alpha
_R	Roughness [White being the rough parts and black the smooth]
	More white = more rough (less glossy), more black = less rough (more glossy). Glossiness inverted (Shader node math function; OneMinus; > Math > Invert 1 minus) is roughness.
_M	Metallic [White being the metal parts; Is it to “look”, or not?]
	Metallic should generally be 0 or 1; white or black. Alternatives to a metal map include: 1,0 ; Specular; Gloss map (used directly as metal map) ; Roughness inverted (inside shader nodes) > Math > Invert 1 minus. Rusted metal can be considered as a non-metal and has specular.
_S	Specular [White being the shinny and black the dull]
	Specular values are 0 to 1; no color. Specular is reflectance intensity. Using specular, then you can put the values all to white and lower the diffuse values to bring back color. Specular map dictates which areas on the model are going to be reflective of light and by how much. No Specular map is needed unless the asset is metal or has metal parts. In UE4, if something is put into metallic, then the specular value has no influence anymore and gets automatically set to 1; it doesn’t do anything if you work with metallic and specular together.
_G	Gloss [White being more glossy and black more dull]
	More white = more glossy (less rough), more black = less glossy (more rough). Gloss can be used directly as a metal map. Gloss can add a lot of detail micro-scale roughness variation to the shading. Gloss maps are grayscale representations of the specular widths of a material or grouping of materials. Roughness inverted (Shader node math function; OneMinus; > Math > Invert 1 minus) is glossiness.
_AO	Ambient occlusion (in some cases, this suffix may be _A, _O, or _AO; shadow map)
	Normal map can be channel selected, desaturated, and lightened to produce an AO map.
_CA (_CU)	Cavity or Curvature map (ambient occlusion limited to small crevices)
_H	Height, Displacement (_displ)
_N	Normal (In Cryengine: _DDN is normal map, _DDNA is normal map with gloss map in alpha)
_DDNA	Normal with Gloss map in alpha
_A (_O)	Opacity, Alpha channel (alpha channel opacity)
_E	Emissive, glow
_RMA	"Roughness (R), Metallic (M), Ambient occlusion (AO) Roughness = red channel Metallic = green channel Ambient Occlusion = blue channel"
_RHA	"Roughness (R), Height (H), Ambient occlusion (AO) Roughness = red channel Height = green channel Ambient Occlusion = blue channel"
_DETAIL	Detail map (a.k.a. unified detail) Adds microsurface detail (on top of texture). Red = albedo (detail diffuse, grayscale version of diffuse); Green = normal red channel (if alpha included); Blue = gloss map; Alpha 1 = Normal map’s green channel (alternative if alpha included)

TABLES

Table 11. *File naming convention examples for simulation software object inputs. Note: This list does not identify all possible affixes.*

Object Full Name	Type (of asset/object)	Sub-type (of asset/ object)	Sub-Sub-Type (Shape)	Core HSS Structure ("Discipline)
Architecture				
ARCH_BldgE-F#-Name	Building enclosed, # of floors	Name		Architecture
ARCH_BldgO-F#-Name	Building open, # of floors	Name		Architecture
ARCH_BldgEO-F#-Name	Building with enclosed and open space, # of floors	Name		Architecture
ARCH_BldgE-F1-BioReactor-01	Building enclosed, 1 Floor	Bioreactor	1	Architecture
ARCH_BldgE-F1-CylinderSquash	Building enclosed, 1 Floor	CylinderSquash		Architecture
ARCH_BldgE-F1-Rec-SemiCylin	Building enclosed, 1 Floor	Rectangular	Semicylin	Architecture
ARCH_BldgE-F1-Torus-01	Building enclosed, 1 Floor	Torus	1	Architecture
ARCH_BldgE-F3-CubeSky	Building enclosed, 3 Floors	CubeSky		Architecture
ARCH_BldgE-F3-Hexa02	Building enclosed, 3 Floors	Hexa02		Architecture
ARCH_BldgE-F3-Trillian-TopFlat	Building enclosed, 3 Floors	Trillian	TopFlat	Architecture
ARCH_BldgO-F1-PavillionArch12	Building open, 1 Floor	PavillionArch12		Architecture
ARCH_Pool-Circular-Slide-01	Pool	Circular	Slide-01	Architecture
ARCH_Door-SlidingGlassAuto-2Panel-01	Door	Sliding Glass Automatic	2 Panel-01	Architecture
ARCH_Door-UtilityLarge-TwoOutward-01	Door	Utility Large	Two Outward-01	Architecture
...	...	...	...	...
Cultivation				
CULT_Planter-12x3x1	Planter	12x3x1		Cultivation
CULT_PlanterBench-Circular	PlanterBench	Circular		Cultivation
CULTIV_Plant-Bamboo-01	Plant	Bamboo	1	Cultivation
CULTIV_Plant-Bush-01	Plant	Bush	1	Cultivation
CULTIV_Plant-Hemp-01	Plant	Hemp	1	Cultivation
CULTIV_Animal-CattleMix-01	Animal	CattleMix	1	Cultivation
CULTIV_Animal-Chicken-01	Animal	Chicken	1	Cultivation
CULTIV_Animal-Ram-01	Animal	Ram	1	Cultivation
...	...	...	...	...
Structure				
STRU_BARRIER-ImpactCube-01	Structure	Barrier	ImpactCube-01	Structure
STRU_BARRIER-ImpactDeflect-01	Structure	Barrier	ImpactDeflect-01	Structure
STRU_COMPR_Platform-Circular	Structure	Compression	Platform-Circular	Structure
STRU_COMPR_Pillar-Square	Structure	Compression	Pillar-Square	Structure
STRU_COMPR_Pillar-Column	Structure	Compression	Pillar-Column	Structure
STRU_CONTAIN-Receptacle-Cylindrical-01	Container	Receptacle	Cylindrical-01	Structure
STRU_CONTAIN-Receptacle-Hexa-01	Container	Receptacle	Hexa-01	Structure
STRU_PRES_Meter1Angle45-01	Presentation	Meter1Angle45	1	Structure (this is also a presentation element)
STRU_ILLUM_Bollard-TwoLightSolar	Illumination	Bollard	TwoLightSolar	Structure (this is also an illumination element)
...	...	...	...	...

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Power/Energy				
POW_GEN_WIND-ELEC_ TurbineBlade3-01	Generator of type Wind-Electric	TurbineBlade 3	1	Power
POW_GEN_SOL-ELEC_Planel-RectangularGround	Generator of type Solar-Electric	Panel	RectangularGround	Power
POW_GEN_SOL-ELEC_ SphereGlass	Generator of type Solar-Electric	SphereGlass		Power
...	...	...	...	...
GridLayout				
GRID_C2-Pool	C2	Pool		Grid
GRID_Layout-R8C9-A45	Layout	8 Radials and 9 Circles	45 degree angle	Grid
GRID_Ground-C3C4C5C6	Ground	C3, C4, C5, C6		Grid
GRID_Path-Curve	Path	Curve		Grid
GRID_Path-Straight-1p5m	Path	Straight	1person, 5 meters	Grid
...	...	...	...	...
Transportation				
TRANS_InterCityRail-Mover-3Cabin	InterCityRail	Mover	3Cabins	Transport
TRANS_PRT-Mover	PRT (personal rapid transport)	Mover		Transport
TRANS_InterCityRail-Compr-I	InterCityRail	Compression	I	Transport (this is also a structural element)
TRANS_InterCityRail-Compr-T	InterCityRail	Compression	T	Transport (this is also a structural element)
TRANS_P-Mover-Bicycle-01	P-Mover (personal mover)	Bicycle	1	Transport
TRANS_CHANNEL_Water-Secondary-01	Channel	Water-Secondary	1	Transport (this is also a structural element)
...	...	...	...	...
Constructor				
CONST_ROLLER_ ChannelCutter-01	Roller	ChannelCutter	1	Constructor
...	...	...	...	...
Rocks/Minerals				
MINER_Rock-06	Rock	6		Mineral
...	...	...	...	...
Recreation				
RECREAT_Court-Tennis-01	Court	Tennis	1	Recreation
...	...	...	...	...
Presentation				
PRES_InterCityNetwork	Grid	InterCityNetwork		Presentation
PRES_PathPipe-R8C9-A360	Grid	PathPipe	R8C9-A360	Presentation
...	...	...	...	...
Illumination				
...	...	...	...	...

Contribution Service Operation (Plan)

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Version Accepted: 8 February 2023

Acceptance Event: *Project coordinator acceptance*

Last Working Integration Point: *Project coordinator integration*

Keywords: cooperation, team, teaming, intersystem team, interdisciplinary team, habitat service team, working group, service to others, service-to-others, duty, service,

Abstract

An intersystem team of contributing users explicate their requirements and resolve their issues to sustain the production of a habitat service system that works for everyone. Teams are cooperative "units" of work. In a complex societal system, sub-teams work among and between one another; they are intersystem (or, interdisciplinary) in their approach. Project team members are able to, and do, complete project tasks. Teams are accountable for doing work and for the results of work. This is the planned execution of a contribution service system -a plan of the execution of a contribution service system. The start of a project's execution is contribution. Gradually, through awareness and education, and based the development and actualization of [real-world] community standards through those who feel the need to contribute, there will emerge a community-type society.

Graphical Abstract

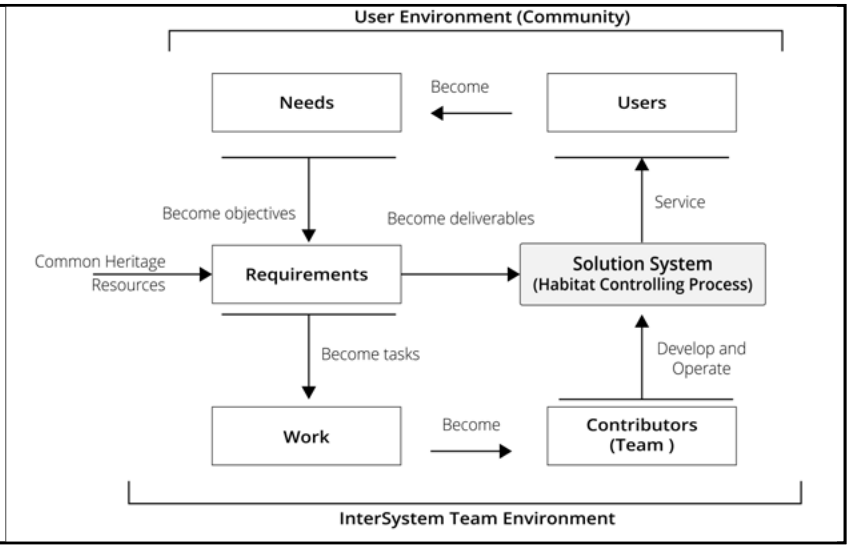

Figure 5. *An intersystem team of contributing users explicate their requirements and resolve their issues to sustain the production of a habitat service system that works for everyone.*

1 [Plan] Execution of contribution operations

A.k.a., Participation service system, team or group contribution service. Volunteer coordination service, service oriented architecture.

Contribution is the voluntary use of oneself to access common societal resources as part of a coordinated societal team contributing for mutual societal benefit. The Contribution Service System is the system that coordinates access to the societal contribution team (i.e., the HSS and WG teams). Essentially, a community-type society involves a societal contribution project (i.e., a project to support contribution to the societal system). Contribution is work done through intrinsic motivation, without trade or extrinsic tangible reward, and done in a coordinated informational and physical environment. A contribution service system is essentially a project and system that procedurally coordinates human contribution. Herein, contribution is an [InterSystem] interaction.

NOTE: *The community's InterSystem Team is made up of individual humans, but by collaborating on informational [processing] and physical [operating] tasks, they can carry out tasks that are impossible to one individual.*

The concept of "'contribution" is a team-related concept, as if everyone on the same team is contributing their time and effort toward a similar goal (vision, etc.). Teams submit proposals to one another, if they can, prior to action, because they share resources and understand that more transparent communication means more optimized coordination. In the context of human fulfillment and self-pride, contribution can easily and rightly feel like a desirable duty, a service to others.

A contribution service system as an open system that is:

1. Capable of improving the state of another system through sharing or applying its resources (i.e., the other system sees the interaction as having value), and
2. Capable of improving its own state by acquiring resources and doing work (i.e., the system itself sees value in its interaction with other systems).

The size (in persons) of a team in a contribution-based environment has one quantifiable and one qualifiable characteristic:

1. Quantifiable by a task analysis: The number of people and roles required to complete a project.
2. Qualified by intrinsic motivation: The quality and presence of people available to do a task. In a contribution-based system, the number of people on a team is directly proportional to the number of intrinsically motivated humans (i.e.,, "superstars") that are present.

The largest problem (currently) associated with a contribution-based system is that people (Read: contributors) can "bailout" and/or walk away at any time.

In general, among society, there is contribution (as a phase) after the education-specific phase of life:

1. Education, in part, leads to worker licensing qualifications.
2. Contribution as a service (CaaS) accepts qualified contributors for:
   A. Standards as a service (StaaS).
   B. Software as a service (SaaS).
   C. Habitats as a service (HaaS).
3. Contribution service lasts for a duration of years, and then their is lifetime leisure as a service.

2 [Contribution] Service system coordination

Coordination of the contribution service necessitates coordination of the following phases and sub-elements:

1. Orientation.
   A. Understanding.
   B. Alignment.
2. Admission.
   A. Screening.
      1. Alignment.
      2. Qualification.
3. Agreement.
   A. Agree [to values, rules, and actions].
   B. Commit [to a service identity].
   C. Act [with others to be of service].
4. On-Boarding (starting contribution).
   A. Joining.
   B. Understanding and Agreeing.
   C. Training.
5. Contribution.
   A. Action within the service system.
6. Monitoring.
   A. Observing.
   B. Re-orienting.
   C. Discipline.
7. Off-boarding.
   A. Stopping contribution (a.k.a., ending contribution).

The following are requirements for coordinated work upon/within society:

1. Establishment of socio-technical organization(s).
   A. Information working group.
   B. Material operations team.
2. Appointment of coordinator to socio-technical organization.
3. Approval of roles, scopes and programmes of work of socio-technical organization.
4. Procedures on the establishment and dissolution of sub-organizations by socio-technical coordinators.
5. Allocation of priorities, if necessary, to particular items of socio-technical work.
6. Coordination of the socio-technical work, including assignment of responsibility for the development of standards regarding subjects of interest to several technical committees, or needing coordinated development; to assist it in this task, the technical management board may establish advisory groups of experts in the relevant fields to advise it on matters of basic, sectoral and cross-sectoral coordination, coherent planning and the need for new work.
7. Monitoring the progress of the socio-technical work with the assistance of the public, and taking appropriate action.
8. Maintenance of the standards and other rules for the socio-technical work.
9. Maintenance of the operating systems and software for the socio-technical work.

2.1 Contribution service system interactions

A.k.a., Service-oriented architecture.

In community, services (including production) require contribution [to the service]. Hence, the first type of service interaction is contribution. From contribution then comes habitat services and working standards.

A general contribution service system includes the following interaction types ("episodes"):

1. Service interaction.
   A. Or, not a service interaction.
2. Welcome non-service interaction.
   A. Or, not welcome non-service interaction.
3. Proposal communicated.
   A. Proposal not communicated.
   B. Agreement not reached.
4. Realized contribution objectives.
   A. Or, not realized contribution objectives.
5. Dispute (a.k.a., tension, objection, concern).
   A. Or, not a dispute (a.k.a., not a tension, objection, concern).
6. Violation (criminal) interaction.
   A. Or, not a violation (non-crime) interaction.
7. OK/restorative resolution for all interested.
   A. Or, not OK/restorative resolution for all interested.

The following provides additional procedural flow elements for service system interaction types:

1. Many interactions between individuals and contribution service systems are not service interactions (i.e., do not result in objectives completion), but nevertheless the interaction may be welcomed by both. Simple awareness of what contribution is occurring is of this type.
2. A proposal may not be successfully communicated or understood by the contribution service system, and so the interaction may be aborted. A proposal may be communicated, but activities within the contribution service systems may not lead to an agreement, and so the service interaction may be aborted (e.g., potential contributor cannot show

qualification where qualification is required).

3. The objective of a proposed service interaction may not be realized, and it is possible that no dispute arises.
4. When a dispute arises, the outcome can either be a successful resolution that is acceptable to all the stakeholders, or a resolution that is not acceptable to all the stakeholders. Disputes and how effectively they are resolved is an important mechanism for learning and improvement of service systems. Disputes arise from hazards, and some are well studied, and all are bounded by rationality and restoration
5. When the interaction between individuals and service systems is not welcome by one or both service systems, a judgment (justice value inquiry)

Figure 6. *This is the project coordination planning chart for a community-type society. This is a societal-level project planning flow-chart that coordinates the execution of project operations and lists. Please refer to the Project Plan on the Project's standards webpage (https://auravana.org/standards) for the full size asset.*

must be made as to the severity of the unwelcome non-service interaction.

6. In some cases, the unwelcome interaction may in fact be a violation of the decision system (illegal/criminal) activity. If it is a criminal activity, a series of activities undertaken by several service systems interacting can result in restorative justice if the individual(s) is caught ("accounted for"), or in the case of no justice occurring if the individual(s) cannot be caught ("accounted for").

2.2 Contribution service system competences

INSIGHT: *Competence is necessary for working together and contributing to the resolution of complex socio-technical matters.*

The necessary types of competence to sustain a functional community-type habitat service system:

1. **Socio-technical competence** competence on a working group developing information systems or on a team operating habitat service systems.
   A. Working group competencies necessary.
   B. Habitat service team competencies necessary.
2. **Scientific-systems engineering competence** competence in a scientific and habitat service system disciplines.
   A. Decision inquiry competencies necessary here, decision inquiry requires scientific discipline competency and systems engineering competency.
3. **Population-wide competence** how much of the population is capable of competing this task, if committed. Because, the users are also the producers (i.e., producers have a direct relationship to the social product).

Fundamentally, all participating in working groups and teams have technical expertise, knowledge, skill, and dedicated interest in the subject standardized in the standard.

In the social-State, there are several principle types of competencies (as in, roles):

Note: These are transitional roles; roles for transitioning to community.

1. **Production competence** competence in n transforming resources into products. An individual may have a role in a production cooperative organization, which are networked (over time) into a network system of production cooperatives.
2. **Planning competence** competence in socialist economic calculation and data integration. An individual may have a role as a State economic planner or planning coordinator.
3. **Scientific competence** competence in the scientific disciplines. Information inquiry developers.
4. **Conflict resolution (restorative justice) competence** competence in resolving conflict in an increasingly humane and fulfillment-oriented way, following in an increasing manner a set of socio-technical standards for community. An individual may have a role as in the policing-restorative justice system.

** In this context, government takes on personnel with roles in economic competence and scientific competence. The State is encompassed by a policing-restorative justice system that seeks to resolve conflict in an increasingly humane and fulfillment-oriented way. Instead of competing, business begin to within themselves, and between themselves, form cooperatives foundations of information transparency and joint decisioning.*

In the market-State there are several categories of competence (note: in the market these are typical categories for "success"):

1. **Technical competence** technical labor.
2. **Social competence** social labor.
3. **Entrepreneurship competence (business, enterprise, capitalist)** business ownership.
4. **Financial competence** financial asset ownership.
5. **Political influence competence** political-financial influence.

2.3 Contribution orientation

INSIGHT: *When one of us receive contribution, all of us receive the contribution.*

A principal binding agreement to contribute to community is that whoever is doing work for another is doing it for the [needs of the] other, and not in any way against the other. Where the accountable party uses information and takes actions only aligned with the end-users interests, where the end user has full transparency.

A high-level, generalized overview of orienteering for community may include:

1. Getting people excited.
   A. Lead by example.
2. Getting people an understanding of community.
   A. Orienting refers to helping and supporting people as they transition to an understanding of community.
3. Getting people oriented, qualified, and in agreement.

4. Getting people to build and develop the working standards and physical habitat.
   A. Getting working groups filled.
   B. Getting teams filled.
   C. Software development for on-boarding, filling roles, sustaining an accounting of service.
5. End goal: Getting people on the ground living it.
   A. Here, orienting refers to helping and supporting people as they transition to living in community.

In general, a useful orienting environment has the following two characteristics:

1. The technologies of well-being appropriately dominate the space, so that human beings learn how to be well and to operate wellness inducing systems.
2. The orientation environment is one of comfort and appropriate challenge. The first step to healing is being comfortable: either making oneself comfortable or arranging the environment so that one is comfortable.
   A. We perform best when we are comfortable, which means we perform best when we:
      1. Have a comfort inducing environment.
      2. Have enough knowledge and training to be comfortable in an given environment
      3. Make ourselves comfortable even though there is high uncertainty.

2.4 Contribution agreement

A.k.a., Statements of agreement, agreement of mutual expectations, agreement fields, decision agreements, contribution proposals, contribution description, contribution contract, contribution charter.

Agreement statements ensure an understandable accounting of a person's behavior, orientation, and decisioning within a given environmental system, whether that be societal in general, or as a member of a habitat service system team and/or working group, or even as a user of the habitat service system. In a community-type society, expectations for contribution and the contribution environment are agreed upon within the Contribution Service System. Contribution admissions are based upon a mutual agreement of expectations.

Every society, socio-technical organization or activity group that includes human beings is always started with a set of agreements. At some point in history it was decided that it was okay to force others into your agreements. These became laws. It is possible to notice that agreement is all that is necessary between people for operating together in coordination of their mutual fulfillment. Agreement between individuals working toward a common direction is necessarily for mutual benefit (more simplistically, agreements protect and support all involved).

Note that a universal contribution agreement document/charter identifies to *what*, *when*, and *how* "you" agree to be accountable for "your" contributions. All contributors have a public [contribution] profile showing their past contributions (in the market, this profile might be called a resume). Work agreements become public on the contributor's profile.

There are four general categories of agreement:

1. **Universal agreements (a.k.a., social contract; morality)** agreement between individuals of a common vision and plan for society that ensures reliability and optimization of mutual well-being. Universal agreements are often societal-type agreements, meaning that they are agreements that set the direction of re-construction of a society. Note that it could be said that all agreements are universal agreements since they all stem from a set of axioms (first principles).
2. **Personal agreements (a.k.a., promises, as between friends and family; esteem)** because individuals make personal agreements with one another. These are agreements between individuals that are not part of the societal decisioning system (i.e., "non-regulated" agreements).
3. **Organizational agreements (a.k.a., working agreements, service agreements, terms and conditions; duty)** agreement between individuals within a common organization. Organizations are kept alive through work and usage. For example, a fulfillment organization requires individuals serving a common project [of service] for society that ensures reliability, optimization, and completion of services to meet human needs by users. Because, society requires accountable individuals to contribute effort as part of teams and working groups, which are the primary structural contribution organizations that make up society. Organizational agreements allow for the contributed modification and operation of societal service systems. Agreements between people contributing to (i.e., working on) a societal team or working group. Organizational agreements allow for people to live together in habitats (co-habitat).
   A. **Socio-technical service user agreements** because, activities happen in physicality and necessitate individuals interfacing with other individuals and with objects. These are agreements between individuals accessing some physical object or volume of space/

matter. These are agreement between users about service usage (a.k.a., user access agreements).

1. **Residency [user] agreements** agreement to live in a specific local habitat is a type of organizational space/access agreement. It is the agreement to access a specific local habitat as a member.
2. In community, personal and common access.
3. In the market-State, civil law.

B. **Contribution agreement** because, activities that support fulfillment are coordinated as a service. Here, there is agreement between contributors about service contribution (a.k.a., contribution agreement).
   1. In community, coordinated [common] contribution service access.
   2. In the market-State, federal labor and commerce law.

C. As part of the operation of any organization, it is expected that contributors have:
   1. **Agreement over data** collection and analytical processing procedures.
   2. **Agreement over priorities**, values, and objectives.
   3. **Agreement over decisioning** re-solution procedures.

D. As part of a working team it is expected that contributors have knowledge and skills around (i.e., these are basic agreement competencies to be part of any team):
   1. **Work education process:** How does someone become an accountable member of a team or working group? There is agreement of the procedure.
   2. **Work exit process:** What is the exit process from a team or working group? There is agreement of the procedure.
   3. **Work investigation process:** What happens when someone does not follow agreements? There is agreement of the investigation procedure.
   4. **Work intention process:** How does the work align with community/user intention? There is agreement that the work will align rationally with community/user intention.
   5. **Work time process:** Is the work complete in a timely process? There is agreement that the work will be complete as required on a time scheduled basis.
   6. **Work space communication:** How effectively and efficiently is work being communicated within and between teams and groups? Is there any aggression replacing critical thinking (where two seemingly contradictory thoughts are held in-mind together without aggression? What is the visualization? There is agreement that the work will be communicated both effectively and efficiently.
   7. **Work space process:** Is the use of the space and general situation occurring as agreed? There is agreement that the use of the space and orientation of the general situation will occur as procedurally agreed.

The following are the different categories of possible agreement statements. These are the principle agreement categories (agreement fields). Note that a single agreement statement may overlap these categories:

1. Universal agreement statements.
2. Societal agreement statement.
3. Behavior[al] agreement statements.
4. Organizational agreement statements.
5. Working agreements statements.
6. Team agreement statements.
7. Access agreement statements.
8. Space agreement statements.
9. User agreement statements.
10. Project/task agreement statements.
11. Service agreement statements.

Universal agreement fields and organizational agreements ensure teams operate effectively and efficiently. Teams are important to carry out operations in a habitat using common resources and with data using shared information systems. When individuals interact with others towards a common goal it is important to form their organizational agreements first. There are several common types of organizational agreements:

1. Universal agreements Societal Specification Standard.
2. Space agreements Behavior and operational standards for access to space (materiality, technology, areas, etc.).
3. Team agreements Accountability and qualification agreements for access to teams and InterSystem services/operations.
4. Organizational agreements Project planning and plan agreements.

Teams often coordinate agreement over priority in the following way:

1. To identify the most important topics/issues, and prioritize them amongst all issues, a team would likely identify and rank by certainty vote the most important topics (possibly, twice); certainty vote means that if you don't know something, you

say so; and that will positively impact the vote to produce an outcome of higher desirability certainty. Teams, then develop working groups (physical and/or information) to work on the topic(s) with best certainty.

A. Create proposal What is the topic? What should be done? Why do you think the topic should be worked on? Why do you think what should be done should be done? Get member feedback.
B. Complete the project "charter" documentation and select a coordinator to coordinate the project proposal.
C. If the charter gets unanimous consent from the membership and/or coordinator team, then the working group is established.

Coordination among individuals requires standards and standard tools for co-operation:

1. Flexible tasking for intrinsic motivation and optimal performance.
2. Motivation, access and tools for cleanliness/ organization.
3. Motivation for order (creating and sustaining).
4. Motivation for discipline (doing what is agreed).
5. Motivation for preventative maintenance (planning).
6. Stable involvement of core teams and personnel (InterSystem Habitat Service Team and Working Groups).
7. Long-term training of teams and personnel (facilitated, exploratory learning).
8. Cooperative relationships among teams and personnel (community values).
9. Communication and coordination among teams and personnel (standards of operation).

In concern to agreement to contribute to society, each service contribution involves three main activities that make up as service interaction:

1. Proposing a contribution to community through the InterSystem Team (proposal). Proposals may be generated by individuals or the contribution service system.
2. Agreeing to a proposal (agreement). Committing through a coordinator to carry out objectives.
3. Realizing the proposal (realization). Coordinating an individuals behavior with accountable entities and carrying out defined tasks to complete contribution [project] objectives.

The standard procedure for agreeing to a service contribution role in a working group or habitat service team (or even on the transition team) is:

1. **Identify** service contribution agreements identify fillable service contribution positions.
2. **Agree** to service contribution agreements qualify and agree to service contribution position.
3. **Assignment** to a service contribution service identifier assignment.
4. **Act** based upon service contribution agreements fulfill agreed upon service contribution duration.

Herein, a contribution proposal is essentially a formal contribution description/charter (or, contribution contract). The charter/description might be for a single well-defined service contribution interaction, or for an ongoing series of interactions not completely defined (e.g., signing an team or work group agreement document). Agreements to the InterSystem Team are all formal, codified in an explicit or tacit contribution statement document (contribution contract) that is committed to by a contributor.

Two core types of societal systems-based proposals are:

1. **Commitment to habitat service teams (habitat teams)** that operate on local habitat service systems. Habitat Teams meet and follow through with habitat service operations.
2. **Commitment to working groups (standards groups)** that develop information and software systems. Working Groups meet and make technical decisions in the process of developing standards.

Service proposals can be of several types of duration:

1. **Age-based service contribution (higher education service contributions)**. For example, when a human reaches a certain age, they contribute for a certain number of years. Those who contribute here are more likely to have a longer hourly, weekly, monthly contribution-effort cycle than long-term contributors.
2. **Continuous service contribution (continuing service contribution)**. For example, someone who commits to contributing continuously through some hourly, weekly, monthly cycle. Coordinators are often continuous service contributors. Once age-based service is complete (in the case that it is present at all) some people may choose to stop contributing all-together, and others may take up a form of continuous or cyclical contribution.
3. **Temporary service contribution**. For example, a commitment to serve for a temporary period of time to complete some project objective(s).

Proposals for contribution have the following procedural elements:

1. Proposals for contribution to the InterSystem Team by means of the Contribution Service System can

either be agreed-to or rejected by the coordinators within the contribution service system (and where appropriate, the community population as a whole).
2. Agreed-to proposals can be successfully realized by completion of objectives under the rule of societal decisioning conditions.
3. Agreed-to proposals can fail to realize the completion of objectives, and thus, fail to realize the beneficial potential of their completion. The resolution of failures may be handled formally (a.k.a., disciplinary action) or informally. The resolution of all formal failures is handled transparently.

There is one core universal mutual agreement criteria that all service contributors agree to when agreeing to any proposal to contribute to the Community. All proposals for contribution must meet the mutual satisfaction criteria:

> **Criteria:** *All proposals must meet a real, universal need or preference of others.*

There is no direct "service to self" here, other than intrinsically motivating factors. The service herein is to the whole population, which in turn, produces the best environment for benefiting the self. The "service to self" is direct in an intrinsic way and is indirect in an extrinsic (e.g., material access) way.

2.4.1 Contribution behavioral agreements

> *A.k.a., Behavioral contracts, space agreements, access agreements.*

If we are going to live with each other, we need to identify a set of agreements to specific behaviors. At the InterSystem level, contributors agree to specific roles, work descriptions, accountabilities, and actions. At the community-user level, individuals agree to specific user behaviors (e.g., not engaging in battery or assault, not intentional damaging equipment).

2.4.1.1 Contributors code of conduct

Contributors, when interacting with users, are expected to conduct themselves in a professional manner:

1. **Professionalism:** Contributors shall be orderly and calm in their dealings with users.
   A. Conduct: Maintain a standard of conduct that reflects well on their role and responsibilities.
   B. Self-control: Remain composed and measured, even in challenging situations.
2. **Courtesy:** Contributors shall perform their duties politely and with compassionately.
   A. Politeness: Engage with users using respectful language and manners.
   B. Compassion: Show consideration for the feelings of others.
3. **Identification:** Upon request contributors are required to supply their identification in a courteous manner.
   A. Transparency: Willingly provide identification when requested by users.
   B. Accessibility: Ensure that identification is readily available and presentable.
4. **Uniform:** Some contribution roles require a uniform for safety and/or public/user identification.
   A. Safety: Wear uniforms when necessary for the safety of self and others.
   B. Recognition: Utilize uniforms for easy identification by the public or users.
5. **Impartiality:** Contributors shall not exhibit bias or favoritism toward any person because of race, sex, sexual orientation, creed, color, national origin, ancestry, or influence.
   A. Equality: Treat all individuals equally without prejudice.
   B. Neutrality: Approach all situations without bias or assumptions.

2.4.2 Open identity

The contribution process in community is fully transparent and visible to everyone. It is expected that everyone express their knowledge, sills, and opinions under their real identity, in an objective, comprehensible and polite way. Since the identity of contributors is known, they will receive social credit/recognition for their work. Furthermore, since everyone is able to see the contributors work, everyone is able to make up their own mind about the quality of the contribution process. Open identities improve the quality of work by encouraging contributors to be more diligent and professional in their work.

> **STATEMENT: "***You" shall not use a false e-mail or other address, pretend to be someone other than "yourself", or otherwise mislead anyone in concern to "your" identity.*

2.5 Contribution profile

Identities are connected with profiles. Every contributor has a contribution profile (Read: resume) for showing the population their knowledge, skills, abilities, and accomplishments in order to prove they are capable of contributing in a pre-defined manner. A contributor profile shows the qualifications of the contributor.

2.6 Admission protocol

> *A.k.a., Enrolment protocol.*

Admission means selection to a team/group while in a

pool of possible contributors.

The conditions of a change of enrolment include, but may not be limited to:

1. Intrinsic interest stated preference.
2. Availability.
   A. Of job.
   B. Of contributor's time.
3. Certifications and tests.
   A. Pass a test.
   B. Sufficient number of hours.
   C. Sufficient generalization of work experience.
4. Election to role via voting.
   A. Who gets to vote?
      1. Everyone votes directly.
      2. Only some people vote directly.
         i. Only honorary members get to vote. For the selection of someone who is to occupy a role with the highest level of responsibility for work in societal contribution, or whose job is the most demanded, role occupation may be through voting in an election [of peers]. Here, it is not the workers who have the voting ability; instead, it is the "honorary members" of the contribution service who have the vote. The "honorary members" are those who have just completed their contribution time and/or have already entered the liberation phase of their life. A decision inquiry may be designed to relate to the protocol for this decision. Such an inquiry protocol may involve a period of transparent peer critique before the election. In a sense, the method of electing persons to specific jobs by votes by retired contributors is the application, on a societal scale, of the plan of society by alumni/graduates of the community education and contribution life phases.

Selection to a team/group may include a variety of factors:

1. Previous work experience may be a factor:
   A. Reputation for having done work assessed by others may be a factor in selection.
   B. Acquisition of experience in the form of knowledge, skills, and tools to complete accountable tasks in appropriate time may be a factor.
2. Identify all work in a plan.
   A. Availability of work is a factor: a plan exists that identifies all work roles, and whether or not they are occupied.
   B. Desirability of the role is a factor: contributors identify in a database their desired roles from all available roles.
   C. Projectability of the plan is a factor: a project exists to complete tasks per requirements to produce deliverables that meet objectives through actions taken by human and machine entities.
3. Identify the human organization of work to be done:
   A. Decidability of work is a factor: a protocol exists for deciding who will do work.
   B. A coordinator for the 'team' is selected.
   C. The working team members are selected for the 'team'.

2.7 Contribution on-boarding

A.k.a., Joining, organizational socialization, acclimatization, orientation, admission training, entry into duty, joining the team (or working group), work identity integration, teamwork orientation and operations.

The process of joining, coming up-to-speed, acclimatizing, and learning organizational procedures is sometimes known as on-boarding. Acclimatization is the process of bring people up-to-speed on an organization. As an organization is forming it is expected that the cohesion will increase over time.

The process of on-boarding involves the process of building contribution engagement, which involves the following steps.

1. **Align:** Identify interests, visions, understandings, needs, and purpose.
2. **Comprehend:** Understand work to be completed, team roles, and available models and methods.
3. **Agree/accept:** Agree to contribution service "agreements". Qualify for and select a position on an InterSystem team. Agree to tasks, procedures, access, and accountability.
4. **Act:** Work as a member of the team toward project objectives by completing deliverables following agreed upon procedures.

2.8 Contribution qualifications

The following are some ways of determining qualification for a particular team and/or working group:

2.8.1 Prior experience

In some cases, prior experience (prior work/contribution) may be required in order to qualify for a particular team or working group. Note here that prior external experience can be accounted for easily in a community-type society,

because of its unified information and contribution system. Where prior experience is necessary, the following types of effort may be identified and used as a means of determining feasible role positioning:

1. [Prior effort] Prior experience may be accounted for by the demonstration of work on a prior project, by resume, by social network profile.
2. [Current effort] Prior internal [organizational] experience. For example, being a member of a working group for at least 3 months.

2.8.2 Sponsorship

A.k.a., Nomination, recommendation.

In some cases, contribution to specific roles may not require sponsorship (nomination or recommendation). In other cases, the recommendation of a person taking on the role of a "sponsor" or "nominator" is required. In other cases, recommendation to/for group or team placement may come through a decision algorithm.

If there is sponsorship, then the following procedure may apply:

1. Someone is sponsored ("recommended") by some number of active members (possibly growing as the organization grows). Note the following requirements for sponsors:
   A. Sponsors must have close interactions with the prospective member e.g. code/design/proposal review, coordinating on issues, etc.
   B. Sponsors must be active members who have contributed in any repo in the auravana org.
      1. A sponsor in the Auravana organization may sponsor someone for the Auravana organization as long as it's a project they're involved with.
      2. A sponsor who is an coordinator (approver/reviewer) in any of the related Auravana organization can only sponsor someone for the projects they are associated with.
   C. If a sponsoring member becomes in-active, then another sponsoring member must be sought and assigned.
2. If there are sponsors, open an issue within the Auravana repository.
   A. Ensure sponsors are @mentioned on the issue.
   B. Complete every item on the checklist (preview the current version of the template).
   C. Make sure that the list of contributions included is representative of your work on the project.
3. If there are sponsors, have your sponsoring reviewers reply confirmation of sponsorship:
   A. Once sponsors have responded, the request will be reviewed by the Auravana GitHub Admin Coordination Team, in accordance with their contribution service agreement (CSA). Any missing information will be requested.
4. No objections from other approvers (coordinators).

2.8.3 Reputation

Someone (or, some service system) with a good reputation in the population of service systems is expected to be able to achieve the contribution objectives. The realization of contribution objectives over time produces a higher reputation. A person's reputation is visible on their contribution profile.

2.8.4 Disclosure of affiliation

Every participant in a working group (standards development activity), habitat and transition team shall disclose his or her affiliation(s), which includes employer(s) and any other affiliation(s). An individual is deemed "affiliated" with any individual or entity that has been, or will be, financially or materially supporting that individual's participation in a group/team activity. This includes, but is not limited to, his or her employer(s) and any individual or entity that has or will have, either directly or indirectly, requested, paid for, or otherwise sponsored his or her participation. Failure to disclose every such affiliation(s) may result in complete or partial loss of ability to participate in contribution. A person who has evidence that a participant's disclosure is materially incomplete or incorrect should report that evidence to the appropriate contribution service team.

2.8.5 Assimilation

Assimilation of some cultures and ideologies into a community-type society is not likely or high uncertainty. Screening ensures that those who are passing the boundary of community cannot hold an ideology that does not:

1. Tolerate criticism. Can/does the ideology tolerate criticism?
2. Tolerate apostacism, leaving the belief system.

An ideology that comprises a set of [religious] beliefs, a military doctrine, and political agenda likely cannot assimilate separate from community. Such an ideology will eventually create a parallel society and system of justice outside of community. As the demographic population holding this ideology increases, this situation could significantly worsen. As the pollution grows they are more and more able to impose their beliefs and their system of laws on the total population. There are really problems created when foreign and antagonistic cultures are brought in to a standard harmonistic culture. Are they coming for the values or are they coming for the easy access and uninterested in integrating community values? If a society continuously imports people of a

different culture, eventually you lose your values and those of the imported population become dominant.

> **NOTE:** *Keltner and Piff in laboratory research have found that small psychological interventions, small changes to peoples values, small nudges in certain directions can restore levels of egalitarianism and empathy. For instance, reminding people of the benefits of cooperation or the advantages of community caused wealthier individuals to be just as egalitarian as poor people. (Piff et al., 2015)*

It is important to assess the impact of inclusion of a population with a different value system and ideology to a community population:

1. Social Impact assessment for inclusion into the community.
2. Decision impact assessment for inclusion into the community.
3. Lifestyle impact assessment for inclusion into the community.
4. Material impact assessment for inclusion into the community.

2.8.6 Psychological value and behavior tests

Generally, psychological tests intend to discover someone's direction, orientation, and approach to life (i.e., their psychological disposition to life). The results of this test reveal values and likely behaviors given particular situations.

Psychological value test for screening persons for community inclusion include:

1. Psychological tests to pass or deny applicants. These apply to sensitive access InterSystem Team positions only; may apply elsewhere.
   A. Psychological values questionnaires and similar tests exist to measure the values someone has.

2.9 Contribution monitoring and control

I.e., Coordination, coordinator responsibilities.

The primary responsibilities of a coordinator is ensuring roles are filled, tasks are complete, and that integration is sufficiently monitored to be complete, before approving any decision or system (i.e., coordinator required approval accountability, a.k.a., accountability, management liability). Teams and groups must be disciplined with respect to deadlines and timetables. Coordinators must monitor work performance to ensure work is of standard quality and all current members are active. In part, coordinators are part of the quality assurance process. Coordinators should always have a good sense for what dependencies are impacted by changes upstream of them (i.e., of their approval of a change). Coordinators constantly monitor the local and global plan of record, and when the plan of record changes, following all appropriate cascading implications of those changes. Coordinators are accountable for their local information set, as well as it's integration in a global information set. Coordinators are significantly involved in communications, risk monitoring, anticipation, and mitigation (so the work group can deliver the project).

2.9.1 Contribution process integrity

Members are expected to participate fully in the working groups or teams process (e.g., attending meetings, providing input or monitoring discussions) and should formally withdraw if they find that they can no longer meet this expectation. Working group and team members may request a review by the Coordinator if a member disrupts the work or decision-making of the group as a result of inconsistent participation. It should be noted that there are no rules or requirements as to what constitutes sufficient or adequate participation, this is an assessment that each member should make individually.

If a member feels that these standards are being abused, the affected party should appeal first to the Coordinator and, if unsatisfactorily resolved, to a higher system coordinator. It is important to emphasize that expressed disagreement is not, by itself, grounds for abusive behavior. It should also be taken into account that as a result of cultural differences and language barriers, statements may appear disrespectful or inappropriate to some but are not necessarily intended as such.

2.9.2 Contribution process integrity procedures

This section contains procedures for handling any member that is perceived to be persistently and continually obstructing the working group or team's efforts. The Coordinator, in consultation with the other Coordinators, is empowered to restrict the participation of someone who seriously disrupts the project work. Any such restriction will be reviewed by the Contribution Service System Team. Generally, the participant should first be warned privately, and then warned publicly before such a restriction is put into place. In extreme circumstances, this requirement may be bypassed. This restriction is subject to the right of appeal.

2.9.3 Discipline

In part, coordinators are present to record issues with contribution and decided a "disciplined" response with respect to deadlines and timetables in order to avoid increased fulfillment uncertainty. Similarly, to avoid re-discussion, coordinators have the responsibility of ensuring that their technical standpoint is established taking account of all interests concerned at project level, and that this standpoint is made clear at an early

stage of the work rather than, for example, at the final (approval) stage.

Like any organization with principles and rules, and operated in a coordinated manner, it is essential to set understandings (and sometimes identify limitations). Hence, team members in community are expected to demonstrate their adherence to the principles in this document, and the other master Societal Specification Standard (SSS) documents.

2.9.4 Contribution integrity procedures appeals process

Any member that believes that his/her contributions are being systematically ignored or discounted or wants to appeal a decision of a coordinator should first discuss the circumstances with the coordinator. In the event that the matter cannot be resolved satisfactorily, the member should request an opportunity to discuss the situation with the Contribution Service Team Coordinator.

2.10 Contribution organizational charter

A.k.a., Group charter construction, team charter construction, organizational charter construction, organizational statement of purpose, objectives, and work, organizational contract.

A "charter" is an organizational statement of purpose, objectives, and work for some organization, generally working groups or teams. The group/team charter ("charter") describes the purpose, scope, and structure of the group/team:

1. It includes the materials, programs, objectives, deliverables to be developed and/or operated by the group/team.
2. It includes a proposed schedule for activities.
3. It identifies the objectives, strategies, procedures and plans of the organization.

For example, a charter might include statements of actionable agreement:

- All group/team meetings are announced and open to all group/team participants (members).
- All group/team meetings are recorded (unless technical insufficiency) and posted to a communication channel that is available to all participants.
- The group/team is open to participation by any Member who meets the criteria as stipulated in the Charter.
- Unless stipulated in the Charter, all materials*, including drafts, must be made available to all participants.

** Materials are assets that are created by a group/team. An asset could be a technology roadmap, test suite, tutorial, collateral, documentation, specification, technology, etc.*

In concern to the duration of the organization as specified in the charter, it is expected that some groups/team will exist for a specific period of time to accomplish a specific objective, and others will continue for an extended period of time.

2.11 Contribution work description

A.k.a., Job description, role description, service description, service work description, contribution work description.

The service contribution description (job description) for all teams/working group membership includes:

1. **Member purpose (a.k.a., job purpose)** State the purpose of the member's participation on the team/group.
2. **Member role (a.k.a., functional assignment)** Identify the functional role in the contribution service system.
3. **Member identifier** Identify the member as a unique entity in the contribution service system.
4. **Accountabilities and responsibilities (a.k.a., duties)** State the items that the member is accountable and responsible for.
   A. Objectives (goals).
   B. Tasks (actions/activities).
   C. Conditions (value conditions that qualify decisions).
5. **Qualifications (a.k.a., skills)** State the qualifications that the member must have to complete the work required by the working group.
6. **Societal standard responsibilities** common to all working groups should be listed, and are as follows (all members of all societal working groups have the following responsibilities):
   A. **Health and Safety** To take responsibility for your own health, safety and welfare, being conversant and ensuring compliance with the organisation's standards and procedures.
   B. **Training and Development** To undertake all reasonable training, learning and development activity designed to support you in your role.
   C. **Freedom and Equality** To be responsible for your own behaviour and act in a manner that avoids and discourages any form of discrimination or harassment.
   D. **Quality Performance** To be responsible for the quality of completion of the performance of activities as required.

2.12 Contribution agreement decisioning

In general, there are two ways of coming to a decided agreement (note that the distinction between these methods is :

1. **By vote (poll)** A poll/vote allows for on-demand agreement/consensus identification. The construction of a vote (poll) uses the variables of:
   A. How many of total population who voted must agree ("**unity**")?
   B. How many [of total population] must vote for the vote to conclude and/or count ("**quorum**")?
2. **Without a vote** no vote is taken, either a role decides (e.g., coordinator), or there is no objection (i.e., consensus).
   A. **By role** for example, the approval of a coordinator after consensus or a vote of agreement by the rest of the team.
   B. **By consensus** the absence of objection rather than a particular majority. In other words, if there is no object, there is consensus and no need for a vote.
3. **With an algorithm** there is a pre-decided and pre-programmed algorithm that resolves the decision optimally. There is no vote, only consensus on use of the algorithm to take the decision.
   A. **By protocol** a documented, formalized socio-technical procedure.
   B. **By calculation** a mathematical algorithm.

2.12.1 Consensus designations

NOTE: *The adoption and agreement to a set of standards/protocols conveys "social consensus".*

The following consensus-type designations are possible:

1. **Full consensus (unanimous consensus)** when no one in the group speaks against the recommendation in its last readings.
2. **Consensus** can be either:
   A. A position where only a small minority disagrees, but most agree.
   B. The absence of a halting objection rather than a particular majority.

In general, consensus is reached when all local team/group members agree on a text/action, but it does not mean that they all agree on every element of a draft document or proposal. They can agree to adopt a draft resolution /prototype without a vote, but still have reservations about certain parts of the text/proposal. They can explain their position either before or after action is taken on the decision.

2.12.2 The consensus decision goal

A goal of every group/team is to reach consensus. Thus, each working group member will be expected to:

1. Purpose and goal oriented:
   A. Make the best effort possible to reach consensus.
   B. Share the responsibility of ensuring the success of the process and the quality of the outcome.
2. Level of access:
   A. Keep the working group informed regarding constraints on your decisioning access on behalf of your habitat service team.
3. Continuously informed:
   A. Keep your team or users informed about the perspectives, concerns and interests of the working group.
4. Participation:
   A. Actively participate in discussions and decisions where appropriate. Share the discussion time and decisioning with others.
   B. Vote where ballots exist (not secret, and often must include reasoning).
   C. Bring concerns to other members, coordinators, and facilitators.
   D. Have respect for different points of view and be attentive when others speak.
   E. Ask questions of each other for clarification and mutual understanding.
   F. Identify, verify, and evaluate assumptions when necessary.
   G. Visualize for clear communication and to remove contradictions.
   H. Acknowledge and try to understand other's perspectives.
   I. Deal with differences as problems to be solved, not battles to be won.
5. Discipline:
   A. Stay focused on the task at hand.
   B. Refrain from distracting others through side conversations.
   C. Silence all cell phones during meetings.
   D. Concentrate on the content of the discussions and allow the facilitator to focus on how to promote productive discussion.

Working group (standards development) decisions include the following documentation:

1. Milestones for drawing approval by phase.
2. Comment.
3. Approval (coordinator).
4. Consensus voting (members).
5. Construction development (of article).

6. Durations of approval cycle compatible with schedule.
7. Individual(s) responsible for reconciling comments before return.
8. Types of drawings/specifications.
9. Data sheets.
10. Inquiries.

2.12.3 Commenting and comment resolution on standards development

Users with coordinator or member contributor can comment on a draft. Only users with coordinator roles can resolve comments. Comment resolution requires a description and/or explanation of how and why the comment was resolved.

The following resolution options are available for comments:

1. Accept completely.
2. Accept with tension/concern.
3. Partially accept.
4. Not accepted.
5. Noted.
6. Deferred.

> **NOTE:** *When proposed changes are resolved & shared, by the user clicking the resolve and share button, then they become visible to other users working on the information.*

Commenting input format (comments can be classified with):

1. Description of motivation (may have a pre-created list to choose from).
2. Description of comment.
3. Priority tag: high, low, urgent.
4. Topic/tag (may have a pre-created list to choose from).
5. Assign to.
6. Agree/disagreed with.

Propose changes (from comments) input format:

1. Description of motivation.
2. Description of proposal (and/or proposed graphic).
3. Type: general, editorial, or technical.
4. Priority Tag: high, low, urgent.
5. Topic (may have a pre-created list to choose from).

3 [Contribution] Meetings

The following templates are to be used to efficiently and effectively coordinated and facilitate meetings. These templates represent guidelines for meeting agendas. These templates are to be considered best practice guidelines.

The following concepts are important in concern to coordinating meetings:

1. Issues lead to decisions and next actions that move the project forward.
2. Meeting frequency (a.k.a., "touch duration") refers to how often a meeting occurs.
3. Time given to arrive before a non-incident meeting starts may be up to 5 minutes.
4. There may or may not need to be a closing (feedback) and check-out.
5. Coordinators identify and call out distractions immediately when the meeting starts, and throughout the meeting.

The common agenda items for meetings are:

1. **Updates** individuals or groups/teams briefly share progress, obstacles, and achievements.
   A. **Role/accountabilities updates** have roles/accountabilities changed.
   B. **Progress updates** identify progress or lack of progress. Examine key metrics and measured results.
   C. **Work completion updates** identify completed/resolved work.
   D. **News updates** state new information that has surfaced including feedback, industry news, etc.
2. **Decisions** discuss and take decisions.
3. **Action items (a.k.a., "motions")** assign responsibility for each agreed-upon task to one person.

It is important to remember that all meetings have:

1. Inputs (going into the meeting).
   A. A goal.
      1. For example,
         i. For contribution meetings, make sure the sole purpose of the meeting is to align the right people to the right role.
         ii. For standards meetings, make sure the sole purpose is to develop standards.
         iii. For decision meetings, make sure the sole purpose is to resolve optimal decisions.
         iv. For habitat team meetings, make sure the sole purpose is to optimally operate the habitat.

v. For transition meetings, make sure the sole purpose is to safely and optimally transition.

B. People.
C. Location.
D. Software.
E. Issues.
F. Agenda.

2. Processes that occur during the meeting.
   A. Primarily, the processing of agenda items.
3. Outputs (from the meeting)
   A. Information acquired.
   B. Decisions.
   C. Action items.

3.1 Meeting specifics

> **NOTE:** *Every meeting will require some amount of work from everyone to produce some amount of useful output. Work meetings are not called for non-work topics.*

In a very simple sense, there are two categories (types) of meeting in concern to purpose:

1. Meetings for thinking about doing (a.k.a., "governance" meetings, tactical meetings, decision meetings, etc.).
2. Meetings for doing (a.k.a., operational meetings, "tactical" meetings, etc.).

In general, there are two types of meetings in concern to physical closeness:

1. A face-to-face meeting is one where most of the attendees are expected to participate in the same physical location. Habitat service teams generally have significantly more face-to-face meetings than standards working groups do.
2. An online (distributed) meeting is one where most of the attendees are expected to participate from remote locations by video and/or audio conferencing.

In general, in a community-type contribution structure, there are different types of meetings with different types of output type:

1. **The performance[-type] meeting** (may be mixed with technical) an hour or less every week where the group comes together to look at the performance of the project (should not focus on the performance of individuals). This meeting focuses on metrics and performance [indicators], and hence, includes a:
   A. Metrics and KPI round (between the check-in and project updates round):
      1. Metrics review Data, metrics and key performance indicators (KPIs) review. Roles read out loud the data associated with their updates/changes of the prior week. Each role has one or more KPIs assigned to them. Each role reports on their metric/KPI. They read out loud the metric of an associated KPI and give a brief report on it.
2. **The technical work meeting** work is completed together in order to analyze, synthesize, verify, validate, clarify, contextualize, resolve an issue and/or solution. The team is in synchronous communication as the members work together on some task(s).
3. **The obstacle removal meeting (a.k.a., tactical meeting)** is a meeting to remove obstacles to work by:
   A. Requesting input and logging actions.
   B. Requesting work.
   C. Requesting attention from the group to share information and/or provide an update).
4. **The technical decision meeting (a.k.a., technical, "governance", technical issues meetings)** work is completed to identify and resolve necessary decisions. These meetings are to: decide, review, and approve of work to a project. This is commonly known as a control ("governance") process.
   A. Gives everyone on the team the power to propose changes to information and/or objects, and how the project is proceeding. Bring a proposal to a project control ("governance") meeting to introduce a new socio-technical solution that would solve the issue.
5. **The role decision meeting (a.k.a., contribution, "governance around roles and policies")** The project personnel and/or role decision control-type meeting. These meetings are to: Enrol, de-enrol, and/or speak with someone about project social issues and/or performance. This is commonly known as a control ("governance") process. Here, changes occur to the organization structure, thus affecting the overall navigation of the organization.
   A. Gives everyone on the team the power to propose changes to roles, standards, and how the group/team works. Bring a proposal to a project control ("governance") meeting to introduce a new role that would solve the issue.

3.2 Meetings as working integrations

Meetings are integration points, coordinated by the role of a coordinator. All working groups and teams have defined roles and accountabilities [for work]. Meetings are the synchronous communications medium through which working groups share and communicate about

work. In some cases, working groups and teams are developed and then disbanded. In the case of the societal standard for community, the societal system standard working groups are continuously active. Sometimes these continuously active working groups create temporary sub-groups to resolve special requirement(s). Some groups review the deliverables of other groups. Similarly, in the habitat service teams, the core habitat service teams are continuously active. Some of these teams may create sub-teams to complete a specified task(s), and then close the team.

In some cases, the role of coordinator is referred to as "facilitator" or "moderator". Regardless, the coordinator/facilitator assembles the working group/team, schedules meetings, coordinates the meeting, coordinates action items, and communicates results. Coordinators ensure that meetings stay on topic. In some contexts, the team together comes to a final decisions, and in other contexts, the team decides and then the coordinator takes a final decision. There are cases where the coordinator must give final approval for a decision to be taken. The most obvious case is when the coordinator is overseeing a mentor. Additionally, in cases where working members do not have awareness or expertise in the whole system, the coordinator, who is acting as a final point of integration, must approve the work after confirming that it does not conflict, negate, or cause other issues throughout the rest of the [societal] system. Facilitators are never expected to approve; they just facilitate the team in achieving a decision. Coordinators are sometimes expected to have a final decision after the rest of the team decides, in order to ensure compliance and harmony with the rest of the system.

Working group/team non-coordinator members are, in general, subject matter experts, or mentoring to be so. They attends meetings synchronously or asynchronously on a regular basis, regularly monitor the working group's discussion, shares information learned with their peers, and do actual work.

Meetings are coordinated by the local coordinator who delivers and follows an agenda for working group meetings. There must be reasoning provided by the coordinator for every meeting, and when the meeting occurs, the coordinator should keep the meeting on track with the agenda:

1. Meetings have goals and a purpose. All meetings must have a contribute to requirements; no meetings should be held for socialization. All meetings are scheduled with a purpose that aligns with the group's work.
2. Meetings are tracked with calendar schedules.
3. Tasks (in and outside of meetings) are tracked with issues boards.
4. Meetings, themselves, may produce deliverables. In other words, meetings have a set requirements to create or complete something that is deliverable.
5. Meetings may assign tasks (work) to be completed by individuals and/or sub-groups outside of the meeting.
6. Meetings may assign resources and tools.
7. Meetings may introduce a new team member or identify the departure of a current team member.

Working group meeting tasks generally include some, or all, of the following:

1. The meeting has the goal of sharing updates on the progress of work. Share updates to work done outside the meeting.
2. The meeting has the goal of sharing draft through to finished work. Share work done outside the meeting.
3. The meeting has the goal of sharing and integrating work (and, the integration part produces a deliverable). Share work and do work in the meeting.
4. The meeting has the goal of taking a decision. If a decision is to be taken, the meeting has the goal of hearing objections to decisions and decisioning. Finalization represent decision resolutions.

Decisions may be made during meetings (face-to-face or distributed) as well as through email. The following terms are used in this document to describe the level of support for a group decision:

1. **Unanimity**: All participants agree.
2. **Consensus**: No participants object (but some may abstain).
3. **Objection (dissent)**: At least one participant objects.

Where unanimity is not possible, the group should strive to take decisions where there is at least consensus with substantial support (i.e., few abstentions) from all participants. To avoid decisions that are made despite nearly universal apathy (i.e., with little support and substantial abstention), groups are encouraged to set minimum thresholds of active support before a decision can actually be recorded. The appropriate percentage may vary depending on the size of the group and the nature of the decision.

In some cases, even after careful consideration of all points of view, a group/team may find itself unable to reach consensus. When this happens, if there is a need to advance (for example, to produce a deliverable in a timely manner), the coordinator may announce a decision to which there is dissent. When deciding to announce such a decision, the coordinator must be aware of which participants work is being objected to. When a decision must be reached despite dissent, groups should favor proposals that create the least strong objections. This is preferred over proposals that are supported by a large majority of the group but that cause strong objections from a few participants. There is

a protocol that must be followed to resolve decisions. If the coordinator's integration decision(s) do not resolve the dissent, it will be recorded that the dissenter has formal objections. If dissenters say they can live with a given decision, this should be taken as an indication that the group can move on to the next topic, but the inverse is not necessarily true: dissenters cannot stop a group's work simply by saying that they cannot live with the decision. When the coordinator has sufficient reasoning that the legitimate concerns of the dissenters have received due consideration, as far as is possible and reasonable, then objections must be recorded and the group should move on. A formal objection should include technical arguments and proposed changes that would remove the dissenter's objection; these proposals may be vague or incomplete. The coordinator must report an objection. If an objection does not include technical arguments and proposed changes, then the coordinator is not required to report it at later review stages.

Participants should always try to resolve issues within the group and should register with the coordinator any objections they may have to a decision (e.g., a decision made as the result of a vote). If significant enough, the participants should also make their requests known to a more global coordinator. Any requests to a more global coordinator to confirm a decision must include a summary of the issue (whether technical or procedural), decision, and rationale for the objection. All counter-arguments, rationales, and decisions must be archived.

> **NOTE:** *Global-level coordinators must be capable of communicating and working with all people of all belief systems, in order to ensure effective functioning of the system for global human fulfillment. Global coordinators must be able to communicate with people who have different ideologies than them and not treat others as enemies. If this cannot be done then the individual ought not be in a global coordinator position.*

Only after the coordinator has determined that all available means of reaching consensus through technical discussion and compromise have failed, and that a vote is necessary to break a deadlock, should a group vote to resolve a substantive issue. In this case, the coordinator must archive:

1. The decision to conduct a vote (e.g., a type of majority vote) to resolve the issue;
2. The outcome of the vote;
3. Any objections.

Different groups/teams have different no/yes acceptance levels. Some groups may have a majority rule "yes" acceptance of 95% (95% of participants vote yes and 5% no), whereas others may have something more like 80% (80% voted yes and 20% voted not). In the 95% level, this means that if there is a vote where above 5% vote no, then the vote is at a standstill and cannot move forward.

The coordinator may reopen a decision when presented with new information, including:

1. Additional technical information.
2. Comments by email from participants who were unable to attend a scheduled meeting.
3. Comments by email from meeting attendees who chose not to speak out during a meeting (e.g., so they could confer later with colleagues, for cultural reasons, etc.).
4. New technical objections.

The coordinator should archive that a decision has been reopened, and must do so upon request from a group participant.

Groups/teams may vote for other purposes. For instance, the coordinator may conduct a "straw poll" vote as a means of determining whether there is consensus about a potential decision. Votes may also be used for preference (i.e., arbitrary) decisions. For example, it is appropriate to decide by simple majority whether to hold a meeting in San Francisco or San Jose; (there's not much difference geographically). When majority votes are used to decide minor issues, members of the minority are not required to state the reasons for their dissent

A group/teams description should generally include an estimate of the expected time commitment from participants. A description may also include the following information:

1. Voting procedures for making decisions about substantive issues. Any chartered voting procedure must include the following requirements:
   A. Each member of related members must only be allowed one vote.
   B. In a Working Group, only Working Group participants may vote.
   C. All votes must be archived.

The editable record of a meeting, as well as source files, is limited access as required to comply with decision standard protocols. Team members with appropriate permissions have been given access to the source repository (account/profile). Team members without access can find, view and download all associated files.

Participation on an ongoing basis implies a serious commitment to the work, including:

1. Attending most meetings of the group/team.
2. Providing deliverables or drafts of deliverables in a timely fashion.
3. Being familiar with the relevant documents of the group/team, including minutes of past meetings.

4. Following discussions on relevant mailing list(s).

A participant may be removed from active status from a group/team in any of the following circumstances:

1. The individual has missed more than one of the last three distributed meetings.
2. The individual has missed more than one of the last three face-to-face meetings.
3. The individual has not provided deliverables in a timely fashion twice in sequence.

The above criteria may be relaxed if the coordinator agrees that doing so will not set back the Working Group. For example, the attendance requirement may be relaxed for reasons scheduling (for example, an exceptional teleconference is scheduled at 3:00 a.m. local time for the participant). The decisioning protocol and coordinator should apply criteria for de-activation of status consistently. When a participant risks losing active status, the coordinator must mention (and preferably discuss) the matter with the participant before declaring the participant in inactive.

The coordinator declares a participant in inactive by informing the former participant, the rest of the working group, and the public. If a coordinator and more global coordinator differ in decision, the former participant may ask a higher level coordinator to confirm or deny the decision. The coordinator must inform the public of everyone's change in standing.

In some cases, working group descriptions state that at least every χ number of months (weeks, days, etc.), the group/team must provide the public with an update of their progress. A progress report is a summary of progressive events, often in timeline form.

3.3 Meeting efficiency

Meetings ought to be recorded and may even be transcribed.

To maximize productivity during a meeting,

1. Set the time duration for the meeting appropriately and sufficiently in advance of the meeting.
2. Designate a note taker (if appropriate).
3. Follow the agenda and fill in notes along the way next to each agenda item.
4. Always note any decisions taken.
5. Assign each action item to a directly responsible individual.
6. Speakers cannot be interrupted so long as rules are not violated.

In general, the efficiency and effectiveness of meetings is highly impacted by the presence and quality of a facilitator (coordinator/moderator). Facilitators (moderators/coordinators) can create highly effective meetings by coordinating and facilitating in the following ways:

1. Outside the meeting:
   A. Coordinate the date and time of the meeting between participants' availability. This includes the sharing and coordinating of all changes to meetings.
   B. Identify optimal structure for synchronous meeting.
   C. Possibly, coordinate contacts and communications prior to meeting.
   D. Communicate and coordinate preparatory information and materials.
2. Within the meeting:
   A. Triage agenda items if there is priority (urgency) in some form.
   B. Give time to each agenda-item-owner, in turn, to process their issues by sharing or making requests and engaging others as needed. All contributors should intend to serve the agenda item owner(s).
   C. Wherever there is [significant] concern/tension throughout the process, demand a visualization (for the proposal and the tension).
      1. Is a visualization being explained? If no visualization is being explained, then state, "I need the visualization". If again no visualization is being described, ask:
         i. What do you need to visualize this?
   D. Listen for request and offer the prior "processing agenda stages" without pressure.
   E. Watch for contributions by others that seem long or uninvited. When in doubt interrupt and ask agenda item owner, "Is this helpful for you?"
      1. If "yes",
         i. Maintain appropriate timing topic changes.
      2. If "no", ask agenda item owner,
         i. "What do you need instead?"
   F. Finish the meeting by asking everyone if they got what they needed?

Ensure the meeting is appropriately recorded:

1. Record attendance.
2. Record place, time, and date.
3. Audio recording.
4. Video recording.
5. Chat transcription.
6. Written notes.
7. Record agenda, task/milestones, and topics.

Efficiency is important in a work environment where work objectively results in the production of the material need for human beings. With this said, contextual and

specific team cultures can create an environment where efficiency is accompanied by longer or shorter durations of personal greeting phases. Efficiency principles that are operative for most teams include, but may not be limited to:

1. Meetings are for the people who need to be there, rather than for those who want to be there.
2. Final check-outs are not necessary to attend; further, attendees should know that they can leave any meeting at any time when they are no longer adding value. For efficiency and to be respectful to peoples time and lives, people are encouraged to leave when they feel they are done getting what they need and/or giving what others need.
3. Meetings are structured (clear format) and facilitated to remove obstacles in the way of [meeting] work. Coordinators facilitate meetings. Communications coordinators facilitate more meetings.
4. Meetings ought to identify and resolve issues/tensions and/or facilitate understanding and work external to the meeting.
5. Meetings are of appropriate time duration for all those present, and results oriented.
6. Do not have large meetings, unless there is a high degree of certainty that they will provide high value (usefulness) to the whole attending population, in which case, keep them short in duration.
7. Relate meeting frequency to the urgency of the issue(s). Get rid of [contextually] frequent meetings, unless dealing with an [extremely] urgent matter. Meeting frequency should drop rapidly once the urgent matter is resolved.
8. Allow people to leave (walk out of) a meeting or drop off a call as soon as it is obvious to them that they aren't adding value. It is not rude to leave; it is rude to make someone stay and waste their time.

Meeting efficiency can be improved in four general ways:

1. Meeting elimination Can a meeting be eliminated in favor of:
   A. Using asynchronous communication methods like an application, email, instant messaging, or video/audio recordings, instead of holding a meeting. This saves time, frees up people's schedules.
2. Meeting participation reduction Can the number of participants in a meeting be reduced:
   A. Reducing the number of people can be done by leaving meetings where you're no longer adding value. It can also be done by strongly considering who needs to be there in the first place. It is also possible to pull someone in for a portion of the meeting or send out meeting notes afterward to keep people in the loop.
3. Meeting duration reduction Can the duration of the meeting be reduced:
   A. When authority is present, people tend to conform to whatever length of the time a meeting is scheduled for. Can a meeting be cut in duration and not negatively impact outcomes.
4. Meeting frequency reduction Can the frequency of meetings be reduced:
   A. Meetings are scheduled frequently because things are changing rapidly and people need to check in with each other. Once they stabilize, those meetings should become less frequent.

Sometimes there is no need for a synchronous meeting, and an application may be used to coordinate issues/concerns, solutions, and decisions. Then, any meetings would be for more formal final discussion and video recorded agreement of individuals [contributing to roles]. For example, standards development working group software. This software allows for asynchronous collaboration and approval of adaptations. Similarly, a distributed voting organization allows for resolution of an issue without a meeting (although, there were likely many meetings before the final vote.

To allow proper planning (e.g., travel arrangements), the coordinator must give sufficient advance notice about the date and location of a meeting. Shorter notice for a meeting is allowed provided that there are no objections from group participants.

Table 12. *The organization of meetings by a coordinator has the following requirements (note that these are examples).*

Requirement	Face-to-face meeting	Online meeting
Meeting announcement (before; sent to appropriate mailing list)	two weeks	one week
Agenda available (before; notification)	two weeks	24 hours (or 72 hours for Monday meetings)
Participation confirmed (before; notification)	three days	24 hours
Action items available (after)	three days	24 hours

3.4 Coordinated meeting preparation

All meetings require coordinator (facilitator/moderator) preparation. Some meeting types require participants to do some preparation for the meeting. All meetings exist because there is an issue/concern [with human need fulfillment]. For all meetings, coordinators/facilitators should identify the inputs of the meeting, the processes

the meeting is to take, and then, record and coordinate outputs. Sometimes, meeting coordinators put the meeting agenda together ahead of time, and sometimes the meeting agenda is formed during the meeting itself.

There are tasks that the coordinator/facilitator of a meeting must accomplish before a meeting commences. These include but may not be limited to:

1. Appropriately set the time duration for the meeting (estimate a realistic amount of time).
2. Create a schedulable (on a calendar) link for the meeting.
   A. Create and attach virtual conference link and/or physical location details.
3. Identify the time duration (length) of the meeting.
4. Identify all attendees (including mandatory and optional attendees).
5. Identify the meeting goal(s) and objective(s), and state them clearly.
6. Identify an agenda structure for the meeting.
7. If there is an agenda item list prepared prior to the meeting, then acquire the list.
   A. Share the agenda with all attendees before the meeting. After acquisition of the list, provide the list of agenda items in prioritized order and indicate whether agenda items require discussion.
8. Inform potential attendees on how to prepare for the meeting.
9. Notify all potential attendee of the meeting and all relevant details associated with the meeting some appropriate number of days in advance of the meeting.
10. Also, possibly, acquire the consent of participants for the meeting and for its agenda.

Table 13. *Unresolved concerns/blockers for approval of proposal [agenda] template. The 'status' of a concern is either resolved or unresolved.*

#	Concern (Issue)	Resolution	Status

3.4.1 Meeting agendas

Because all meetings exist for a purpose, and there are optimal ways to structure meetings, all meetings have an agenda in advance. Some meetings also have an agenda phase/round wherein issues (agenda items) to be discussed are developed during an agenda setting phase within the meeting itself. Good quality meeting agendas promote engagement, alignment, and accountability. The goal of an agenda is to prepare participants for what is happening at the meeting. The level of detail required will depend on whether the meeting is formal or informal and what the topics are. Good agendas allow attendees to enter the meeting prepared and have their objectives met.

> **NOTE:** *When creating agenda items in real-time during a meeting, it is best practice to start an agenda item with the individual's name (or initials). So that, when the agenda items is read out by the facilitator, everyone knows whose agenda item it is.*

3.4.2 Meeting planning

The title of any meeting must be appropriate for the meeting. For example, any standards meeting must include the term "standard". Any advertisement, publicity, or electronic notification of the meeting must include the title.

> **NOTE:** *Always identify the inputs and outputs of every meeting.*

3.4.3 Significant meeting tensions

Wherever there is [significant] tension throughout the process, demand a visualization (for the proposal and the tension). Integrations and decisions in a community configuration of society require visualization.

3.5 Post-meeting review

Coordinators/facilitators (of meetings) may follow-up meetings (i.e., after the meeting has ended) with a feedback inquiry, such as:

1. Was the meeting useful for you?
2. Was it useful for you to meet <PERSON NAME>.
3. Was the meeting only useful to get information (e.g., a document), but actually meeting the person who provided the information/document was not useful.

3.6 Meeting agenda guideline templates

The following are the meeting agenda guidelines for conducting meetings in community.

3.6.1 Meeting coordination base template

All meetings follow some form of coordination protocol in order to communicate and get work done together. There are multiple effective ways of structure meetings, and different teams may have different meeting structures (protocols). A "round" is people talking around in a circle/group about a specific set of topics. Not all meetings will have all possible rounds. The common rounds for meetings include:

1. **The check-in round** Every meeting starts with a check-in round, where each person tells what is on their mind and mentions their state prior to

entering the meeting. One at a time and in an orderly manner. Call out distractions, get present. No discussion. The goal here is to getting ready to enter the meeting from the role perspective. Speaking is not required (check-in may be "passed" by someone).

2. **Coordinator (facilitator/moderator) concerns** address any logistical concerns.
3. **Meeting agenda review** the coordinator states the agenda for the meeting.
4. **Project checklist review** the coordinator/facilitator (moderator) reads a checklist of projects, actions, or operational duties. Each participant who owns a checklist item responds with "check" (if the project is complete/finished) or "no check" (if the project is not complete/finished) to each for the preceding period (e.g. prior week). No explanation, no discussion. Here, the contributor is verifying completion of a project and/or action.
5. **Project updates round (progress updates, debrief)** everyone reports on updates associated with their roles and tasks. Only update on the change since the last meeting. Keep it focused.
6. **Agenda building round** if the agenda is built during the meeting (there may or may not be an agenda before the meeting starts). An agenda is a list of tasks to accomplish. The agenda may be built during the meeting, and it may be based on tensions (issues). Each group member can call out a tension/issue and it is put on the agenda by the facilitator/coordinator. A "tension" is anything that (is essentially an issue):
    1. Could be better something isn't working the way it should or could be.
    2. Something needs changing state what needs changing.
    3. A source of tension state the source of the concern/tension.
    4. An obstacle state the obstacle. Where are you blocked?
    5. A problem state the problem.
    6. An idea for how something could be better state the idea.
    7. Identifying gaps between where we are and where we could be.
    8. Reasoned motivation to share information.
    9. Ask for something to be done.
    10. Ask for input.

    A. The agenda building round starts with people stating issues they would like to add to the agenda and is just a list of items. The coordinator writes down the agenda items as people say them out in a circle. The may all be said out in a circle and then dealt with one by one, or one may be said and dealt with before moving onto the next, then the next, and so on. Everyone should come to the meeting with an idea of what they would like to be on the agenda. There may be people who have no agenda items for the week.

        i. After identifying the agenda items (building the agenda), it is time for handling the agenda items. The facilitator asks, for every item:
            1. What do you need?
            2. What is the issue/tension/etc.?
            3. Make a clear next action for a specific role?
            4. Is this what you need and did this solve your issue?
            5. If sub-project are on the agenda, how do they align with the OKRs (organizations objectives and key results). People may push back here and say, why are you doing this project and how does it align with the objectives and key results of the organization (i.e., larger project)?
7. **No-set agenda (not a round):** Agenda building circle go around in a circle and list off agenda items.
    A. Bring a proposal for the changing of a role, the creation of a new role or an amendment to a role, policy, standard, accountability, etc.
    B. Clarifying questions can be posed. These are only questions about a part of the proposal that someone does not understand.
    C. Reaction round each person gives a response to the proposal or a better solution if there is one.
    D. Objection round the facilitator asks each person if they have an objection. People respond with objection or no objection.
    E. Integration the proposal is then ready to be integrated by work after the meeting.
    F. Check-out may or may not be necessary if there are lessons to be learned from the meeting.
8. **Pre-set agenda (not a round)** Pre-set, but flexible agenda. The agenda is set (flexibly) before the meeting by coordinator upon integration of the working group/teams efforts.
9. **Closing round:** Each participant in turn shares a closing reflection on the meeting. Responses are not allowed. One at a time and in an orderly manner. Speaking is not required (check-in may be "passed" by someone)..

Meeting roles:

1. **Facilitator/coordinator (moderator)** guides the meeting and ensures the procedure is followed and

that everyone gets what they need.
2. **Secretary** take notes ("minutes"), write down action items and lists responsible individuals. Generally, the secretary takes notes throughout the meeting. The coordinator may be the secretary; or, the secretary may be someone other than the coordinator, another person. Effectively, the secretary logs issues and actions, and may facilitate/coordinate post-meeting communication to ensure expected actions occur.
3. **Everyone else present** to do work; do not coordinate or record.

For meetings, there are several secretarial/recording options:

1. Record (and possibly, transcribe).
2. Take notes and possible make text visible during the meeting (in chat).

Common meeting phases:

1. **Check-in** every meeting starts with individuals identifying themselves.
2. **Check-out** every meeting ends with a confirmation of next-steps and feedback.

3.6.2 Agenda processing stages

A.k.a., Processing agenda items, agenda processing items/tensions/issues.

In general, meetings are primarily dedicated to the processing of agenda items (issues). Issues (agenda items) in the queue to be discussed/resolved in the meeting may be processed during the meeting in the following common ways:

NOTATION: *Each agenda item is processed one at a time.*

1. State what the agenda item is.
   A. Ask, whether the agenda is helpful to everyone.
2. State why the agenda item is needed.
   A. Identify each issue.
      1. Define and contextualize the issue.
      2. Prioritize the issue.
3. State what information (ideas or feedback) and/or object is needed.
   A. Do you need information and/or objects?.
4. State what information (ideas or feedback) and/or object to be shared.
   A. Do you have content to share: information and/or objects.
      1. Is there feedback after sharing and/or questions?
         i. The coordinator/facilitator watches for everything other than sharing information. If there is an implicit request for a project or action, go to Number 5 (just below).
   B. Is this information in the form of research, a proposal, or any deliverable? If so, then the following rounds may be followed:
      1. **Present issue/proposal:** Present information/object (no one else speaks but the proposer/presenter). The goal is to share an understanding of the proposal/research/object.
      2. **Clarifying questions:** Seek clarifying questions. Anyone can ask (only the proposer responds). The goal is to ensure that everyone understands the proposal/research. Anyone can ask the proposer a question to better understand, but not influence; no reactions or discussions allowed. Proposer can respond "not specified" to any question.
      3. **Reaction round:** Respond to the clarified proposal. The goal is to share unfiltered analyses and syntheses about the content. Everyone speaks, one at a time, except proposer. No discussion. Reactions are directed to the space, not to individuals.
      4. **Option to clarify:** Sharer (i.e., proposer, researcher, etc.) clarifies and amends to confirm understanding of what has been said and to account for concerns/issues.
      5. **Objection round:** The facilitator asks each participant (including the proposer), "Do you see any reason why adopting this proposal causes harm; objection or no objection?" Each objection is stated without discussion. The facilitator may test objections.
      6. **Integration:** Integrate one objection at a time. The goal is an amended proposal/issue that removes the objection and addresses the proposer's concern/objection. Anyone can participate, but the focus should be on the proposer and the objector.
5. State a process, information, and/or object to be done.
   A. Do you need something done in order to complete a task (proposal, project)?
      1. Is there a role that the need may be requested from.
6. State an expectation of some deliverable and/or ongoing work.
   1. Is there an expectation based on an agreement and available resources to deliver something or do work.
      i. Is there a role or resource that is missing? Is there anything that can be done operationally to meet the need/