

Graduated Certification for Applying Common Sense

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At every level of social, professional, and community development, a too often heard phrase is "no common sense". Asserted to describe a person, office of personnel, or even an entire profession that should have been able to anticipate reasonably likely outcomes, ... but did not. Social dysfunction has come to be the norm and is no longer noteworthy in news. To have high-tech tools like that of warping space-time, peoples universally must be able to make broadly considered decisions and live in a society almost devoid of corruption and self-destructive tendencies. Described here is a system to evolve the broad teaching of common sense and related strategic planning in a structure designed to enforce ethical administration and supporting broad efforts dissemination internationally.

Promoting broad international economic development to financially and technologically support the creation and careful handling of future technologies.

The root of the structure is a 501(c)3 Non-Profit Corporation that structurally has its directorship flipped; where the Qualified Voting Members have "veto with comment" power over Corporation proposed developments. <http://tinyurl.com/la5d7pr>

Products engineered to support creating the human based control systems include: Educational Materials include evaluations, tutorials, exercises, lesson plans ..., Tools to help Apply Common Sense skills, Certification to individuals to show various levels of accomplishment related to possessing and being able to apply Common Sense, and Emblems of Compliance for companies to show a vested interest in ensuring their personnel are mentally equipped to broadly minimize risks while efficiently and consistently producing efforts with predictable beneficial outcomes.



Learning Common Sense skills, and then teaching those skills to others, is one of the easiest ways in which to acquire Respect from others. Respect between people often is the dominant justification in sharing significant opportunities, and Common Sense supports acting on those opportunities with low risks; both Respect and Common Sense are needed by everyone.

Attention Span and Attention to Detail deficiencies have been used as general indicators of people with a poor grasp of Common Sense. As an example, they in-general would not be able to finish reading this page with any significant comprehension.

Attention Span and Attention to Detail are directly related to teaching one's self, but are not directly a part of Common Sense. A person with a learning disability can learn Common Sense by detecting and continuously adapting to their disability; related tools are presented in the "Learning to Teach One's Self" study guide.

Most everyone believes they have Common Sense and they believe they get along quite well with what they know. A baby displays Common Sense in certain regards like making noise when they need something; however, like a baby all people can improve their skills in Common Sense. Many people with severe deficiencies in Common Sense are dangerous to their employer, their family, and to themselves because of their extremely limited ability to apply Common Sense skills. Examples include: reckless behavior, criminal activities, short-sighted self-destructive decisions... and remembering having been involved in any of these is a strong indication of needing to learn and practice Common Sense skills. The most common feeling identified with not having sufficiently developed skills in common sense is hopelessness; i.e. living for today.

Foundation for Applying Common Sense:

There are three types of influence that are part of Common Sense: logical relationships and perspectives, emotional relationships and perspectives, and social relationships and perspectives. Relatively more complex relationships and perspectives can be built with these foundations; as examples: honor, loathing, arrogance... Presented in Certification study guides will be details about systems built with these foundations. But first we all need to share some common understanding as to how we communicate in regard to Common Sense.

A Perspective is a dominant group of qualities (a system of relationships and perspectives) that together tend to characterize a complex system that is otherwise difficult to relate. An example is "potential for profit", where for any given business scenario there are many dynamic relationships whose outcomes are changing. The relationships contributing to outcomes can be identified. With experience the intermediate outcomes are in-general measurable. By grouping a set of dominant measurable relationships and their outcomes together as a quality, such as "potential profit", an indicator is made that changes based upon the present or future state of considered relationships: Bluebook value, price of similar vehicles on Craigslist, extra money available near the end of tax season ...

What are the observable outcomes of a perspective that is formed from incompletely considered relationships?

A view of outcomes based in an incompletely understood system of relationships, is an illusion. This is the foundation of all magic. Certain relationships are leveraged to cause what seems to be contradictions to logical understanding; but underlying relationships if known illuminate the logical relationships that exist. Types of illusion include self-deception, media manipulation, deceptive advertising, political misrepresentation... with the most

common form of illusion being "inadequately informed/prepared". Thus the need for everyone to be able to efficiently Teach One's Self.

Learning to Teach One's Self, is a skill set that includes, but is not limited to: Capturing Moments of Inspiration, Attention Span, Attention to Detail, Literature Search, Broad Consideration, Strategic Planning, Practiced Effort...

Common Sense is the ability to apply the common relationships and perspectives remembered, to be re-used in future diversely different efforts. Learn to start one business, and many of the same relationships learned can be used to start other businesses that are different in scope and purpose.

Common Sense skills provide the tools to not just discover the logic behind the illusion of magic, it provides the means to predict the future; to control the future.

Common Sense infers the concept of control. Control infers the concept of logic. Logic requires measurable and consistent variables as input, to produce predictable outcomes. Therefore, our communications must first be defined so we all understand what is allowed so as not to create contradictions due to vague words. The words and phrases here characterize why many people live without respect. <http://tinyurl.com/mmkhlzk> Jargon used in Psychology and Sociology will be reworked to provide a consistent set of terminology that is useful in terms of Common Sense. The reason for this is that the above-mentioned jargon is not structured to be directly suited for use in relating Common Sense. Contradictions are not allowed in the application of Common Sense; other than as a proof to indicate an irrational relationship. All things in Common Sense are logically connected, and a contradiction indicates something illogical, mis-defined, narrowly considered, or potentially, self-deceit.

Logical Communication:

Respect attributed from teaching Common Sense grows like a nuclear reaction; intellectual energy released through productive interactions. When a nuclear group share broad and synergistic skills with mutual respect, common sense centered development of opportunities creates significant outcomes to feed the next generation of even more significant opportunities. Layers of people are created that confer respect, each person transitioning from receiver of expertise to the role of instructor, releasing intellectual energy as a fire builds around fuel.



Respect is ONLY given when the Instructor conveys to the Receiver something "useful", useful so the Receiver can potentially convey what they learned to someone else. Respect is then given from the Receiver to the Instructor to show trust and a willingness to receive more information. Respect is ONLY and ever attributed in this way, no exceptions. Example of Indirectly attributed Respect <http://tinyurl.com/k2s8akk>

An Instructor is anyone with useful information to share, and the Receiver possesses the combined significance of Respect for the Instructor from previous experiences, plus the perceived potential significance of the information. These two factors of significance provide a willingness of the Receiver to Trust. Emotional and Social significance modifiers contribute to the significance of Respect considered for the Instructor.

Examples of Instructor/Receiver relationships include: parent/child, boss/employee, friend/friend ... political representatives/constituents, financial advisers/clients, professors/students... activists/supporters, small businesses/customers, government offices/public... fellow employees/fellow employees, physicians/physicians, teachers/teachers, classmates/classmates, club members/club members, fellow musicians/fellow musicians... Any healthy social group has ALL its members productively exchanging rolls as Instructor and Receiver.

In a healthy social group, each member is encouraged to seek diverse new information in the form of relationships and perspectives, to contribute to finding and developing opportunities that incrementally support a system of overall group objectives. Examples are: new gigs for a musical group, art expo, funds raising opportunity, a more efficient method of management, identifying emotional & social influences ...

Being involved with one social group does not preclude developing synergistic relationships with other groups to at the same time develop other more significant outcomes benefiting all participants involved. Examples include: mutually sponsoring an event, promoting a mutually beneficial political representative, company mergers, spawning the seeding of other companies, maintaining manufacturing compliance with a standards organization ...

Social groups that are ethical can broadly participate with other ethical groups because of less effort needed in managing potential risks. This is a leveraging situation; working with an ethical group allows using less effort to achieve common goals. Example: An unethical contractor is going to claim to have under-bid a project and ask for more and run off without completing the agreed upon project. The owner of the project in anticipation of this must divide up payments in small installments and require all supplies be stored in an owner provided facility to limit the damages from potential unethical contractors. This requires additional assets and labor by the owner; costs. An ethical contractor reduces risks and the owner need not have the additional assets to work the project. The contractor can receive more funds up front to complete the job and leverage other opportunities at the same time. Being ethical and finding ethical social groups are important.

For those with Advanced Skills in Critical Thinking:

Quoting from a Critical Thinking course:

"I can tear apart ANYTHING that anyone claims and show how it is inconsistent with anything they claim to be attempting to accomplish. But of what use is that for me, ... or anyone else. The purpose of Critical Thinking is to use the available information to our greatest useful benefit."

For those reading this with more developed skills in Critical Thinking, a continuous effort to identify contradiction has been taking place. Be careful, anything can be manipulated to be inconsistent. Simply redefine the system in which the consideration is posed. When criticism is done with a sense of loathing, this indicates an addressable issue relating to suffering self-esteem. When done with an intent of useful criticism, this is an admired and appreciated effort.

Thinking outside the box is part of Research and involves discovering new potentially useful relationships. But as part of a tool kit, the intent is to have a logical system without contradictions so that metrics and outcomes are measurable and predictable. Advanced techniques to correlate probability are part of higher levels of certifications. To apply a consistent set of relationships here allows for productivity at each level of engagement; to consistently obtain "useful" outcomes.

If you would like to become a part of related developments, please Contact the Author, this is an actual work in-progress.

Introduction to Common Sense:

What is Common Sense?

Common Sense = Self-esteem + Logic + Predicting Consequences

Common Sense is Knowledge In Translational States (KiTS); being able to re-use relationships in new but common situations; in ways that do not produce contradictions.

A community of diversely skilled people who share advanced skills in Common Sense become a nuclear force that remains super-critical in developing significant low-risk opportunities.

Foundation of Common Sense:

Common Sense implies that certain common relationships and related outcomes are predictable; and they are. Predictable infers logical circumstances and relationships leading to a predictable outcome.

For any control system, the terms used must be consistent, or controlling the outcome is not practical. Therefore, fundamental definitions of words dominantly used in the system must be consistently defined. Vague or different definitions for the same word or phrase creates multiple pathways for causes, and therefore the outcomes are not predictable. The first part of learning practical skills of Common Sense is to learn the definitions. Then how relationships between definitions provide the means to predict the future.

Common Sense is not part of Public Schools:

Common Sense is NOT taught in public schools. When teachers are asked to define Common Sense they produce vague characteristics, but in no way understand Common Sense in any useful way.

In elementary schools students struggle with reasons for inconsistent behaviors between teachers and their student peer groups. Emotional influence is dominantly expressed as an alternative to reasoning. Intermediate school students have learned social techniques to reinforce themselves against being influenced, to accomplish less. Early stages of loathing of others begins here; arrogance. By junior high, students dominate their parents into passive submission and yet lower expectations. Students have not had opportunities to build accomplishments; limited self-respect and causing an unjustified feeling of entitlement. By high school, the spoon feeding of information without practiced reasoning has handicapped most students in not being able to apply Common Sense. Students are at great risk for drug abuse, driving while intoxicated, teenage pregnancy, gang involvement, theft ... A common creed is "live for today" as they are immersed in a feeling of hopelessness.

Public schools provide Certification via diploma for high school graduation; that in no way reflects broad mental skills in common problem solving. Students are burdened with trying to find employment without being prepared with Common Sense. Or, for those going to the University, they are unable to teach themselves how to study, meaningfully evaluate their

priorities, and implement self-control. About seventy percent of students fail their first semester, and many give up.

As employees, high school graduates are plagued with unsatisfactory performance; largely because they do not know how to think for themselves. For 12 or more years the students have learned not to think, to sit quietly, and manipulate the teacher into having continuously lower expectations.

Common Sense not part of Professional Training:

Physicians spend 12 years to learn a trivial volume of educational material, then 4 years of college, 3 years of medical school, a year of interning, 3 years of residency, and 5 years of required employed practice, before being qualified to take their certification exams (28 years total). Many physicians are still unable to act to produce a logically supportable diagnoses for their patients. Incorrect diagnosis is the number one cause for malpractice suits. The same is true for almost every profession, whether business, politics, engineering, educator, contractor, or any other persons professionally employed. One out of ten are considered broadly competent. Nine out of ten being challenged in various categories in application of common sense skills. Virtually all professionals benefit from more advanced skills evolved from Common Sense.

Certification Process:

The activities in Certification processes are implemented through self-assessment and then teach skills in the areas identified as needing greatest improvement. Tools are provided for learning to teach one's self, and other skills that are fundamentally applicable to every profession. Retaking the self-assessment after applied effort in exercises will result in being exposed to new tools as once weak skills evolve to show greater expertise in those areas.

Take the Common-Sense Self-Assessment to create a baseline from which you can relate to your present useful skills. The free version of the Self-Assessment is for recent High School graduates; but you will likely find even if you are a professional, that you have areas needing development.

Those presently suffering from low self-esteem, or unable to relate to the world around them may find tools here to practice expressing themselves in a way that builds self-esteem, logical expression, and predicting consequences; i.e. common sense. Building "Attention Span" and "Attention to Detail" are important to support the effectiveness of having developed skills of common sense.

Critical Thinking and developing advanced skills in predicting consequences help convert those with a passive mind into intellectuals that have a vision and means of controlling their own future. Instead of living from day to day, people with strong skills of Common Sense

have minds able to accurately predict major aspects of their future 20 years in advance, and participate as beneficiary in those related efforts.

Trivial Application of Common Sense:

High School students are focused upon in these next few paragraphs as examples, but resources are broadly developed for diverse professions and age groups.

As an example, about 90% of young men in rural high schools express a career desire to become an automobile mechanic; the most abundant job they are exposed to. A common dream is to own 40 acres and an impressive home, own a high bay garage with vehicle hoist, live and work in a safe area where people do not steal from each other (traditional ethics shared by community), a Lamborghini 4WD truck or other high-end four-wheel-drive truck, a bass boat, and a means of paying for all of these things beginning in about 5 years. An automobile mechanic on average makes \$30,000 to \$40,000 a year, or less. In rural areas, there are so many auto mechanics that the average income is near \$10,000 a year. For these young people with "pie in the sky" professional goals, they cannot pay for their dreams.

40 acres of land	\$400,000	\$3,000/month loan
taxes on land	\$500/year	\$45/month
home	\$200,000	\$1,000/month
taxes on home	\$2,000/year	\$180/month
home maintenance	\$500/year average	\$45/month
high bay garage	\$40,000	\$250/month
utilities	\$300/month	\$300/month
vehicle lift	\$4,000 (10 year life)	\$50/month
tools	\$5,000	\$100/month
4WD truck	\$60,000 (Lamborghini \$250,000)	\$600/month
bass boat	\$15,000	\$250/month
Total monthly		\$5820/month

$\$5820 \times 12 \text{ months} = \$70,000 / \text{year after taxes}$

Gross income before taxes will need to be $\$70,000 \times 1.3 = \$100,000/\text{year}$

So instead of thinking about being a mechanic, consider owning a car dealership and obtaining the education in business needed. The owner of a car dealership can easily exceed \$100,000 a year and in many cases over \$500,000 a year. But do not imagine becoming a car dealer without significant business education.

But for those with a passion to be an Auto Mechanic, they will need to live within their means, or supplement their income with other enterprise. There are not enough opportunities to repair cars to support one's self in rural areas. There are just about as many young men wanting to be an auto mechanic as there are vehicles. Additional related self-employed enterprise might include:

windshield replacement service
electrical systems repair
vehicle air conditioning servicing
body and paint repairs
boat engine repairs
used car sales
welding
vehicle frame straightening
heavy equipment repair services
towing
car rental
...

For those Auto Mechanics fortunate to be working in a city, their income is most often two to four times more than those living in rural areas. Where making \$10,000 a year in rural areas, making up to \$40,000/year in urban areas is realistic. Hourly wages of \$12 to \$16 / hour are the most common. Auto Mechanics that only get paid while they are working on a vehicle get paid \$20 to \$25 / hour but there may be long times between jobs. To provide your employer with opportunities to make more money through services you can provide, and therefore higher wages for one's self:

act in every way ethical to build trust with your employer <http://tinyurl.com/n6ojasu>,
find out what areas your employer wants to develop,
the more you provide your employer with income, the more higher wages are justified,
working longer hours benefits both and is not a reason for higher wages,
creating higher revenue per hour is justification for higher wages,
determine what resources already exist so that they can be used for the new enterprise,
realistically determine your own passion in the related areas you would develop,
determine what certifications are needed and the related education,
based upon the commitment involved, work out in advance your related compensation when servicing related customers,
find resources for obtaining the related education.

To make the money to obtain one's dreams requires Common Sense. Not just for determining what path to follow to obtain dreams, but also to work from day to day consistently to make those dreams happen.

Take the Common Sense self-assessment to see for yourself if there are certain areas you might want to better develop. <http://tinyurl.com/n6ojasu>