

Sparks-Fire. Fair Game Policy

Core Principles: Please Read.

1. **Impact Does Not Precede Improvement:**

- Consequences are only applied after a person has had a chance to improve.
- The system emphasizes **learning and growth**, not punishment.

2. **Opportunity-Based Accountability:**

- Warnings identify misalignments.
- Opportunities provide structured, perceivable paths for correction.

3. **Purpose Alignment:**

- Each improvement task is accompanied by a **Purpose Clearing** statement: why the correction matters to the individual and system.

4. **Freedom-Control Balance:**

- Enough freedom for autonomous action.
- Enough guidance to prevent chaos or misalignment.

5. **Identity and Role Clarity:**

- Individuals must clearly know **what they control, their boundaries, and their responsibilities**.

6. **Communication Fidelity:**

- Missed, false, misunderstood, or absent communication must be corrected.
- Clear communication ensures that warnings, opportunities, and feedback are understood.

Operational Steps — Step-by-Step

Step 1: Error Detection

1. Identify the error or misalignment:
 - Missed task, miscommunication, failure to follow process, poor production, etc.
2. Classify error type:
 - Process error
 - Production failure
 - Purpose misalignment
 - Identity or role confusion

Annotation: Errors are expected and neutral, not punished.

Step 2: Warning Issued

1. Issue a clear, concise warning:
 - Example: "Project submission did not follow rubric guidelines."
2. Explain what misalignment occurred.
3. Avoid emotional or punitive language.

Annotation: Warning is informational, preparing for improvement.

Step 3: Structured Opportunity Provided

1. Give a specific, measurable task to correct the error:
 - Redo, revise, or propose a new solution.
2. Ensure the opportunity is perceivable and achievable.
3. Include timeframe and resources.

Example:

- Teacher misgrades a project → redo grading using corrected rubric → submit within 48 hours → log results.

Step 4: Purpose Clearing

1. Explain **why this correction matters**:
 - Impact on students, peers, system integrity, personal growth.
2. Connect the improvement task to **individual identity, direction, and system goals**.

Example:

- “Redoing the grading ensures fairness, aligns with school standards, and builds your competency in assessment.”

Step 5: Monitor Improvement

1. Confirm **task completion**.
2. Evaluate **quality of improvement**:
 - Was it done correctly?
 - Did the person internalize the learning?
3. If improvement is insufficient:
 - Provide **additional guidance or mentorship**
 - Repeat opportunity loop until alignment is achieved

Annotation: No punitive impact is applied until improvement is demonstrable.

Step 6: Feedback Loop

1. Document outcome:
 - Warnings, opportunities, purpose, and results.
2. Conduct **reflection**:
 - “What did you learn?”
 - “How will you prevent this in the future?”
3. Feed insights back into **identity, role clarity, and system process**.

Step 7: Reality Check / System Integrity Scan

1. Compare **perceived improvement** vs **actual outcomes**.
2. Correct systemic issues if multiple individuals repeat similar errors.
3. Update communication protocols, process flow, or role boundaries as necessary.

Best Practices for Maximum Effectiveness

1. **Maintain Clear Identity and Roles:**

- People must understand boundaries and responsibilities before Fair Game is applied.

2. **Keep Warnings Neutral and Informational:**

- Avoid emotional or judgmental language; focus on improvement.

3. **Always Provide Structured, Measurable Opportunities:**

- Tasks must be achievable and clearly connected to Purpose.

4. **Always Explain Purpose:**

- Individuals must see **why improvement matters** to themselves and the system.

5. **Balance Freedom and Control:**

- Too much freedom → missed learning opportunities.
- Too much control → dependency and fear loops.

6. **Integrate Feedback Loops:**

- Document, reflect, and adjust system processes continuously.

7. **Use Small Interventions, Frequent Checkpoints:**

- Weekly micro-checks prevent large-scale failures.

8. **Focus on Learning, Not Punishment:**

- Emotional or physical punishment undermines mental optimization and identity development.

Example End-to-End Scenario

Scenario: Student advisor misses scheduling a mentorship session.

1. **Error Detected:** Session was not scheduled.
2. **Warning Issued:** "Session missed; review scheduling protocol."
3. **Opportunity Provided:** Reschedule session, propose a method to prevent future misses.
4. **Purpose Clearing:** "Ensures students receive support and maintains system trust."
5. **Monitor Improvement:** Advisor reschedules, documents process, and submits proposal.
6. **Feedback Loop:** Leadership reviews success, logs learning, reflects on systemic gaps.
7. **Reality Check:** Attendance and impact verified; system updated to avoid repeat.

Outcome: Advisor learns, students receive proper mentorship, system remains coherent, no punitive harm.

- **Key Takeaway**
Trevor's Fair Game Policy works **best when the system ensures clarity of identity, structured improvement opportunities, explicit purpose, and feedback loops.** Mistakes become **learning opportunities** rather than punishment triggers, creating a **self-correcting, optimized mental and operational system.**

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One who has been good for so long but has been experiencing or doing bad things is only a victim of how he responds as responsibility thus ability to learn or apply does count to one's actions without punishment but if it's a developing thing it's known he's suppressed himself into a state he can't determine the outcome and is able to know the barriers and consequences thus if not he's only then known for a OVERT which means something that was done but shouldn't be done, it's only a withhold before hand of thought before actual action let alone control of influence can be even pre determined it's not fair in this case only if one gives a light punishment with a warning for bigger punishment of which one will know difference but what they withhold is only pure for them which means they have to perceive what was pre determined it can be reactive to do or not to do, this is called pre determination and this will never work on people only one's mental thus physical barriers, it's known to men or women that they can focus is only maintained if they know purpose this relates to rules of life without rules being known but enforced one is only slave to what they do, thus too much rules is too much overts to know nor count thus, it's only purpose one has to identify for themselves and apply. None will understand if they don't know the purpose for, let alone then it's purpose from. One with too much freedom, none will take responsibility, and it causes harm. Then, people would be unconscious, and one then fights their own barriers, to which too much freedom reactively responds to one's own barriers. And it goes backwards to many barriers then unconsciously needs barriers to maintain freedom thus fairness, a balance of both is needed

“ Trevor Vaughn Wulf is the owner of Sparks-Fire.