

League of Benevolent Supernatural Beings*

Handbook

Mission: The members of the League of Supernatural Beings are pledged to act with kindness toward humans, to lead by serving, to shield humans from harm, to accept and fulfill appropriate requests, and to strive unceasingly to do what is right and good.

Life Stages for Benevolent Supernatural Beings

Inception

- Beings have an inception, not a birth. A Being commences life on Earth in the human equivalent of fifteen years old. “Teen” Beings serve teen humans; “adult” Beings serve adults and children. While serving, a Being is governed by human time which is measured in Earth years. A Being is motivated to remain present in the human world—but may return to the universe of the League for sabbaticals of unlimited frequency and length.
- At inception, Beings have distinct personalities. Their capacity for supernatural powers is present, although in unique patterns of density. Beings may elect to adjust the density of their powers through attention or neglect.
- Beings have free will. It is their choice to follow the Mission.

Student

- Time in stage: The student stage lasts approximately one year.
- Goals: Beings strive to learn all that they can to serve humans well. Their early lessons are primarily designed to acquire the proper intensity and control of human emotions, also known as *skills*.
- Assignments: Students design their own training plan to acquire skills. Students must also learn to properly regulate skills, since there are dangers in having too little or too much of a skill. For example, too much humility results in diffidence; too little can lead to vanity. During this stage, students observe and monitor the assignments of more senior Beings, supplying assistance as requested.
- Length of assignments: measured in hours or days
- Criteria for promotion: Beings will have correctly acquired a skill when they have functional use of that skill *and* the ability to perceive when they have fallen out of the correct range (and, therefore, intentionally adjust themselves.) There are fifteen skills to learn; only three are needed for promotion to apprentice.

Apprentice

- Time in stage: A Being spends approximately two years as an Apprentice.
- Goals: Goals in this stage are two-fold. (1) An apprentice is actively involved in assignments that advance the Mission. (2) A Being must acquire and learn to control most skills.
- Assignments: Apprentices choose a single job title for the entire stage. Titles include: granter of wishes, destiny coaches, rescuers, or kind “strangers.” While on assignments, the apprentice Being sends daily reports to a supervisor. Since apprentices are expected to be self-correcting, reports provide the opportunity to reflect on mistakes and seek advice on what might be done better next time.
- Length of assignments: measured in days or weeks
- Criteria for promotion: An apprentice must be certified on fourteen (or more) skills while demonstrating appropriate use of their powers. After a supervisor has certified that the apprentice has the expected number and quality of skills, the apprentice is eligible for promotion to principal.

Principal

- Time in stage: A Being can spend an indefinite time in the principal stage. Indeed, most Beings will serve out their lives as Principals.
- Goals: Because principals serve in whatever capacity is best suited to their skills and interests, they have autonomy in choosing from among available assignments. Their sole goal is to fulfill the mission.
- Assignments: Principals may change job titles as often as they like. Assignments cluster around caretaking or guardian angel. They no longer file daily reports; instead, they only debrief after each assignment. Supervisory Beings may request specific Principals for complicated or sensitive assignments.
- Length of assignment: open-ended
- Criteria for promotion: There is potential for promotion after the principal stage. The name of the next level and its criteria are undocumented.

The Acquisition of Skills

Beings must strive to learn skills (also known as human emotions.) The goal is not only to acquire the skill; they must also demonstrate the ability to use it properly. There are dangers in having too little or too much of an emotion.

A Being’s supervisor will not certify a skill until the supervisor is assured it can be managed well. After a skill is certified, the Being becomes responsible for monitoring how they are experiencing the emotion and how to self-correct if the emotion strays from the proper range.

Skill	Proper amount of emotion	Too little	Too much
Judgment	Wise, fair opinions	Undervaluing people or things	Inevitable disappointment
Compassion	Tender concern with the need to <i>ease</i> suffering	Indifference	Enabling dependency
Discipline	Applying appropriate self-control to powers and tasks	Chaos	Paralysis
Empathy	Identifying with the feelings of another	Disdain	Pity
Passion	Strong enthusiasm for an object or concept	Apathy	Obsession
Generosity	Eager willingness to give of oneself	Duty	Burnout and waste
Gentleness	Mildness and temperance	Crudeness	Enabling fragility
Acceptance	Receiving with calm confidence	Frustration	Detachment
Humor	Recognition of what is amusing	Drama	Flippancy
Agility	Physical and mental deftness	Specialization	Mediocrity
Humility	Moderation in modesty	Vanity	Diffidence
Discernment	Perception of what ought to be known	Ignorance	Stagnation
Patience	Even-tempered composure	Agitation	Lethargy
Serenity	Restful joy	Tension	Stupor
Love	Warm, affectionate attachment	Loneliness	Unhealthy adulation

** This handbook is bonus content for the I Wish series by Elizabeth Langston.*