PROFESSIONAL PRODUCT DEBUG COURSE

NAME: _____ DATE STARTED: _____

POST: _____ DATE COMPLETED: _____

ORG: _____

PREREQUISITE: Purif RD Complete
Drug RD Complete
BSM or Student Hat
OK to Operate an E-Meter (Optional).

LENGTH OF COURSE: 4 days full time, 6-8 days part time.

STUDY TECH: Apply full study tech throughout including Fast Flow rules. Study this course per HCO PL 23 Sep 79 SUCCESSFUL TRAINING LINEUP.

SEQUENCE: Once through in sequence given. An asterisk (*) denotes that the item is starrate. All other items are zero-rate.

PRODUCT: A Scientologist who fully understands and can apply LRH Product Debug Tech.

CERTIFICATE: The graduate of this course is awarded the PROFESSIONAL PRODUCT DEBUG COURSE certificate.

SECTION I - INTRODUCTION:

1.	HCO PL 7 Feb 65 Reiss. 15.6.70	KEEPING SCIENTOLOGY WORKING	_____	_____	_____
2.	HCO PL 17 Jun 70R Rev. 9.4.77	TECHNICAL DEGRADES	_____	_____	_____
3.	HCO PL 14 Feb 65	SAFEGUARDING TECHNOLOGY	_____	_____	_____
4.	HCOB 21 Dec 79	C/S Series 107	_____	_____	_____
5.	HCOB 11 Jan 80 I	C/S Series 108	_____	_____	_____
6.			_____	_____	_____
7.			_____	_____	_____
8.			_____	_____	_____

SECTION II - PRODUCT DEBUG SERIES:

1.	LRH ED 302 INT	DEBUG TECH BREAKTHROUGH	_____	_____	_____
2.	LRH ED 302-1 INT	DEBUG TECH CHEC LIST	_____	_____	_____
*3.	HCO PL 23 Aug 79	DEBUG TECH	_____	_____	_____
4.	DRILL: Do an actual inspection per Debug Tech and turn in the results to your Supervisor.		_____	_____	_____

5. DEMO: Fully each of the personal handling steps from the above PL.
6. *HCO PL 23 Aug 79 II DEBUG TECH CHECKLIST
7. DEMO: Each step fully with its handling.
8. *HCOB 30 Jan 73RB METHOD 9 WORD CLEARING
Rev. 19 Dec 79 THE RIGHT WAY
9. DRILL: Method 9 Word Clearing, then get checked out by the supervisor.
10. PRACTICAL: M9 another student under supervision.
11. HCO PL 7 Jul 79 CRASHING MIS-U DEFINITION
12. HCOB 26 Mar 79RB MISUNDERSTOOD WORDS AND
Rev. 2.9.79 CYCLES OF ACTION
13. *HCOB 17 Jun 79 CRASHING MIS-U: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
14. CLAY DEMO: Why it is the Word Clearer's first action to himself look up the definition and derivation of the word found in a Crashing Mis-U session.
15. DRILL: Crashing Mis-U Finding.
16. HCOB 18 Jun 79 LC1
17. If you have a Qual OK to operate an E-Meter drill the above Correction List fully.
17A. If you do not have a Qual OK to operate an E-Meter, demo each item until you are very familiar with this list and what it handles.
18. HCOB 16 Jul 79 THE "ELUSIVE" MIS-U OR CRASHING MIS-U
19. CLAY DEMO: The two causes of the "Elusive" Mis-U and how you would handle each.
20. HCOB 23 Aug 79 I CRASHING MIS-Us BLOCKS TO FINDING THEM
21. DEMO: (a) How Crashing Mis-Us can be buried.
(b) The handling of each of the above.
22. HCOB 26 Mar 79RB MISUNDERSTOOD WORDS AND CYCLES OF ACTION
23. CLAY DEMO: What is occurring when a person cannot complete a cycle of action.
24. DEMO: What is occurring when a person gets bogged down into organization.
25. *HCOB 7 Aug 79 FALSE DATA STRIPPING
26. CLAY DEMO: The basic anatomy of the "Glib Student".
27. DRILL: All the steps of False Data Stripping until you can handle it totally smoothly, then get checked out by the Supervisor.
28. PRACTICAL: Do False Data Stripping on another student.
29. PRACTICAL: Get False Data Stripping by another student.
30. HCO PL 23 Aug 79 DEBUG TECH
31. DRILL: (a) Steps 1-5 of the inspection section with a twin.
(b) Each of the steps A-R of the personal handling section with another student, looking up any of the references mentioned as needed to handle each step. Repeat this until you can handle each step accurately and smoothly.
32. HCO PL 23 Aug 79 II DEBUG TECH CHECKLIST
33. DRILL:
(a) If you have Qual OK to operate an E-Meter, drill assessing this list until you can do it flublessly.

If you do not have Qual OK to operate an E-Meter, drill it without an E-Meter until you can do it flublessly.
(b) Handle each item, referring to the references given, as needed until you feel comfortable handling each one.

34. PRACTICAL: Do a debug checklist on another person in the area that needs debugging and fully handle per the checklist.

35. PRACTICAL: Have a Debug Checklist done on you on an area in your life that needs debugging to a full handling per the checklist.

36. HCOB 23 Aug 79 II PRODUCT DEBUG REPAIR LIST

37. OPTIONAL: If qualified per above HCOB, drill Product Debug Repair List.

38.

39.

40.

SECTION III - ATTEST SECTION:

A. STUDENT COMPLETION:

I attest that I have fully completed the above checksheet, have no misunderstoods on the course materials and can successfully apply all the materials.

STUDENT: _____ DATE: _____

Director of Training FSO
and
Dept 17 Compilations I/C
and
Execution Officer SEEE

Authorized by AVC I/C Int

Approved by
Snr C/S Int
Watchdog Committee

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

WDCS:WDC:DM:JV:RF:SS:PK:kjm

DEBUG TECH REFERENCE PACK

LIST OF CONTENTS

1.	LRH ED	302 INT	DEBUG TECH BREAKTHROUGH (Superceeded by HCO PL 23 Aug 79 Iss I Product Debug Series 1 DEBUG TECH)
2.	LRH ED	302-1 INT	DEBUG TECH CHECKLIST (Superceeded by HCO PL 23 Aug 79 Iss II Product Debug Series 2 DEBUG TECH CHECKLIST)
3.	HCO PL	23 Aug 79 I	Product Debug Series 1 DEBUG TECH
4.	HCO PL	23 Aug 79 II	Product Debug Series 2 DEBUG TECH CHECKLIST
5.	HCO B	7 Jul 79	CRASHING MIS-U DEFINITION
6.	HCO B	17 Jun 79	Product Debug Series 3 URGENT-IMPORTANT CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
7.	HCO B	18 Jun 79	Product Debug Series 4 THE CRASHING MIS-U REPAIR LIST - LC1
8.	HCO B	16 Jul 79	Product Debug Series 5 THE "ELUSIVE" MIS-U OR CRASHING MIS-U
9.	HCO B	23 Aug 79	Product Debug Series 6 CRASHING MUs , BLOCKS TO FINDING THEM
10.	HCO PL	26 Mar 79 RB	Product Debug Series 7R MISUNDERSTOOD WORDS AND CYCLES OF ACTION MISUNDERSTOOD WORDS AND NO PRODUCT
11.	HCO B	7 Aug 79	Product Debug Series 8 FALSE DATA STRIPPING
12.	HCO B	23 Aug 79 Iss II	Product Debug Series 10 PRODUCT DEBUG REPAIR LIST
13.	HCO B	30 Jan 73 RC	METHOD 9 WORD CLEARING THE RIGHT WAY
14.	HCO PL	7 Aug 76 I	Admin Know How Series 33 NAME YOUR PRODUCT
15.	HCO PL	7 Aug 76 II	Admin Know How Series 34 WANT YOUR PRODUCT
16.	HCO PL	7 Aug 76 III	Admin Know How Series 35 TO GET YOU HAVE TO KNOW HOW TO ORGANIZE
17.	HCO PL	13 Mar 72	Esto Series 5 PRODUCTION AND ESTABLISHMENT ORDERS AND PRODUCTS
18.	HCO PL	14 Mar 72	Esto Series 7 FOLLOW POLICY AND LINES
19.	HCO PL	19 May 70	Data Series 8 SANITY

DEBUG REFERENCE PACK CONTENT LIST CONTINUED:

20. HCO PL	16 Mar 72	Esto Series 8 LOOK DON'T LISTEN
21. HCO PL	23 Mar 72	Esto Series 11 FULL PRODUCT CLEARING LONG FORM
22. HCO PL	4 Apr 72	Esto Series 14 ETHICS
23. HCO PL	31 Jan 72	Data Series 22 THE WHY IS GOD
24. HCO PL	25 May 73	Data Series 27 SUPPLEMENTARY EVALUATIONS
25. HCO PL	30 Sep 73	Data Series 30 SITUATION FINDING
26. HCO PL	29 Oct 71 II	Executive Series 1 THE EXECUTIVE
27. HCO PL	29 Oct 71 III	Executive Series 2 LEADERSHIP
28. HCO PL	27 Dec 70	Personnel Series 16 HAT PROGRAM PITFALLS
29. HCO PL	29 Jul 71	Personnel Series 21 WHY HATTING
30. HCO PL	13 Sep 70 II	Org Series 1 BASIC ORGANIZATION
31. HCO PL	14 Sep 70	Org Series 2 COPE AND ORGANIZE
32. HCO PL	14 Sep 70 II	Org Series 3 URGENT HOW TO ORGANIZE AN ORG
33. HCO PL	8 Oct 70	Org Series 8 ORGANIZING AND PRODUCT
34. HCO PL	22 Sep 70	Personnel Series 9 HATS
35. HCO PL	29 Oc t 70	Org Series 10 THE ANALYSIS OF ORGANIZATION BY PRODUCT
36. HCO PL	30 Dec 70	Org Series 20 ENVIRONMENTAL CONTROL
37. HCO PL	16 Mar 71	Org Series 25 LINES AND HAT
38. HCO PL	14 Jan 69	OT ORGS
39. HCO B	19 Aug 67	THE SUPREME TEST
40. HCO B	21 Jan AD 10	JUSTIFICATION
41. HCO PL	13 Jan AD 29R	ORDERS ILLEGAL AND CROSS HOW TO KEEP OUT OF TROUBLE
42. HCO PL	4 Oct 68	ETHICS PRESENCE
43. HCO PL	24 Jul 78	SUB-PRODUCTS
44. FDD	27-1 DIV 3 INT 25 Aug 76	FINANCIAL PLANNING MEMBER HAT CHECKSHEET

ADDITIONS:

L. RON HUBBARD

E X E C U T I V E D I R E C T I V E

LRH ED 302 INT 9 February 1979

TO: All Execs
All Staff
Programs Chiefs
Project & Mission Ops
Missionaires
AGs
LRH Comms
FRs

From: RON

Subject: DEBUG TECH BREAKTHROUGH

The following material has been so spectacular in its pilots that it must be released in a hurry! People on the pilot considered it a downright miracle!

Recently I noticed that quite a few programs were not progressing rapidly. I found many targets bugged. Project operators did not seem to know what to do and were getting loses and becoming frustrated. Their targets were "bugged".

"Bugged" is slang for snarled up or halted.

"Debug" means to get the snarls or stops out of something.

I had always been given to believe somebody had developed and written up debug tech. People would often tell me they had debugged this or that so of course I assumed that the tech existed and that issues and checksheets existed and were in use. Yet here were people operating projects who couldn't get the targets done by themselves or others.

I didn't recall ever having written any policy letter containing the tech of debugging programs or targets.

So I called for the various "Debug Checksheets" and "Debug Issues" they were using and found something very astonishing. None had any real tech on them to debug something. They just had various quotes that did not necessarily apply.

I did a study of the subject based on what people trying to debug should be doing and what they were not doing and developed a fast relatively simple system. I put it into use in the hands of project operators in very bugged areas which had brought them into apathy and even tears of frustration. And they came streaming back in wild excitement. IT WORKED! Their areas were ROLLING!

So, at a time when speed of execution of programs is of the essence, I am quickly releasing this new tech to you.

This is a temporary issue to release the data and as soon as it is fully codified it will become a PL and be released with a supporting checksheet. This debug tech is tested, fully valid and for <u>immediate</u> use.

Debug Tech is vitally needed by LRH Comms, FRs, COs, EDs, Project and Mission Ops and AGs but it can be used by every executive and every staff member.

THE TECH

In inspecting an area you wish to debug, you do the following:

1. You look for what products have been gotten out in the past.
2. You look for products that are completed.
3. You look for what products can be attained in the immediate future.
4. You look for value of products as compared to overall cost of production.
5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

When you first inspect an area for products, you just look. Policies on Look Don't Listen apply. Don't listen to how they are going to get 150 products, just look and walk around with a clipboard. If you don't see 150 products waiting to be shipped, they don't exist. If you don't see invoices for 150 shipped products, they don't exist and never have. The product is either there or there is ample shipping or departure or finance evidence that they have just left or been shipped. Products that are only in people's head don't exist. The most wide trap the debugger can fall into is, "But next week...", since experience will tell you that next week's production may never arrive. The definition of product is something that can be exchanged for a valuable product or currency. They have sub-products. These are necessary. A sub-product can also be an overt product and block final products.

When you have done your product inspection, you then look over the period of time from a viewpoint of time and motion. This is to answer the question, "Are things arranged so that there is no time wasted in useless motions which are unnecessary?" This includes poor placement of materiel on a flow line or tool sheds five miles from the site of work so that one has to go there every time one wants a hammer, for out-of-sequence flows, for waits. One counts up the amount of wasted time simply because of the disorganization of a place. It isn't enough to say a place is disorganized. How is this disorganization consuming time and motion which is not resulting in a higher quantity of production? Examples of this are quite gross.

When you have done this study, during which of course you have made notes, you will have the raw materials necessary to make an estimation of the area.

If there is not an adequate and even spectacular record of products getting out and if products have to be redone or if no products are coming out, you proceed as follows:

Find a product that can be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

When you have gotten them on that, you enter in upon a second stage of debug. This consist essentially of finding if the place is knowledgeable enough to be producing what is actually valuable or being needed from it.

This is accomplished as follows:

A. Where are the orders relating to this target (or project or production area)? (Can include policies, directives, orders, bulletins, issues, despatches, tapes, valid texts and previous debugs and any and all files.)

B. Have you read them?

C. Do you have Mis-Us on these?

D. Are there financial or logistics problems on them?

E. Are there personnel problems?

F. Are there hatting problems?

G. Is there exterior influence stopping the production which cannot be handled in the production area?

H. What other excuse exists?

Normally, in an area that is very bogged and not producing, the first question or two will deliver the reasons right into your hands. They are trying to produce blue ruddy rods but the order they finally dig up after a fifteen minute search says specifically and directly that green finglebums are what are wanted here and that blue ruddy rods are forbidden. It is usually outrageous and large. As you go down the list you will find out that you are running into things which open the door to justification. So you take very good care to notice the justifications which are being used. You will get reports in the latter part (from D onward) which may or may not spot an exterior interference not under the control of the project, but at this point another step enters in for the person debugging it. When told that these exist, the wise debugger immediately verifies. The simplest way to verify is to ask the person who is supposed to be putting stops on the line if he has issued such orders. You commonly find out he hasn't. But if he has, then you have started to locate your area to handle.

You commonly run into verbal tech at which moment you use a small checklist. "How to Defeat Verbal Tech".

HOW TO DEFEAT VERBAL TECH CHECKLIST

1. If it isn't written it isn't true.
2. If it's written, read it.
3. Did the person who wrote it have the authority or know how to order it?
4. If you can't understand it, clarify it.
5. If you can't clarify it, clear the Mis-Us.
6. If the Mis-Us won't clear, query it.
7. Has it been altered from the original?

8. Get it validated as a correct, on-channel, on-policy, in-tech order.

9. Only if it holds up this far, force others to read it and follow it.

IF IT CAN'T BE RUN THROUGH AS ABOVE IT'S FALSE!

CANCEL IT!

Handling of course is indicated with what you find. But handling must always be in the direction of at least 50% organize and 50% production. Do not go for an all-organize handling. Do not go for an all-production handling.

The above tech will carry almost anyone through. It is important to remember that debug tech applies from the very small thing to the huge one. Anyone can use the above even if relatively untrained except in the above debug tech.

Debugging can be as extensive as a whole new evaluation of the area or as simple as debugging why targets are not being done.

If the debugger is very trained, including the proper form of the org and the Data Series, etc., his cycle would be:

a. Inspect as above (or amass the data necessary to serve as an inspection),

b. Find the outpoints,

c. Evaluate,

d. Program it,

e. Get the program done by debugs.

A full checksheet to make a master at this art is pretty extensive. A master at it would look like a miracle-worker to any big corporation in the world. It is ample just now that you can use it and be looked on as merely a genius.

For the moment, it suffices that the above IS the tech. You don't have to be an evaluator to use debug tech.

Use it!

Happy Honest Dones!

L. RON HUBBARD
FOUNDER

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:LRH:clb

L. Ron Hubbard

EXECUTIVE DIRECTIVE

LRH ED 302-1 INT 8 May 1979

To: All Execs
All Staff
Programs Chiefs
Project & Mission Ops
Missionaires
AGs
LRH Comms
FRs

From: RON

Subject: DEBUG TECH CHECKLIST

Production is the basis of morale. People who don't get products have low morale.

Executives and responsible people have the task of getting out products. When they don't get them out, the unit or organization fails.

It is extremely upsetting and puzzling to a staff member and to his seniors when he can't get out the products expected of him. I have seen an executive going around in circles for weeks trying to guess why such and such a staff member couldn't get out the products of his post or area. I have seen staff members actually in tears because they were unable to achieve the products of their post. I have also seen people busy busy busy and totally unaware of the fact that they were producing absolutely nothing.

LRH ED 302 was a breakthrough. People have had great success applying it.

To give them even greater successes, the following checklist has been developed. It includes and refers to tech issues which are breakthroughs in their own right and which will become a basic rundown of great importance. However, they have been included as references in this checklist so that the checklist will be complete and will go on being useful even after the person has had a full basic rundown where something might have been missed.

The whole object of this checklist is to debug a lack of products and accomplishments of an org or post.

This checklist can be assessed on a meter or be administratively used (off the meter) by a Mission Ops, Programs Ops, Project Ops, executive and anyone else needing to debug a Cycle of Action, including the staff member himself.

The probability is that it is the first one (Crashing Misunderstood). And it is highly probable that up to #12 will also be present. One or more of the remainder of the list might be present, but would seldom be the primary reason - it would mainly be found to be justifications. But in some cases some of the later ones will also have to be straightened out.

Sometimes some of the first 12 will have to be handled before #1 can be found, particularly overts and withholds.

1. CRASHING MISUNDERSTOOD. _____

(Handle per HCO PL 26 Mar 79 (Esto Ser 35) and new HCO PL on Crashing MUs which is about to come out.)

2. OVERT ACTS ON THE AREA. _____

(Pull them per W/H system.)

3. WITHHOLD ABOUT THE AREA. _____

(Pull it per W/H system.)

4. FALSE REPORTS. _____

(Pull per W/H system.)

5. PR INSTEAD OF PRODUCTION. _____

(Pull per W/H system.)

6. ETHICS TECH AND FORMULAS UNHANDLED. _____

(Get them handled.)

7. NO IDEA OF THE PRODUCT. _____

(Get a complete and accurate statement of the correct product and clear it per Esto Series 5, SHORT FORM PRODUCT CLEARING. See also HCO PL 7 Aug 76 Iss I Esto Ser 31 PRODUCT/ORG OFFICER SYSTEM, NAME YOUR PRODUCT.)

8. FALSE DATA. _____

(Handle per HCOB 3 Feb 79 STRIPPING OFF FALSE DATA, VERBAL DATA AND CONTRARY DATA IN TRAINING.)

9. ABSENCE OF DRILLING. _____

(Get drilling done per FOs 3730, 3730-1, 3730-2, 3730-3.)

10. ABSENCE OF HATTING. _____

(Get him hatted.)

11. ABSENCE OF CRAMMING. _____

(Get the subject cramming is needed on and get him to cramming.)

12. FALSE CRAMMING. _____

(Handle per HCOB 3 Feb 79 STRIPPING OFF FALSE DATA. VERBAL DATA AND CONTRARY DATA IN TRAINING.)

13. A DISASSOCIATION BETWEEN THE DEFINITION AND THE PHYSICAL UNIVERSE. _____

(Have him demonstrate and give real examples of the definition and then program for M8 and M9 program.)

14. NO ORDERS. _____

(2WC to find out if A) he's needing orders due to not knowing his hat or if B) he's not getting any direction or guidance from his senior. Handle by A) hatting him or B) by doing this checklist on his senior.)

15. HASN'T READ THE ORDERS. _____

(Have him read, Word Clear and starrate the orders.)

16. NEVER RECEIVED THE ORDERS. _____

(Have him get the orders.)

17. CROSS ORDERS. _____

(Find out what and handle per HCO PL 13 Jan AD29 ORDERS, ILLEGAL AND CROSS.)

18. ILLEGAL ORDERS. _____

(Indicate it and handle per HCO PL 13 Jan AD29 ORDERS, ILLEGAL AND CROSS.)

19. AVOIDANCE OR NEGATION OF POLICY. _____

(Pull the O/W(s) per W/H system.)

20. POLICY UNKNOWN. _____

(Determine what policy and have the person read, starrate and demo it.)

21. NO POLICY. _____

(Indicate it and have him work out what the policy should be and have him submit it for approval.)

22. LACK OF TECH. _____

(Indicate it and have him get familiar with the exact problem he's encountering and make him work out a solution that will handle it.)

23. VERBAL TECH. _____

(Find out what and handle per LRH ED 302 INT "How to defeat verbal tech checklist".)

24. ACTIVE CI ON THE PART OF THE PERSON. _____
Counter intention

(Pull O/Ws per the W/H system and then locate the MU. Then watch him and remove him if he remains CI.)

25. ACTIVE CI ON THE PART OF OTHERS. _____

(Find out who and get their O/Ws pulled and MUs found. Remove if the person(s) remains CI.)

26. OTHER INTENTIONEDNESS ON THE PART OF THE PERSON. _____

(Pull O/Ws per the W/H system and then locate the MU. Then watch him and remove him if he remains CI.)

27. OTHER INTENTIONEDNESS ON THE PART OF OTHERS. _____

(Find out who and get their O/Ws pulled and MUs found. Remove if the person(s) remains CI.)

28. LACK OF INTEREST. _____

(Find out if it's out-ruds or MUs or past failures and handle.)

29. NO INTEREST. _____

(Find out if it's out-ruds or MUs or past failures and handle.)

30. LACK OF VALUE OF THE CYCLE OF ACTION ITSELF. _____

(Find the MU and handle. Have him demo the Cycle of Action out.)

31. LACK OF TECHNICAL KNOW-HOW. _____

(Locate the area of technical know-how in which he's lacking in and get him studying the tech on it.)

32. HUGE PRODUCTION BUG. _____

302 INT DEBUG TECH.)

33. ABSENCE OF ALTITUDE. _____

(Have him read FO 1432 ETHICS PRESENCE and Exec Series 1 and 2 and have him demonstrate them and how he can use them on his post.)

34. LACK OF PROXIMITY TO THE SCENE. _____

(Indicate it and have him get on the correct comm lines and get in his ARC with the scene - handle ruds if necessary.)

35. NO COMM LINES. _____

(Determine whether this is from W/Hs or MUs and handle accordingly.)

36. INABILITY TO COMMUNICATE. _____
(Pull his W/Hs. Make him do Reach & Withdraw on the people and objects of his area.)

37. SCARCITY OF PERSONNEL. _____
(Indicate it and then investigate and handle HCO which is usually up to its ears in personnel requests and busy on them instead of putting an HCO there that properly utilizes, recruits, hats and properly utilizes personnel. This may mean doing this debug checklist on the HAS or any person responsible for that division or activity because they aren't getting the products of staff members who produce.)

38. FINANCE BUGS. _____

(Find out what and get it debugged and also, if it amounts to that, get the whole Finance Committee through the FP pack.)

39. BAD HEALTH. _____

(Send to the MO (on an MO routing form) and get it handled.)

40. ACCIDENTS _____

(Get a PTS Check done.)

41. LACK OF ORGANIZATION. _____

(Handle per HCO PL 14 Sep 70 Iss II Org Ser 3 HOW TO ORGANIZE AN ORG.)

42. TIME. _____

(Find out if there's just NOT ENOUGH time to do what he has to do or if he's wasting time by not being organized or is being Dev-Ted and handle.)

43. LOGISTICS PROBLEMS. _____

(Find out what it is and handle with LRH ED 302 INT, DEBUG TECH.)

44. NO EQUIPMENT. _____

(Find out what is needed, if it is really needed, and if so debug it per 302 so it is gotten. Remember that there are enormous percentages of people who absolutely have to have before they can possibly do and use that usually as an excuse not to produce.)

45. LUCK. _____

(2WC his consideration on it and bring his cause level up.)

46. OTHER EVENTS. _____

(Find out what and handle with debug tech.)

47. OTHER REASONS. _____

(Find out what and handle with debug tech.)

L. RON HUBBARD
FOUNDER

Assisted by

Ens. Michele Barnett
Commodore's Messenger
and
Cmdr. David Mayo
Snr C/S Int

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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BDCS:LRH:DM:MB:sb:jk

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 23 AUGUST 1979
ISSUE I

Remimeo
Product Officers
Org Officers
Execs
All Staff
Programs Chiefs
Project Operators
Mission Operators
Missionaires
Assistant Guardians
Flag Representatives
LRH Communicators
Cramming Officers
Review

Product Debug Series 1

Esto Series 37

DEBUG TECH

Ref:	LRH ED 302 INT	DEBUG TECH BREAKTHROUGH
	HCO PL 23 Aug 79 II	DEBUG TECH CHECKLIST
	HCO B 23 Aug 79 II	PRODUCT DEBUG REPAIR LIST
	HCO B 17 Jun 79	URGENT, IMPORTANT - CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
	HCO B 7 Aug 79	FALSE DATA STRIPPING
	HCO PL 26 Mar 79RA	MISUNDERSTOOD WORDS AND CYCLES OF ACTION - MU WORDS AND NO PRODUCTS
	HCO B 23 Aug 79 I	CRASHING MUs, BLOCKS TO FINDING THEM

When I wrote LRH ED 302 DEBUG TECH BREAKTHROUGH in February of this year I promised that there would be a Policy Letter issued covering the tech more fully. Well, there have been further breakthroughs in the area of debugging production. The tech given in that LRH ED has been acclaimed by hundreds to be miraculous. This policy reissues that tech and brings it up to date with the new discoveries.

HISTORY

Recently I noticed quite a few programs were not progressing rapidly. I found many targets bugged. Project Operators did not seem to know what to do and were getting losses and becoming frustrated. Their targets were "bugged".

"Bugged" is slang for snarled up or halted.

"Debug" means to get the snarls or stops out of something.

I had always been given to believe somebody had developed and written up debug tech. People would often tell me they had debugged this or that, so of course I assumed that the tech existed and that issues and checksheets existed and were in use. Yet here were people operating projects who couldn't get the targets done by themselves or others.

I didn't recall ever having written any Policy Letter containing the tech of debugging programs or targets.

So I called for the various "Debug Checksheets" and "Debug Issues" they were using and found something very astonishing. None had any real tech on them to debug something. They just had various quotes that did not necessarily apply.

I did a study of the subject based on what people trying to debug should be doing and what they were not doing and developed a fast, relatively simple system. Some Project Operators were located in very bugged areas which had brought them to apathy and even tears of frustration. The new debug tech was put into their hands and they came streaming back in wild excitement. It worked! Their areas were rolling!

I am releasing this tech to you as it is vital that programs are quickly executed and that production occurs.

This debug tech is tested, fully valid and for immediate use.

Debug tech is a vital executive tool. Anyone who is responsible for getting targets and programs executed, getting production out, turning insolvency into solvency and generally making a better world frankly can't live without it.

Debug tech is used to debug program targets, programs, a lack of completion of the cycles of action which lead to production and in short, whenever there is any insufficiency of viable products coming from an area, org or individual.

THE TECH

I. INSPECTION

The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:

1. You look for what products have been gotten out in the past.

2. You look for products that are there completed.

3. You look for what products can be attained in the immediate future.

4. You look for the value of the products produced as compared to the overall cost of the production organization.

5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

The full volume of data on how to do an Investigation is given in the Investigations Checksheet on page 175 of The Volunteer Minister's Handbook.

When you first inspect an area for products you just look. Policies on "Look Don't Listen" apply (HCO PL 16 Mar 72, Esto Series 8, LOOK DON'T LISTEN). Don't listen to how they are going to get 150 products, just look and walk around with a clipboard.

If you don't see 150 products waiting to be shipped or invoices showing they have been, they don't exist. If you don't see receipts for 150 shipped products, they don't exist and never have. The product is either there or there is ample ship-

ping or departure or finance evidence that they have just left or been shipped. Products that are only in people's heads don't exist.

Dreams are nice -- in fact they are essential in life but they have to be materialized into the physical universe before they exist as products.

The most wide trap the debugger can fall into is, "But next week....", since experience will tell you that next week's production may never arrive. The definition of product is something that can be exchanged for a valuable product or currency. They have sub-products. These are necessary. A sub-product can also be an overt product and block final products.

When you have done your product inspection, you then look over the period of time from a viewpoint of time and motion. This is to answer the question, "Are things arranged so that there is no time wasted in useless motions which are unnecessary?" This includes poor placement of materiel on a flow line or tool sheds five miles from the site of work so that one has to go there every time one wants a hammer, out-of-sequence flows or waits.

One counts up the amount of wasted time simply because of the disorganization of a place. It isn't enough to say a place is disorganized. How is this disorganization consuming time and motion which is not resulting in a higher quantity of production? Examples of this are quite gross.

When you have done this study, during which of course you have made notes, you will have the raw materials necessary to make an estimation of the area.

If there is not an adequate and even spectacular record of products getting out and if products have to be redone or if no products are coming out, you proceed as follows:

II. PERSONAL HANDLING

Find a product that can be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

Do not let this Debug act as an excuse for them not to produce. The first step of this handling is to demand production.

When you have gotten them on that, you enter in upon a second stage of debug. This consists essentially of finding if the place is knowledgeable enough and able enough to produce what is actually required and what is actually valuable or being needed from it.

This is accomplished as follows:

(Note: You should not attempt to find Crashing MUs, etc. until the above inspection and the Steps A to H below have been done.)

A. Where are the orders relating to this target (or project or production area)? (Can include policies, directives, orders, bulletins, issues, despatches, tapes, valid texts and previous debugs and any and all files.)

Handling: Collect up all of the orders relating to this target (or project or production area). This

includes the orders and policies the person is operating off of as well as all those he should be operating off of. At this point you may need to employ the "How to Defeat Verbal Tech Checklist":

1. If it isn't written it isn't true.

2. If it's written, read it.

3. Did the person who wrote it have the authority or know how to order it?

4. If you can't understand it, clarify it.

5. If you can't clarify it, clear the MUs.

6. If the MUs won't clear, query it.

7. Has it been altered from the original?

8. Get it validated as a correct, on-channel, on-policy, in-tech order.

9. Only if it holds up this far, force others to read it and follow it.

IF IT CAN'T BE RUN THROUGH AS ABOVE IT'S FALSE! CANCEL IT! And use HCOB 7 Aug 79 FALSE DATA STRIPPING as needed.

B. Have you read the orders?

Handling: If he has not read them then have him read, word clear and starrate them.

Ca. Do you have MUs on these orders?

Handling: Get the orders word cleared using M4, M9 or M2 Word Clearing -- whatever word clearing is needed to fully clear any MUs he has.

Cb. Do you have false data on these orders?

Handling: Strip off the false data per HCOB/PL 7 Aug 79 FALSE DATA STRIPPING.

Handle this step (Ca and Cb) until the person has duplicated the orders and issues relating to this production area.

D. Are there financial or logistics problems on them?

Handling: Debug using HCO PL 14 Mar 72, Issue II, Esto Series 7, FOLLOW POLICY AND LINES and Flag Divisional Directive of 25 Aug 76 FINANCIAL PLANNING MEMBER HAT CHECKSHEET. Debugging this may require getting the whole FP Committee through the FP pack.

E. Are there personnel problems?

Handling: Debug this using HCO PL 16 Mar 71 Org Series 25, Personnel Series 19, LINES AND HATS and the Personnel Series, as given in The Management Series.
It may be necessary to do this Debug on the HAS or any person responsible for getting the products of staff members who produce.

F. Are there hatting problems?

Handling: Handle this using full word clearing and False Data Stripping and get the scene debugged using HCO PL 29 Jul 71 Personnel Series 21, Org Series 28, WHY HATTING? and HCO PL 22 Sep 70 Personnel Series 9, Org Series 4, HATS and HCO PL 27 Dec 70, Personnel Series 16, HATS PROGRAM PITFALLS.

Hatting problems may include the total and utter lack of a hatting course for the staff or a hatting course where WHAT IS A COURSE? PL is flagrantly not in and if you find this you have gotten to the root of why you are working hard debugging all over the place and it had better be handled quick.

It may also be that the area senior doesn't make sure his staff puts in study time off production hours and in this you may find the senior is a failed student himself and this you would also have to handle.

Note: A person who cannot be hatted at all has false data. The handling would be to strip off the false data.

G. Is there exterior influence stopping the production which cannot be handled in the production area?
Handling: Handle using HCO PL 31 Jan 72, Data Series 22, THE WHY IS GOD and HCO PL 25 May 73 Data Series 27, SUPPLEMENTARY EVALUATIONS and HCO PL 30 Dec 70, Org Series 20, ENVIRONMENTAL CONTROL.

When told that these exterior influences exist the wise debugger immediately verifies. The simplest way to verify is to ask the person who is supposed to be putting stops on the line if he has issued such orders. You commonly find out he hasn't. But if he has, then you have started to locate your area to handle.
You commonly run into verbal tech at which moment you use the "How to Defeat Verbal Tech Checklist".

H. What other excuses exist?

Handling: As per HCO PL THE WHY IS GOD, HCO PL 19 May 70, Data Series 8, SANITY, HCO PL 30 Sep 73, Data Series 30, SITUATION HANDLING and HCOB 19 Aug 67, THE SUPREME TEST

And once any obvious ones in the above have been handled, and production still isn't rolling, you have:

I. Routine finding of MUs per Word Clearing Series.

J. Crashing MU Tech per HCO B 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing MU finding is done exactly per this HCOB. Crashing MUs can be buried or suppressed as covered in HCOB 23 Aug 79, CRASHING MUs, BLOCKS TO FINDING THEM. The factors as listed in that HCOB which can cause a Crashing MU to remain hidden and unknown may have to be handled before the Crashing MU appears.

K. Do they have any idea at all that they should be getting out any products? Or do they pretend to but don't?

Handling: Simply two-way comm of why the guy was there. It might come as a startling realization that he is supposed to get out products. This can be backed up with Exchange by Dynamics, HCO PL 4 Apr 72, Esto Series 14, ETHICS and Short Form Product Clearing, HCO PL 13 Mar 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.

There is also such a thing as a person who will not complete a cycle of action. This is normally true of what we call a "suppressive person" or even an insane person.

Handling: Get the person's case looked into by a competent C/S and also by the Ethics Officer for background.
But as PTS people are in suppressive persons' valences he may only be PTS.

Handling: See Section P below for de-PTSing.

L. Wrong stat. The person has been given a stat that has nothing to do with what he is supposed to produce.

Handling: Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.

M. Wrong VFP or wrong product? Do they have the idea of VFP right? (or does the org think it's the award rather than the product, i.e. GI rather than an audited paying pc or a trained paying student?).

It of course can occur, amazingly, that the person or department, etc. is trying to turn out a product that has no exchange value. This can occur because what they do produce is so flubby as to be called "an overt product" which nobody can use further on up the line or even at the end of the line. You handle this by coming down on their sense of fitness of things. Overt products waste resources and time and personnel and are actually more destructive than on first glance. They cannot be exchanged but they also waste resources as well as lose any expected return. You can remedy this sort of thing by improving their tech so they do turn out something decent and useful.
They can also be turning out a type of product nobody wants -- such as 1819 buggy whips in a Space Age. They may be great buggy whips but they won't exchange because nobody wants them.

They may also be getting out products of excellent quality but never tell anybody they have or do them. This can apply as narrowly as one worker who doesn't tell anybody he is having or doing them or a whole organization which, with complete asininity, never markets or advertises their products.

It is also possible that a combination of all three things above may be found.

It also may be they have all sorts of products they could get out but they never dreamed of getting them out yet their life blood may depend upon it.

Handling: HCO PL 24 Jul 78, SUB-PRODUCTS, which tells how to compile a sub-products list and attain VFPs. Exchange by Dynamics per HCO PL 4 Apr 72, Esto Series 14 ETHICS and Full Product Clearing Long Form on the correct and actual VFP (as well as any other products the person or area may have), as well as Marketing and PR Tech.

N. Never figured out what they would have to do to get a product?

Handling: Handle this using HCO PL 7 Aug 76, Issue I, II and III, Admin Know-How Series 33, NAME YOUR PRODUCT, Admin Know-How Series 34, WANT YOUR PRODUCT, Admin Know-How Series 35, TO GET YOU HAVE TO KNOW HOW TO ORGANIZE, HCO PL 24 Jul 78, SUB-PRODUCTS and HCO PL 14 Jan 69, OT ORGS.

O. Out-ethics?

Handling: Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past conditions and the ethics policies that apply.

P. Is the area or individual creating problems and demanding solutions to them?

Handling: Give the person PTS handling as per Ethics policies. If and when available, get the personnel de-PTSed using Clay Table De-PTSing as per HCOB CLAY TABLE DE-PTSing -- THEORY AND ADMINISTRATION. (Note: Clay Table De-PTSing can only be done on someone by a person who has had the step himself.)

Q. Total organize? (Is the area organizing only?)

Handling: This is an indicator of many misunderstoods in the area, especially on the part of its senior. The senior and the personnel in the area need full word clearing on the materials to do with the production area, including Crashing MU finding as in J (ref: HCO PL 26 Mar 79RA MISUNDERSTOOD WORDS AND CYCLES OF ACTION - MU WORDS AND NO PRODUCTS) off production hours and meanwhile make them produce what they can.

R. Organization adequate to get the product?

Inadequate organization:

Handling: Debug the organization per HCO PL 13 Sep 70, Org Series 1, BASIC ORGANIZATION, HCO PL 14 Sep 70, Org Series 2, COPE AND ORGANIZE, HCO PL 14 Sep 70, Org Series 3, HOW TO ORGANIZE AN ORG. HCO PL 8 Oct 70, Org Series 8, ORGANIZING AND PRODUCT, HCO PL 29 Oct 70, Org Series 10, THE ANALYSIS OF ORGANIZATION BY PRODUCT.

No organization:

Handling: This is the situation where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. The handling is to clear the misunderstoods (including Crashing MUs) in the area, particularly on the purpose of the production and why one is producing.

Lacking a sense of organization?

Handling: Lack of a sense of organization lies below the level of MUs, overts and withholds and PTSness -- and you have to go north through PTSness and overts and withholds to even get to the MUs.

The handling would be De-PTSing as in Step P. Then handle any overts and withholds and then clear the MUs in the area being addressed (including Crashing MUs).

Debug tech is laid out as a checklist in HCO PL 23 Aug 79, Issue II, DEBUG TECH CHECKLIST. It is a very useful checklist as the points of debug can be assessed on a meter by an auditor (or any person trained to use an E-Meter) or be administratively used by anyone wishing to debug an area.

HCOB 23 Aug 79, Issue II, PRODUCT DEBUG REPAIR LIST is for use by an auditor to repair someone who has been messed up by somebody trying to debug his area. As faulty debugging can mess a person up, this Repair List has been written to remedy that, should it occur.

Normally, in an area that is very bogged and not producing, the first question or two will deliver the reasons right into your hands. They are trying to produce blue ruddy rods but the order they finally dig up after a fifteen minute search says specifically and directly that green finglebums are what are wanted here and that blue ruddy rods are forbidden. It is usually outrageous and large. As you go down the list you will find out that you are running into things which open the door to justification. So you take very good care to notice the justifications which are being used. The handling of justifications is indicated in HCOB 23 Aug 79, Issue I, CRASHING MUs, BLOCKS TO FINDING THEM and the HCOB of JUSTIFICATIONS 21 Jan AD10.

WHAT TO HANDLE

Handling of course is indicated by what you find and the above references. But handling must always be in the direction of at least 50% production. Even while debugging do not go for an all-organize handling. Also do not go for an all-production handling.

A person, once trained on the data as contained in this PL, Crashing MU tech, False Data Stripping and Product Clearing, will be able to get almost any area debugged and producing. It is important to remember that Debug Tech applies from the very small expected action to the huge expected project.

THE EP OF DEBUG

The above debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the above steps. And when it does you let the area get on with producing the products they are now able to produce.

EVALUATION AND PROGRAMMING

There is a whole different technology called Evaluation. The full tech on how to execute and program is contained in the Data Series and the Data Series Evaluator's Course and BPL 4 Jul 78 ELEMENTARY EVALUATOR'S COURSE and the Target Series HCO PLs: 14 Jan 69 OT ORGS, 16 Jan 69 TARGETS, TYPES OF, 18 Jan 69, Issue II, PLANNING AND TARGETS, 24 Jan 69, TARGET TYPES, 24 Jan 69, Issue II, PURPOSE AND TARGETS and HCO PL 4 Dec 73, Data Series 32, TARGET TROUBLE. One is expected to know how to evaluate. But even after you have evaluated, evaluations contain targets. And targets get bugged. So you will need Debug Tech even when you are an accomplished evaluator.

With the Debug Tech and the added steps of Crashing MU finding, overts and withholds, False Data Stripping, Product Clearing, etc. you will be able to crack the back of the most resistive non-producing areas and get them into roaring, high-morale production.

Between February 79 and 23 August 79 I have spent a great deal of development time on the technology needed to completely debug people, projects, targets and production. A very large number of missions, researches and pilots were undertaken to discover and polish up this tech. It can now be considered a completed development cycle.

The above IS the Tech.

USE IT!

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 23 AUGUST 1979
ISSUE II

Remimeo
Tech
Qual
All Execs
All Staff
Programs Chiefs
Project Operators
Mission Operators
Missionaires
AGs
LRH Comms
FRs

Esto Series 38

Product Debug Series 2

DEBUG TECH CHECKLIST

Ref: HCO PL 23 Aug 79 DEBUG TECH
Issue I
HCO B 23 Aug 79 PRODUCT DEBUG
Issue II REPAIR LIST
The Product Debug Series

(This Checklist is clarified by HCO PL 23 August 79, Issue I, DEBUG TECH, and is used in conjunction with that PL.)

Production is the basis of morale. People who don't get products have low morale.

Executives and responsible people have the task of getting out products. When they don't get them out, the unit or organization fails.

It is extremely upsetting and puzzling to a staff member and to his seniors when he can't get out the products expected of him. I have seen an executive going around in circles for weeks trying to guess why such and such a staff member couldn't get out the products of his post area. I have seen staff members actually in tears because they were unable to achieve the products of their post. I have also seen people busy, busy, busy and totally unaware of the fact that they were producing absolutely nothing.

LRH ED 302 was a breakthrough. It has now been written into HCO PL 10 June 79, DEBUG TECH and contains a considerably expanded tech on how to debug products. People have had very great success in applying it.

To give them even greater successes, I have rewritten LRH ED 302-1 into this PL. The whole object of this Checklist is to debug a lack of products and accomplishments of an org or post.

This Debug Checklist is used in conjunction with HCO PL DEBUG TECH. It gives the person doing the Debug a list of things that could be standing in the way of production. The sequence of handling is as laid out in the Debug Tech PL. The first action is an inspection of the area. Then come the personal handling steps.

This sequence must be followed in any debug action. For instance, if you haven't done the inspection then how would you know what it is you are trying to debug?

This Checklist can be assessed on a meter or be administratively used (off the meter) by Mission Operators, Program Operators, Project Operators, Evaluators, Executives and anyone else needing to debug a cycle of action or lack of products, including any staff member or student himself.

When assessed on a meter, each reading line would be taken to F/N by doing the handling given for that line.

When doing this Checklist the individual should have the issues and references he may need to carry out the handlings along with him.

THE EP OF DEBUG

Debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the steps. And when it does you let the area get on with producing the products they are now able to produce.

PRODUCT DEBUG REPAIR LIST

In case of a bog or trouble on the following Checklist use HCOB 23 Aug 79, Issue II, Product Debug Series 10, PRODUCT DEBUG REPAIR LIST to repair the person so he can continue with the Debug actions.

INSPECTION

OO. The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:

1) You look for what products have been gotten out in the past.

2) You look for products that are there completed.

3) You look for what products can be attained in the immediate future.

4) You look for the value of the products produced as compared to the overall cost of the production organization.

5) You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

Full data on how to do this inspection is given in HCO PL 23 Aug 79, Issue I, DEBUG TECH.

O. Find a product that <u>can</u> be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

THE CHECKLIST

Section A:

A1. NO ORDERS?
(Find out if (a) he's needing orders due to not knowing his hat or if (b) he's not getting any direction or guidance from his senior. Handle (a) by getting him hatted, or (b) by doing this checklist on his senior.)

A2. NEVER RECEIVED THE ORDERS?
(Have him get the orders and handle any cut line that isn't relaying the orders.)

A3. CROSS-ORDERS?
(Find out what and handle per HCO PL 13 Jan AD29, ORDERS, ILLEGAL AND CROSS.)

A4. ILLEGAL ORDERS?
(Find out what and handle per HCO PL 13 Jan AD29, ORDERS, ILLEGAL AND CROSS.)

A5. VERBAL TECH?
(Find out what and handle per the "How to Defeat Verbal Tech Checklist" and HCO PL 7 Aug 79, FALSE DATA STRIPPING.)

Section B:

B1. HASN'T READ THE ORDERS?
(Have him read, word clear and starrate the orders.)

B2. AVOIDANCE OR NEGATION OF POLICY?
(Pull the O/Ws per W/H system. Then clear up his MUs on the relevant policy.)

B3. POLICY UNKNOWN?
(Determine what applicable policy is unknown to him and have read, word clear and starrate it.)

B4. NO POLICY?
(Have him work out what the policy should be and submit it for approval.)

B5. LACK OF TECH?
(Have him get familiar with the exact problem he's encountering and make him work out a solution that will handle it.)

Section C:

C1. MISUNDERSTOODS?
(Find and clear the MUs.)

C2. MISUNDERSTOODS ON THE ORDERS?
(Find and clear the MUs.)

C3. DOESN'T UNDERSTAND THE ORDERS?
(Handle with word clearing and false Data Stripping.)

C4. FALSE DATA ON THE ORDERS? _____
(Handle with HCO PL 7 Aug 79, FALSE DATA STRIPPING.)

C5. OUT OF AGREEMENT WITH THE ORDERS? _____
(Handle any out-ruds. Then handle with word clearing and False Data Stripping.)

C6. LACK OF INTEREST? _____
(Find out if it's out-ruds or MUs or past failures and handle accordingly.)

C7. NO INTEREST? _____
(Find out if it's out-ruds or MUs or past failures and handle accordingly.)

C8. LACK OF VALUE OF THE CYCLE OF ACTION ITSELF? _____
(Find his MUs and handle. Have him demo out the cycle of action.)

Section D:

D1. FINANCE BUGS? _____
(Find out what and get it debugged and also if it amounts to that, get the whole FP Committee through the FP Pack.)

D2. LOGISTICS PROBLEMS? _____
(Find out what it is and handle with HCO PL 14 Mar 72, Issue II, Esto Series 7, FOLLOW POLICY AND LINES, and any other Debug Tech needed.)

D3. NO EQUIPMENT? _____
(Find out what is needed, if it is really needed, and if so debug it per D1 and D2 above so it is gotten. Remember that there are enormous percentages of people who absolutely have to have before they can possibly do and use that usually as an excuse not to produce.)

Section E:

E1. SCARCITY OF PERSONNEL? _____
(Indicate it and then investigate and handle HCO which is usually up to its ears in personnel requests and busy on them instead of putting an HCO there that properly recruits, hats and utilizes personnel. This may mean doing this Debug Checklist on the HAS or any person responsible for that division or activity because they aren't getting the products of staff members who produce.)

E2. SOME OTHER PROBLEM WITH PERSONNEL? _____
(Debug this using HCO PL 16 Mar 71, Org Series 25, Personnel Series 19, LINES AND HATS and the Personnel Series as given in the Management Series.)

Section F:

F1. ABSENCE OF HATTING?
(Find out if it's (a) lack of a hatting course for the staff, (b) a hatting course where WHAT IS A COURSE? PL is flagrantly not in, (c) the area senior doesn't make sure his staff put in study time off production hours or (d) some other reason why he does not go to study. Handle according to what comes up and HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

F2. DOESN'T ATTEND STUDY?
(Find out if it's (a) lack of a hatting course for the staff, (b) a hatting course where WHAT IS A COURSE? PL is flagrantly not in, (c) the area senior doesn't make sure his staff put in study time off production hours or (d) some other reason why he does not go to study. Handle according to what comes up and HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

F3. ABSENCE OF DRILLING?
(Get any needed drilling on equipment and actions done.)

F4. ABSENCE OF CRAMMING?
(Get the subject cramming is needed on and send him to cramming.)

F5. FALSE CRAMMING?
(Handle per HCO PL 7 Aug 79, FALSE DATA STRIPPING. Assess and handle a Cramming Repair List if necessary.)

F6. A DISASSOCATION BETWEEN THE DEFINITION AND THE PHYSICAL UNIVERSE?
(Have him demonstrate -- in clay if necessary -- and give real examples of the definition. Program him for M8 and M9 program and the Disassociation Rundown.)

F7. FALSE DATA ON THE HATTING MATERIALS?
(Handle with False Data Stripping.)

F8. LACK OF TECHNICAL KNOW-HOW?
(Locate the area of technical know-how he is lacking in and get him studying and drilling the tech on it.)

F9. UNABLE TO BE HATTED?
(Strip off the false data in the area with False Data Stripping.)

Section G:

G1. EXTERIOR INFLUENCE STOPPING THE PRODUCTION WHICH CANNOT BE HANDLED IN THE PRODUCTION AREA?
(Handle per Section G of HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

Section H:

H1. OTHER EVENTS?
(Find out what and handle per HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

H2. OTHER REASONS?
(Find out what and handle per HCO PL 23 Aug 79, Issue I, DEBUG TECH.)

H3. HUGE PRODUCTION BUG?
(Find out what and use full Debug Tech to handle.)

H4. TIME?
(Find out if there's just NOT ENOUGH time to do what he has to do or if he's wasting time by not being organized or is being Dev-Ted and handle.)

H5. LACK OF PROXIMITY TO THE SCENE?
(Have him get on the correct comm lines and get in ARC with the scene. Handle ruds if necessary.)

H6. NO COMM LINES?
(Determine whether this is from W/Hs or MUs and handle accordingly.)

H7. INABILITY TO COMMUNICATE?
(Pull his W/Hs. Make him do Reach and Withdraw on the people and objects of his area. Program him for the M8 and M9 program course.)

H8. ABSENCE OF ALTITUDE?
(Have him read HCO PL 4 Oct 68, ETHICS PRESENCE and Exec Series 1 and 2 and have him demo how he can use them.)

H9. BAD HEALTH?
(Send him to the MO on an MO routing form and get it handled. Get any needed PTS handling done.)

H10. LUCK?
(2WC his considerations on it and bring his cause level up by getting him to look at what he can do about it.)

Section I:

I1. MISUNDERSTOODS IN THE PRODUCTION AREA?
(Routine word clearing per the Word Clearing Series.)

I2. MISUNDERSTOODS ON WHAT IS SUPPOSED TO BE DONE?
(Routine word clearing per the Word Clearing Series.)

I3. CONFUSIONS IN THE AREA?
(Routine word clearing per the Word Clearing Series.)

Section J:

J1. CRASHING MISUNDERSTOOD? _____
(Crashing MU finding per HCOB 17 June 79, CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

J2. TROUBLE COMPLETING CYCLES OF ACTION IN THE PRODUCTION AREA? _____
(Crashing MU finding per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

Section K:

K1. NO IDEA AT ALL THAT PRODUCTS SHOULD BE GOTTEN OUT? _____
(Simply two-way comm of why the guy is there. It might come as a startling realization that he is supposed to get out any products. This can be backed up by Exchange by Dynamics -- HCO PL 4 Apr 72, Esto Series 14, ETHICS and Short Form Product Clearing per HCO PL 13 Mar 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.)

K2. PRETENDING TO KNOW THAT PRODUCTS SHOULD BE GOTTEN OUT BUT DON'T? _____
(Simply two-way comm of why the guy is there. It might come as a startling realization that he is supposed to get out any products. This can be backed up by Exchange by Dynamics -- HCO PL 4 Apr 72, Esto Series 14, ETHICS and Short Form Product Clearing per HCO PL 13 Mar 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT ORDERS AND PRODUCTS or HCO PL 23 Mar 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.)

K3. WON'T COMPLETE A CYCLE OF ACTION? _____
(Get the person's case looked into by a competent C/S and an Ethics Officer for background. If you are dealing with a suppressive or insane person, handle per Ethics policies. If it is PTSness, get the person de-PTSed.)

Section L:

L1. WRONG STAT? _____
(Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.)

L2. DOES THE STAT HAVE NOTHING TO DO WITH WHAT IS SUPPOSED TO BE BEING PRODUCED? _____
(Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.)

Section M:

M1. WRONG VFP? _____
(Use HCO PL 24 July 78, SUB-PRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP -- as well as any other products the person or area might have.)

M2. WRONG PRODUCT? _____
(Use HCO PL 24 July 78, SUB-PRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP -- as well as any other products the person or area might have.)

M3. NO IDEA OF THE PRODUCT? _____
(Get a complete and accurate statement of the correct product and Product Clear him on it. See also HCO PL 7 Aug 76, Issue I, Esto Series 31, PRODUCT/ORG OFFICER SYSTEM, NAME YOUR PRODUCT.)

M4. UNSURE OF WHAT THE PRODUCT IS? _____
(Get a complete and accurate statement of the correct product and Product Clear him on it. See also HCO PL 7 Aug 76, Issue I, Esto Series 31, PRODUCT/ORG OFFICER SYSTEM, NAME YOUR PRODUCT.)

M5. THINKING IT'S THE AWARD RATHER THAN THE PRODUCT? _____
(Use HCO PL 24 July 78, SUB-PRODUCTS and Exchange by Dynamics and Full Product Clearing Long Form on the correct and actual VFP -- as well as any other products the person or area might have.)

M6. DOES THE PRODUCT HAVE NO EXCHANGE VALUE? _____
(Use HCO PL 24 July 78, SUB-PRODUCTS and Exchange by Dyanmics and Full Product Clearing Long Form on the correct actual VFP -- as well as any other products the person or area might have, and per HCO PL 23 Aug 79, Issue I, DEBUG TECH, Section M.)

M7. OVERT PRODUCTS? _____
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.)

M8. IS THE PRODUCT A PRODUCT THAT NOBODY WANTS? _____
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.)

M9. NO MARKETING OR ADVERTISING OF THE PRODUCT? _____
(Handle any W/Hs connected with this. Then handle per HCO PL DEBUG TECH, Section M.)

Section N:

N1. NEVER FIGURED OUT WHAT WOULD HAVE TO BE DONE TO GET A PRODUCT? _____
(Handle per HCO PL DEBUG TECH, Section N.)

Section O:

O1. OUT-ETHICS?
(Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past ethics conditions and the ethics policies that apply.)

O2. ACTIVE COUNTER-INTENTION?
(Pull the O/Ws and then locate the MUs. Then watch him and remove him if he remains CI.)

O3. ACTIVE COUNTER-INTENTION ON THE PART OF OTHERS?
(Find out who. Handle any agreement he has with their CI as a W/H. Get the person or persons who have CI handled on their O/Ws and get their MUs found. Remove if the person or persons remain CI.)

O4. OTHER-INTENTIONEDNESS?
(Pull the O/Ws and then locate the MUs. Then watch him and remove him if he remains other-intentioned.)

O5. OTHER-INTENTIONEDNESS ON THE PART OF OTHERS?
(Find out who. Handle any agreement he has with their other-intention as a W/H. Get the person or persons who have other-intention handled on their O/Ws and get their MUs found. Remove if the person or persons remain other-intentioned.)

Section P:

P1. CREATING PROBLEMS AND DEMANDING SOLUTIONS TO THEM?
(Give the person PTS handling as per Ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING - THEORY AND ADMINISTRATION.)

P2. LOTS OF UNSOLVABLE PROBLEMS IN THE AREA?
(Give the person PTS handling as per Ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING - THEORY AND ADMINISTRATION.)

P3. CONNECTED TO SOMEONE OR SOMETHING ANTAGONISTIC?
(Give the person PTS handling as per Ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING - THEORY AND ADMINSITRATION.)

P4. PTS?
(Give the person PTS handling as per Ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING - THEORY AND ADMINISTRATION.)

P5. ACCIDENTS? _____
(Give the person PTS handling as per Ethics policies. If and when available get the personnel de-PTSed with Clay Table De-PTSing, as covered in HCOB 28 Aug 79, CLAY TABLE DE-PTSING - THEORY AND ADMINISTRATION.)

Section Q:

Q1. ORGANIZING ONLY? _____
(Handle his MUs in the area including any Crashing MUs.)

Q2. TOTAL ORGANIZATION? _____
(Handle his MUs in the area including any Crashing MUs.)

Section R:

R1. ORGANIZATION INADEQUATE TO GET THE PRODUCT? _____
(Handle per Section R of HCO PL 23 Aug 79, DEBUG TECH.)

R2. LACK OF ORGANIZATION? _____
(Handle per Section R of HCO PL 23 Aug 79, DEBUG TECH.)

R3. NO ORGANIZING? _____
(Clear the misunderstoods, including Crashing MUs, in the production area, particularly on the purpose of the production and why one is producing.)

R4. LACK OF A SENSE OF ORGANIZATION? _____
(De-PTSing as covered in Section P. Then handle any overts and withholds and then clear the MUs in the area, including Crashing MUs.)

R5. NO GRASP OF THE CONCEPT OF ORGANIZATION? _____
(De-PTSing as covered in Section P. Then handle any overts and withholds and then clear the MUs in the area, including Crashing MUs.)

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FOUNDER

LRH:nc

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HCO BULLETIN OF 7 JULY 1979

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CRASHING MIS-U DEFINITION

I started calling it Crashing Mis-U because it crashed the person. That's what crashed the subject and crashed the person. That's why it's called a Crashing Mis-U.

It's what crashes something across the dynamics.

L. RON HUBBARD
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HCO BULLETIN OF 17 JUNE 1979

Word Clearing Series 61

Product Debug Series 3

URGENT - IMPORTANT

CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS

Ref: HCOB/PL 26 Mar 79R	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCO PL 26 Jan 72 I	Admin Know-How Series 29 Exec Series 5 NOT DONES, HALF DONES AND BACKLOGS
HCO PL DEBUG TECH THE STUDY TAPES	(LRH ED 302 INT Rewritten)

INCOMPLETE CYCLES

A cycle of action is the sequence that an action goes through, wherein the action is started, is continued for as long as is required and then is completed as planned.

To produce products one has to also have completed cycles of action. A completed cycle of action normally results in a product.

Where steps A-H of HCO PL DEBUG TECH (LRH ED 302 INT Rewritten) have been done to no avail, meaning products are not yet rolling out of the area, then the tech herein is to be used as step I of DEBUG TECH to get the area producing.

Just as a misunderstood word can prevent a person from understanding the remainder of what is heard or written, a misunderstood can prevent a cycle of action from completing.

This is extremely valuable data as it gives us the major reason people don't complete cycles of action. It is utterly amazing and magical. An area is plagued with not dones and half dones and no products resulting and one would swear that the reasons were infiltration, sabotage, evil intentions, you name it. But in the majority of cases it will be found that the above discovery is operating. The person has a Mis-U on a key word involved in the cycle of action.

The person usually doesn't realize he has a misunderstood. It is revelatory to him when he finds it so it isn't necessarily true that he will know. So he himself additionally has a number of wrong whys and wrong reasons.

There is usually one principal misunderstood that is preventing the cycle of action from completing. This is called the "Crashing Mis-U".

APPLICATION

While finding Crashing Mis-Us is not a substitute for full word clearing and while it is also true that the person can be PTS and be engaged in creating problems, it is nevertheless uniformly true that a Crashing Misunderstood lies somewhere in the subject matter of the cycle of action which is not being completed.

The Tech given in this HCOB can be used by anyone who has checked out on it and drilled it. The steps given here cover metered and non-metered Crashing Mis-U finding. Using a word clearing meter will make the action faster and more accurate but it is not vital.

The whole action does not take long to do and will save hours of purple-faced desk pounding and frustrated attempts to get people to produce.

It is to be USED by Execs, Supervisors, Cramming Officers, EstOs, Missionaires, etc., etc. - anyone who is responsible for seeing that products are gotten out.

Crashing Mis-U Tech is used in debugging products. It comes as step I of HCO PL DEBUG TECH. If any of the earlier steps are out then you can find all the Crashing Mis-Us you like and still not get one single product.

THEORY

A cycle of action is a parallel to a cycle of understanding or a cycle of communication. The cycle of action is the physical universe expression of a cycle of communication. The cycle of communication occurs in the physical universe! A misunderstood interrupts not only the cycle of communication or understanding, but also interrupts the motion or action. That is the discovery. A person is trying to get the product of a finished house. He doesn't understand the word "plumbing". He may tell you that it is because of the price of materials, that nobody can dig in that kind of ground, that certain types of pipes aren't available, that he is having trouble with his wife - and his supervisors and bosses will tell you that he is just plain lazy, that he has been bribed not to, that he is a secret drinker maybe, and even less printable whys. But when you get right down to it and use the Tech you find that he has a Crashing Mis-U on the word "plumbing". He thinks it is defined as "drilling holes". Mentally this interrupts his ability to think any thoughts through on the subject. His cycle of understanding is being interrupted by the Crashing Mis-U. This then has a parallel cycle, the cycle of action of trying to get the finished house. Thus for want of understanding of a word we get the actual physical inability to finish a cycle of action on a connected subject. I can assure you that Ethics Conditions, threat of suit, physical violence, none of these things are going to get anybody a finished house. Only when his Crashing Mis-U "plumbing" is found and properly handled are you going to get a finished house.

This tells you incidentally that the time track of shattered civilizations must have been strewn with these things. It doesn't only apply to a house, it applies to almost anything man has ever set out to produce. It would even apply to some General who suddenly won't finish a battle or a war. Amazingly you will discover that the Crashing Mis-U has probably been man's single greatest barrier to actually creating and maintaining a civilization. You have to work with the Tech yourself to actually appreciate its depth and power.

CRASHING MIS-U FINDING

Where you have a person not getting products, not completing cycles of action despite attempts to debug per A-H of HCO PL DEBUG TECH, you have to get in there and find the Crashing Misunderstood. It will be directly on the subject. There are various approaches to doing this, starting very simply and getting more complex. You would start off using the simplest approach and then, if that didn't handle, you would go into a more thorough handling, and so forth.

PROCEDURE

1. It is apparent or it is reported that someone is failing to complete cycles and is not getting out his products.

2. Before even talking to him you inspect his area as regards products per HCO PL DEBUG TECH:

   A. You look for what products have been gotten out in the past.

   B. You look for products that are there completed.

   C. You look for products that can be attained in the immediate future.

   D. You look for value of products as compared to overall cost of production.

   E. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

   This requires a bit of homework.

3. CONDITIONAL: If your inspection finds he is getting out actual products and that he is not producing overt products, correct the reports and let him get on with it. Do not go on with the steps in this procedure.

4. Now if the earlier debug steps per HCO PL DEBUG TECH have been done and it is obvious from your inspection that this person is still not getting out the products he is expected to get out or should be getting out you know that he has a Crashing Mis-U. You just start hunting and punching around for the Crashing Mis-U on the subject of the products he should be but is not getting out. "What don't you understand about that subject?" "What Mis-U word is there on this subject?" You keep at it this way until you get the Crashing Mis-U. On the meter you would use reads to steer him to the area and the Mis-U.

Crashing Mis-U finding differs from regular word clearing in that it is an investigatory procedure which utilizes all methods of word clearing and whatever else it takes to find the Crashing Mis-U. You can use Method 2, Method 3, Method 4, Method 5, Method 6 or Method 9 to help you find the misunderstood. The person you are handling may be sure that the Mis-U is in a certain issue but doesn't know what the word is. It may require Method 2 or Method 9 to actually dig it out. Often Method 5 is used whereby the word clearer asks for the definition of individual words, checking to make sure that he knows the definition as well.

The point is that you are trying to narrow down the area further and further until you finally get the Crashing Mis-U and any method of word clearing or investigation that helps you do this is legitimate.

5. You clear this word fully to VGIs (on the meter it would F/N). Don't assume the dictionary will necessarily give the right definition - a missing or false definition might be the root of his trouble. If no dictionary, textbook or encyclopedia can be found that gives a satisfactory definition for the word you are still not stopped. You can go over all of the related material to the word and work out with him what definition has been omitted or what is the proper definition for it. This is a last resort but it is necessary that anyone doing Crashing Mis-U knows this as man has not necessarily properly defined everything in his technical sphere or culture. WARNING: The inability to find the definitions is a rare case. Only work out the definition when you have exhausted all possible texts and dictionaries and have cleared all of the words you have encountered in them. Whether you looked it up and found it or couldn't find it and had to evolve it make sure the definition is useful to him and that it blows his difficulty with it.

6. Assure yourself that this was his Crashing Mis-U and that it is real to him. When he finds it he will quite often be chagrined and then go into VGIs and cognite and may change considerably right in front of your eyes.

7. Send him to the Examiner.

8. Run some Reach and Withdraw in the area where he had difficulty to a good win and tell him to get on with it.

9. Check back later to see that he is now completing cycles of action and getting his products out. If he is then you have got it. That <u>is</u> the EP.

10. If he still isn't getting out the product then you haven't yet found the Crashing Mis-U and you have some more work to do. Go over his area with him and look for things that he has difficulty with. Often it will leap right up at you. Get him to tell you what the difficulty is.

11. Now question him to find the Mis-U on that subject that is behind those difficulties. Often his statement of the difficulty will contain the Mis-U itself. On a meter you would get a read as he says it. Off the meter you would have to take the words that he said and ask him what they meant. For example he might say "The plumbing always seems to be the hardest part". On a meter "plumbing" would read and you would take it up right away. If you weren't using a meter you could say "Well what does the word 'plumbing' mean?" and he'll say "Well, it means, uh... 'drilling holes'" and there you have it. Now clear the word as in step 4 above, run your Reach and Withdraw and send him back to work.

<u>END PHENOMENON</u>

The end phenomenon (EP) of this action is the person now producing the products he wasn't able to produce before and completing the cycles of action related to his product.

The end phenomenon is not: the fellow now all VGIs and saying he can get the products, feeling great, etc. That is all very well but IS HE NOW GETTING OUT THE PRODUCTS? And you

keep handling him with Crashing Mis-Us and related handling until he is producing the products and then you know you have completed the Crashing Mis-U handling.

ADDITIONAL FACTORS

There are various factors which must be known by anyone doing Crashing Mis-U finding and used if the above simple steps do not get the desired result of the person now tearing along getting his products.

O/Ws

Since overts and withholds stem from Mis-Us in the first place, you are liable to run into O/Ws when doing Crashing Mis-U finding. If the person has O/Ws in the area this will be manifested in the form of resistance to finding the misunderstood word either overtly or covertly. An example of this would be the person mis-defining a word and then when you have him look it up in the dictionary he says that he knew it all along. Or it could be straight non-cooperation.

If you are using the word clearing meter, the handling for the situation above would be to pull the O/Ws. To do this simply ask "Do you have any overts in the area of ____?" and pull them, each one Earlier Similar to F/N with all specifics until the question F/Ned on asking. Do the same with withholds and missed withholds. Since you run the risk of missing withholds if you try pulling withholds without a meter, in doing the non-metered Crashing Mis-U finding the way you would handle the above situation is to ask the person if he has some withhold concerning the area you are trying to handle, and getting him to tell you about it. If you do this then you must get him meter checked to ensure nothing has been missed.

There is another manifestation which can be encountered. A Crashing Mis-U simply cannot be found at all yet it obviously must be there. The person seems to cooperate somewhat but no Crashing Mis-U turns up. This is again an O/W phenomenon. The person is holding on to his withhold so hard it is burying the Crashing Mis-U. Again you could run the risk of missing a withhold if you simply ask him for his withhold on the subject but we cannot rule out the fact that doing so sometimes works. The Crashing Mis-U simply doesn't seem to exist yet by all evidence of no products or overt products it must exist so simply asking him if he has a withhold on the subject gives us the gain of finding it straight off immediately and, if we meter check him afterwards to find out if he has any more withholds, it is very likely to pay off. Once he has gotten off the withholds the Crashing Mis-U can pop right up. When you miss a withhold, remember, a fantastic amount of upset can be caused for the word clearer or the person himself. So don't indulge in missing withholds.

Once the O/Ws have been pulled or gotten off by whichever of the above methods, you will now be able to find the Crashing Mis-U and clear it up.

Sometimes in clearing the Mis-U you will hit a chain of overts connected with the subject, and these will have to be cleared up or you may not get your product. An example of this was a cleaner who could not clean. The Crashing Mis-U found was the word "clean" and this went straight into whole track

overts which had to be fully handled. When the overts and the Mis-Us were cleared up the person went straight out and started getting real products.

DEFENSE MECHANISM

You may find the person has a defense mechanism which would make it impossible to find the person's Crashing Mis-U as he believes it is OK to have Mis-Us in that area. The defense mechanism consists of false data which acts as a justifier for the Mis-U. An example of this would be "I don't have to know that as I'm not a professional" or "Well I'm new to the post" and so on. The handling would be simply to ask the person if there was some reason why it would be OK to have Mis-Us in that subject and then strip off the false data and justifications. Then you can recheck for the Crashing Mis-U and you will find it is now available. (See HCOB FALSE DATA STRIPPING)

THE WORD CLEARER'S MIS-Us

When he has found a Crashing Mis-U on the subject the Word Clearer's first action is to himself look up the definition and the derivation of the word so he himself understands it. He then gets it fully cleared up with the person. This is all done right there in the Crashing Mis-U session. If he doesn't do that he won't be able to perceive how the person has misunderstood it or mis-applied it previously.

Example: A person in charge of the lights in a theater could never get anything lit. A Crashing Mis-U was looked for and the word "scene" was found. However the person glibly read the dictionary definition and said he had it already. The Word Clearer made him look up the derivation wherein it was found that the glib person didn't understand it at all, for the person, when asked for an example, described an actor and how he would put the light on the actor.

The Word Clearer having looked it up first, before handing the dictionary over, knew that a scene was a stage. It was found that the person's Crashing Mis-U had so introverted him that he had never perceived that a stage had backdrops, scenery and a floor. The Word Clearer practically had to pry him out of his head to get him to see that a stage had walls and backdrops and that these had to be lighted.

If the Word Clearer had not known the correct definition of "scene" he would never have detected that the person thought it meant "actor" even though the dictionary said it had to do with scenery.

Crashing Mis-U Tech would have failed as the person was very convincing as to how he knew it all already yet in the example was giving a totally incorrect demonstration.

Showers of light broke through when the person realized for the first time that he had to light the whole stage and had been in total mystery why people kept yelling at him. This had been going on for a long, long time in the person's job and was making him a total failure at it.

PRACTICAL USAGE

Always ask for instances of practical usage from the person you have found a Crashing Mis-U on. From these you can detect if he's got it and if he hasn't got it he may have to work and work to clear it further.

The End Phenomenon of Crashing Mis-U Tech is not finding the Crashing Mis-U but getting the person totally straight on it and actually getting out the product.

DEBUG TECH

Crashing Mis-U finding is an integral part of Debug Tech as covered fully in HCO PL DEBUG TECH. It comes as step I of the whole procedure. When products are not getting out, cycles are not being completed, there will invariably be Crashing Mis-Us but there may be other factors involved which also have to be resolved. The handling is just to go through the steps of the HCO PL, including Crashing Mis-U finding (step I) and Product Clearing (step J). You may find more Crashing Mis-Us come up during or after the Product Clearing.

The whole point is that you use the whole Debug Tech procedure without trying to short cut it. Otherwise you get the ridiculous situation of clearing up the fellow's Crashing Mis-U on "plumbing" and then find he can't get out the product of a finished house because there are no pipes and won't be any for 3 months because the owner can't afford them. This all has to be resolved.

IMPORTANT NOTE

Since the sole purpose of this Debug Tech is to get the person or area producing what it should be producing you would not continue past a point where this had been achieved. So for example, if after step C of HCO PL DEBUG TECH had been done (any Mis-Us on issues related to the area of production had been cleared up) the person was turning out great products in the expected quantity and time period, you would not then start looking for Crashing Mis-Us. This would act as harassment, not help. Similarly, don't use any other step of A-M of the above PL where it does not apply.

One should let people have their successes. Once you have achieved what is desired with this Tech, don't carry on.

The rule is: DON'T CONTINUE DEBUGGING PAST THE POINT WHERE THE PERSON OR AREA HAS BEEN SUCCESSFULLY DEBUGGED AND PRODUCTS ARE NOW ROLLING.

And you would know it was debugged because products of the expected quality would be coming out of the area in the expected quantity.

GRADIENT APPROACH

The whole idea is to try the simplest approach first and then if that doesn't work go deeper.

The end phenomena for all this is a person cheerfully and willingly getting his products and these appearing visible in the physical universe.

EXAMPLES

This is how it might go: you might find yourself in the position of being responsible for seeing that the house, in the example given earlier on this Bulletin, got finished. You notice that the deadline has been exceeded by weeks and still there is no house.

The first thing to do would be the inspection as in step #2 of the procedure above. You would discover that the house has no plumbing; that is what is holding up its completion. Points A to H in HCO PL DEBUG TECH have been gone over but things still aren't moving. So you approach the contractor personally and go over this with him. You start hunting and punching around for the Mis-U. Ask him "Is it possible that there is some word you don't fully understand in the area of building this house?" And he'll say: "Well, no - it's just that I don't have enough men to do the plumbing." (Now you already know from step E of your prior inspection that he does have adequate personnel.) So you say "Well, what about plumbing? Is there some word connected with plumbing that you don't get?" He'll say "No, but I've always had trouble with it." Now you ask him "What does 'plumbing' mean?" And when he says, "Everybody knows that plumbing means drilling holes," you have his Crashing Mis-U. As you clear this up his initial embarrassment will turn into floods of relief and off he will go and get the house finished up in no time.

Now if you were able to use a word clearing meter, so much the better. You would put him on the meter and ask him something like: "Now on the subject of building houses is it possible you could have a misunderstood?" The meter will read on this and you use the read to steer him to the area and find the misunderstood word. This is then cleared to a Floating Needle (F/N) and very good indicators (VGIs).

It might not be as straightforward as above. The case could arise where there was plenty of evidence that the person has a Crashing Mis-U yet, despite arduous search, nothing comes up. You would then ask the person: "Is there something about all this you haven't told me?" If your TRs are good and you don't have a challenging or accusative attitude he will come up with it: "I can't finish the house because the machine that cuts and bends pipes is broken." With a bit of further questioning you find that he broke the machine and has been withholding this for weeks and didn't even dare mention that it needed repair for fear of being punished. A simple meter check would ensure that nothing was missed. Then up would pop the misunderstood on "plumbing" which he thought meant drilling holes. No wonder he broke the machine: he was trying to drill holes with it! So now with his withhold off and his Mis-U cleared up he will feel immensely relieved and will most likely be able to go right off and finish up the house. At the most you might need to product clear him and run some Reach and Withdraw in the area per the issues on Product Clearing in this series.

CASE HISTORIES

Here are some actual case histories to show how Crashing Mis-U finding goes and the sort of things one might expect to come across and have to handle in order to debug a cycle or product with this Tech.

CASE A: This was a senior executive who was on the verge of being removed from post. The general manager was impatient with the lack of products from that area.

A. The Word Clearer inspected the executive's department and found that the main area of difficulty seemed to be handling personnel.

B. The Word Clearer put the executive on the meter and asked him if there were any products he should be getting out but wasn't. No Crashing Mis-U came up on this directly.

C. By Two Way Communication the Word Clearer confirmed that the main area of difficulty was handling personnel.

D. He took the words that were directly related to the area mentioned - "personnel", "staff", etc. - and asked the executive what each one meant. He checked the dictionary to ensure the person had a full understanding of the words. The exec seemed fine on these.

E. There was one word the executive seemed to have some hesitation on so the definition of that word was word cleared Method 9. A few words were cleared up but none of them turned out to be the Crashing Misunderstood.

F. The area of difficulty was further narrowed down by Two Way Comm to "the obtaining and posting of personnel".

G. Words relating to this area were checked. Some of the definitions were MSed to make sure the exec really did have them straight - still no Crashing Mis-U was found.

H. The executive originated an area of difficulty to do with handling authority that he felt was interfering with his ability to obtain and post personnel. No Mis-Us were found in this area however.

I. The Word Clearer asked for overts and withholds in the area ("Is there something you're not telling about this area?", "Is there something you've done you don't want known?" etc.) but none were found.

J. He then checked for false data (something that would justify having misunderstoods on that subject) and found that the exec was loaded with false data on the subject of authority. This was handled by Two Way Comm - it did not take much to clean up as the exec was realizing by this time where his trouble was coming from and was only too willing to get it sorted out.

K. The word "authority" was found as the Crashing Misunderstood. This became obvious as soon as the false data came off. This word was fully cleared to a Floating Needle and Very Good Indicators and the executive volunteered that he felt ready to go back on post and produce.

The Word Clearer ended off and returned the executive to work. He started producing actual products and doing well.

CASE B: This was a technician in a highly specialized and complex field who was having difficulty with his job and was unable to get approval on some tests that were urgently needed.

A. An inspection of his area revealed the situation to be exactly as described.

B. The Word Clearer put him on the meter, oriented him to the situation and asked him: "Is there any single misunderstood word in the area of these tests?"

C. A long search ensued in which several words were cleared, none of which turned out to be the Crashing Mis-U.

D. The Word Clearer then checked for a withhold and found out that the technician had never understood an important dispatch relating to the cycle and had been withholding the fact. This withhold was cleared up to a Floating Needle.

E. This was followed by further search for the misunderstood which uncovered an area of upset and losses to do with technical writing.

F. The Word Clearer checked for the misunderstood that must have preceded the losses and the Crashing Mis-U was found - a very basic technical word in the subject.

G. He attempted to clear the word with a dictionary but found no adequate definition.

H. Encyclopedias and textbooks were consulted but none of them had a useful definition.

I. Eventually, by combining textbooks and working out what it should be, a workable definition was arrived at and the subject became clear to the technician who was greatly relieved.

The technician returned to work and started producing. The very next set of tests submitted were approved.

CASE C: This case was an executive who was having trouble getting people in his area to produce. The actions below were done unmetered.

A. The product inspection showed the executive to be unable to get his juniors to produce.

B. He arrived for the Crashing Mis-U finding quite upset and this had to be handled before anything else.

C. The Word Clearer went over his upset with him and sorted it out to a point where he was willing to go ahead with the action.

D. Various words were checked ("What does 'junior' mean?" "What is the definition of 'executive'?") and so forth. No Crashing Mis-U was found.

E. The area of difficulty was narrowed down further to "getting compliance".

F. On checking, the Word Clearer found that the exec had a Crashing Mis-U on the word "compliance" which was cleared to Very Good Indicators.

The executive went back to work and found he could now handle his juniors.

CASE D: This person was in charge of briefing missions. He had recently had trouble with this and some missions had fired without full briefing resulting in failures.

A. The Word Clearer asked him, on the meter, if there was anything concerning his post he was having difficulty with.

B. The difficulty was narrowed down by Two Way Comm until it was established that he felt he couldn't brief them fully due to lack of time.

C. The Word Clearer checked for a Crashing Mis-U concerning this difficulty. None was found.

D. He then asked if there was something the person was withholding about the subject. Several chains of overts were taken up, each one to a Floating Needle, until the question itself produced a Floating Needle on asking.

E. The Word Clearer again asked for a Crashing Mis-U in the area and one of the words in the person's own post title was found and cleared. This was the Crashing Mis-U.

The person was then able to get out his products.

CASE E: This was an auditor who was being product cleared on her post.

A. The Product Clearer discovered that there was a certain part of her post that this auditor could not handle. It was a certain aspect of handling the preclear.

B. He asked her if there was one single Mis-U in the area, and helped her trace it, using the meter reads.

C. The Crashing Mis-U was found and cleared in the dictionary to Very Good Indicators.

D. The auditor was then able to complete the product clearing and get back to work, her main difficulty no longer impeding her from getting products.

The above Case Histories show the variety of situations that can come up and the handlings that would be done. They are by no means all the situations that can arise in doing Crashing Mis-U finding.

CAUTIONS

Make sure you guide him on the subject of products all the time. You could get right off the track and find yourself clearing up a whole subject that had nothing to do with getting out his product. An example would be trying to clear up the whole of chemistry on a photographer. There is chemistry involved in photography: the film is developed and so forth with chemicals. But the person is a photographer, not a photo laboratory technician, so he does not need to know all of chemistry to get his product.

Another point is that sometimes a person will have a Crashing Mis-U cleared up on himself and immediately suppose that this is the Crashing Mis-U everyone else has. This is not necessarily the case. When one has a Crashing Mis-U on "crackers"

it is not necessarily true that everyone else has a Crashing Mis-U on "crackers". Their Crashing Mis-Us will be different. It is their Mis-Us one is after.

REPAIR

If the action bogs down and can't be sorted out, or the person becomes upset during or after Crashing Mis-U finding, then the difficulty should be sorted out right away with a Crashing Mis-U Repair List. This list is done on a meter by someone qualified to do sc. A botched or bogged Crashing Mis-U finding must be repaired within 24 hours.

EFFECTS OF CRASHING MIS-Us

You can tell someone has a Crashing Mis-U because when you start to question them about the cycle of action or demand the products they will go robotic on you. They sometimes just stand there gaping at you and won't even answer your question. They won't even be able to talk to you. There's another manifestation you will come up against and that is the person becoming annoyed with you. This indicates either that he was getting out products in the first place, or that he had a withhold in addition to a Crashing Mis-U.

The solution is not to immediately shoot them for not getting out the product. Find their Crashing Mis-U. If they get annoyed then find out which of the above it was and handle. And then the justice factor would consist of disciplining them for going past misunderstoods without clearing them. You have to teach someone to get in his own ethics in this respect so that others do not have to take justice actions on him.

SUMMARY

Well, here you have the Tech that will enable you to debug failures to produce the products required of him. The person using this Tech has to learn it well and become practised in its application. Then he will get the full benefit of it and total reality on its power.

Let's get busy and, along with the remainder of Debug Tech, find the Crashing Mis-U when products aren't coming off the line.

This is indeed miracle Tech so let's go get some miracles!

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor,East Grinstead,Sussex

HCO BULLETIN OF 18 JUNE 1979

Rwmimeo
Tech
Qual
Word Clearers
Auditors
C/Ses

Product Debug Series 4

Word Clearing Series 62

THE CRASHING MIS-U REPAIR LIST -LC1

Ref: HCOB 17 Jun 79 CRASHING MIS-Us:THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS

The Crashing Mis-U Repair List is the list to use in repairing Crashing Mis-U finding. It can be done on the spot by the person doing the Crashing Mis-U finding or in session by an auditor. The Crashing Mis-U Repair List is used in the event of a bog or trouble during Crashing Mis-U finding or a red tagged exam after a Crashing Mis-U finding session. It can also be done if, after the fact of a Crashing Mis-U being found, the person is still not getting out his products or is not completing cycles of action in his area. (Note: The person could be up against a new Crashing Mis-U on a whole different cycle of action in the same area.)

If after the Crashing Mis-U Repair List has been done and fully handled, there seems to be some other by-passed charge or BIs connected with the Crashing Mis-U finding, a C/S 53 or WCCL should be done. This would be determined by the C/S.

Any person using this list must have exellent TRs and be able to make a list read and correctly interpret E-Meter reads. They must also be drilled on this correction list and have their high crime checkouts done on this list as well as HCOB 17 Jun79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N.

0. HAVE YOU FAILED TO UNDERSTAND WHAT A "CRASHING MIS-UNDERSTOOD" IS? _____
(Check and clear any words in the above that read on the meter.)

1. WAS CRASHING MIS-U FINDING DONE WHEN YOU ALREADY HAD AN UPSET? _____
(Handle the ARC break to F/N VGIs.)

2. DID YOU BECOME UPSET BECAUSE OF THE CRASHING MIS-U FINDING? _____
(Handle the ARC Break to F/N VGIs.)

3. WAS THE CRASHING MIS-U FINDING DONE WHILE YOU WERE WORRYING ABOUT SOMETHING ELSE? _____
(Handle the problem to F/N VGIs.)

4. DID THE CRASHING MIS-U FINDING CAUSE YOU TO BECOME WORRIED OR CONCERNED ?
(Handle the problem to F/N VGIs.) _____

5. DURING YOUR CRASHING MIS-U FINDING WAS THERE SOMETHING YOU WERE NOT SAYING?
(Handle by usual missed W/H pulling per HCOB 12 Feb 62 and HCOB 3 May 62.) _____

6. WAS THERE SOMETHING YOU'D DONE YOU WEREN'T SAYING? _____
(Handle as in 5.)

7. WAS THERE SOMETHING YOU WEREN'T SAYING ABOUT THE AREA THAT WAS BEING ADRESSED? _____
(Handle as in 5.)

8. WAS THERE SOMETHING YOU'D DONE IN THE AREA BEING ADDRESSED THAT YOU WEREN'T SAYING? _____
(Handle as in 5.)

9. WAS THE WRONG AREA ADDRESSED ? _____
(Indicate to F/N. Get him to the W/cer to complete the Crashing Mis-U finding.)

10. WAS THE CRASHING MIS-U FINDING DONE ON THE WRONG PRODUCT? _____
(Handle as in 9 above.)

11. COULDN'T YOU FIND THE CRASHING MIS-U? _____
(Indicate and take it E/S to F/N if necessary. Get him back to the W/Cer for completion of the action.)

12. WAS THERE NO CRASHING MIS-U IN THE AREA IN THE FIRST PLACE? _____
(Indicate that the Crashing Mis-U finding was an unnecessary action and take it to F/N.)

13. WAS THE CRASHING MIS-U FOUND ONLY SIMILAR TO THE ACTUAL CRASHING MIS-U? _____
(Indicate and get an F/N. Send him back to the W/Cer to find the actual Crashing Mis-U.)

14. IS THERE ANOTHER CRASHING MIS-U IN THE AREA? _____
(Indicate to F/N. Send to W/Cer to handle.)

15. IS THE WORD FOUND STILL MISUNDERSTOOD? _____
(Get it fully cleared up to F/N.)

16. DIDN'T YOU UNDERSTAND WHAT WAS GOING ON? _____
(Clear up the questions and confusions to F/N and get him back to the W/Cer.)

17. WAS THERE METER OR F/N TROUBLE? _____
(In dicate and clean it up with false TA handling or L1C, etc.)

18. WERE AREAS THAT YOU WERE NOT HAVING DIFFICULTY WITH TAKEN UP? _____
(Indicate that these areas should not have been taken up. Take it to F/N.)

19. WERE AREAS THAT YOU WERE HAVING DIFFICULTY WITH NOT TAKEN UP?
(Indicate and get an F/N. Send back to the W/Cer for handling.)

20. DID AN AREA YOU FELT SHOULD HAVE BEEN HANDLED NOT GET TAKEN UP OR HANDLED?
(Indicate. Find out what area to F/N and send back to the w/Cer for handling.)

21. DID YOU GET INVALIDATED?
(Itsa E/S itsa to F/N.)

22. DID YOU GET EVALUATED FOR?
(Itsa E/S itsa to F/N.)

23. DID THE CRASHING MIS-U FINDING ANNOY YOU?
(Determine if (a) he has O/Ws as well as a Crashing Mis-U or (b) the Crashing Mis-U finding wasn't necessary in the first place. Handle accordingly.)

24. WAS THE CRASHING MIS-U FINDING DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE CYCLE?
(Indicate the BPC and take it to F/N.)

25. WERE YOU MADE TO GO E/S ON CRASHING MIS-U FINDING WHILE IN THE NON-INTERFERENCE ZONE?
(Indicate it as an incorrect action and it should not have been done and get your F/N.)

26. DO YOU NOT BELIEVE YOU HAVE MISUNDERSTOODS?
(Clear him up on Word Clearing Series 60R. Handle his Mis-Us and get his agreement to do the action unless it is determined it was an unnecessary action. Take this to F/N.)

27. DID FALSE DATA GET IN YOUR WAY?
(Strip off the false data per HCOB FALSE DATA STRIPPING. Take it to F/N.)

28. IS IT ACTUALLY OK TO HAVE MISUNDERSTOODS IN THE AREA?
(Get why this is OK and strip off the defense mechanism per the Crashing Mis-U HCOB. Take it to F/N.)

29. IS THERE SOME OTHER WORD CLEARING ERROR?
(Indicate. Find out what and handle or do a WCCL if necessary.)

30. WERE YOU NOT HAVING ANY TROUBLE WITH YOUR PRODUCTS IN THE FIRST PLACE?
(Get the data. If this is the case indicate that the Crashing Mis-U finding was an unnecessary action. Take it to F/N.)

31. ARE THERE OTHER PRODUCT DEBUG ACTIONS THAT SHOULD HAVE BEEN TAKEN?
(2WC to F/N. Program him to get Product Debugging per HCO PL DEBUG TECH.)

32. AREN'T YOU HATTED?
(2WC to F/N. Program him to get hatted.)

33. IS YOUR PRODUCT TOTALLY UNKNOWN TO YOU? _____
(2WC to F/N. Program him to be Product Cleared.)

34. ARE YOU LACKING PRODUCT CLEARING? _____
(Handle as in 33 above.)

35. ARE YOU CONNECTED TO ANTAGONISTIC PEOPLE? _____
(2WC to F/N. Get the PTS Clay Table Handling done or corrected to EP.)

36. WAS YOUR CRASHING MIS-U FINDING OVERRUN? _____
(Indicate and rehab.)

37. ARE YOU HAVING CASE TROUBLE? _____
(Assess and handle a C/S 53.)

38. IS THERE SUMETHING ELSE WRONG? _____
(Find out what and handle or do the appropriate correction list and handle.)

39. WAS THERE NOTHING WRONG IN THE FIRST PLACE? _____
(Indicate and get it to F/N.)

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 JULY 1979

Remimeo
All Supervisors
All Word Clearers
Execs
Estos
Cram Offs
All Staff

Product Debug Series 5

Word Clearing Series 63

THE "ELUSIVE" MIS-U OR CRASHING MIS-U

Ref:	HCOB 17 Jun 79	W/C Series 61, Product Debug Series 3, URGENT IMPORTANT, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
	HCOB 30 Jan 73RB Rev. 1.6.79	W/C Series 46RB, METHOD 9 WORD CLEARING THE RIGHT WAY
	HCOB 18 Jun 79	W/C Series 62, Product Debug Series 4, THE CRASHING MIS-U REPAIR LIST - LC1
	HCOB/HCO PL 26 Mar 79R Rev. 25.5.79	Esto Series 35R, W/C Series 60R, MISUNDERSTOOD WORDS AND CYCLES OF ACTION

Miraculous as it is, a Word Clearer must be aware of the fact that M9 Word Clearing does not uncover false data, Crashing Mis-Us, overts, withholds or PTSness. Other tech exists to handle these. However they also, sometimes in a shadowy way, make their appearance doing M9. People doing M9 are doing it to get something understood or get some order done or get some product actually made and out. In most cases M9 will produce a marked gain. However, when it doesn't work, one of the above is also present. Handling of these is covered in detail in other HCOBs.

However, the item the M9er is most likely to collide with in situations where M9 is really not getting much done is the mysterious Crashing Mis-U.

A Crashing Mis-U, while it is always sitting right there in PT, big as life, can sometimes appear to be elusive. It eludes the most conscientious Word Clearer and the person himself, despite honest efforts to find it.

Let's say you've made an exhaustive search for the CRMU, you've hunted and punched in the area of his products, you've word cleared him on the texts covering his products and you've found and cleared some misunderstood words, none of which are IT. You've done the full CRMU and Product Debug procedure by the book and you still haven't gotten the Crashing Mis-U - as evidenced by no products.

At this point you could suspect one of the following:

1. The word that has caused him to crash may be right there in plain view, it does appear in the texts and orders covering the person's post and products, but it has been missed.

Why? Because the Crashing Mis-U (which is not your ordinary common garden variety of misunderstood word) will not always show up for what it is in M9ing. The word may appear in the materials but the person reads it with no stumble or reaction whatsoever, as he is so certain he knows it and his misunderstanding of it is so obscured by false data and false definitions. It doesn't even read on the meter on Method 2 or 4 because it's way below his awareness.

So you wouldn't just assume there was nothing there because the word didn't turn up on Method 9 or Methods 2 or 4. You'd need to move in with Method 5 or 6 and probably also False Data Stripping in a case like this to really pry it into view.

Or:

2. The Crashing Mis-U may not be on the subject of the product itself but in an area related to the subject. If this is suspected you look for the CRMU in the related areas and it's very likely you'll come up with the prize!

The reason it wasn't found in the first place is because the word didn't appear in the materials he was word cleared on and it didn't come up in a search in the area of his products. But it was sitting there, all the time, in an adjacent, a related area!

In two cases recently where staff members were being crammed on rejects of their products this phenomena turned up and was used and it all straightened out nicely!

The watchword is: you utilize all methods of word clearing and whatever else it takes to find the Crashing Mis-U.

ALERT RE METHOD 9

The data above applies to routine Method 9 Word Clearing as well as to Crashing Mis-U finding. Thus, if you've M9ed the person on his post materials and he's not getting it or making it, realize that he may be sliding over an MU or even a Crashing Mis-Uwhere the word actually appears in the materials and is obsured for the above reasons. Or that the misunderstood may be in an area related to the subject and the word itself doesn't appear in the text you're handling.

Method 9 is a superlative word clearing tool. Word Clearers must keep it effective, and not permit that effectiveness to be dimmed by a failure to know and use the data in this bulletin.

So you check the related areas where it's indicated, or you marry up routine Method 9 with Crashing Mis-U finding and all of its steps where the person isn't making it otherwise. And you'll find the elusive misunderstood or Crashing Mis-U is not so elusive after all. It will come plainly into view - ripe for the plucking!

LRH:kjm

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HCO BULLETIN OF 23 AUGUST 1979
ISSUE I

Remimeo
Word Clearers
Cram Officers
Supervisors
Estos
Tech
Qual

Word Clearing Series 65

Product Debug Series 6

CRASHING MUs, BLOCKS TO FINDING THEM

Ref:	HCO B	17 Jun 79	CRASHING Mis-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
	HCO B	8 Sep 64	OVERTS, WHAT LIES BEHIND THEM?
	HCO B	7 Aug 79	FALSE DATA STRIPPING
	HCO B	7 Jul 64	JUSTIFICATIONS
	HCO B	21 Jan 60	JUSTIFICATION
	HCO B	5 Sep 78	ANATOMY OF A SERVICE FACSIMILE
	HCO B	6 Sep 78 II	SERVICE FACSIMILES AND ROCK SLAMS
	HCO B	6 Sep 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

It may occur in Crashing MU finding that no Crashing MU can be found even though it is obvious from the person's inability to complete a cycle of action or get out a product that a Crashing MU must exist.

It is vital, in attempting to find someone's Crashing MUs, that one does not abandon the search simply because, on enquiry, the person is unable to come up with anything. It may take skill and hard work to uncover the Crashing MU but it must be found, no matter how arduous the search. The completion of the cycle of action and the accomplishment of the product depend on locating and clearing up the Crashing MU that is getting in the way.

Crashing MUs can be buried. They can be buried by

A) Other MU words

B) Overts or withholds

C) False Data

D) Justifications

E) Service Facsimiles.

Any one of A, B, C, D or E above or a combination of these can prevent one from finding the Crashing MU. One handles by

a) Clearing up the other MUs

b) Pulling the overts or withholds

c) Stripping off the false data

d) Getting off the Justifications

e) Handling the service facsimile or sending the person to an auditor to get audited on it.

If the word clearer came across the situation where no Crashing MU could be found despite obvious indications that one existed, he would check for each of the above blocks in turn and handle anything there was to handle on each point. After handling one of the above blocks, he would recheck for the Crashing MU and if still not available to be found and cleared, he would proceed to check the next block and so on until the Crashing MU was found and cleared. One would check for the blocks in the sequence given (A-E) and only go so far as necessary to uncover the Crashing MU.

CRASHING MUs

The full handling of a Crashing MU itself will be found in:

HCO B 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCO B 18 Jun 79 THE CRASHING MIS-U REPAIR LIST-LC1
HCO B 16 Jul 79 THE "ELUSIVE" MIS-U OR CRASHING MIS-U
HCO B 26 Mar 79RAMISUNDERSTOOD WORDS AND CYCLES OF ACTION - MU WORDS AND NU PRODUCTS
HCO B 7 Jul 79 CRASHING MIS-U DEFINITION

A. OTHER MISUNDERSTOODS

Ref: Word Clearing Series

The person may have MUs and confusions which are obscuring the Crashing MU. In attempting to find the Crashing MU one might have to find and clear these other MUs before the person can locate the Crashing MU which has been buried by these other MUs and which is hanging up the cycle of action or the product.

A Crashing MU is a MU that crashes a subject and crashes a person. It is straight on the subject-line that is giving trouble and is totally blocking the person's comprehension of the subject. This is not to be confused with other MUs. These would include crammatical MUs, MUs on disrelated subjects or MUs on simple words. A Crashing MU is quite different. It is directly on the subject and it totally blocks the person's understanding of the subject and stops any cycles of action or products on that line.

HANDLING: Other MUs obscuring the Crashing MU are located and cleared using any of Word Clearing Methods 2-9 or a combination of these. One might have to do Method 2 and Method 4 on certain materials, for example, before the Crashing MU can then be located. Method 9 is a very thorough and fruitful method of word clearing materials. By whatever method, the MUs are found and cleared. Any MUs that come up during Crashing MU finding are

immediately cleared. This does not mean, however, that one has found the Crashing MU. One has simply unburdened it.

B. OVERTS AND WITHHOLDS

Ref: Academy Class II Materials

As covered in HCOB 8 Sep 64 OVERTS, WHAT LIES BEHIND THEM?, overts and withholds can enter in after the person encounters a misunderstood word or symbol on the subject or in the area. Having committed the overt, the person may now be withholding so hard that it can become impossible to get his attention onto the MU word that comes earlier in time and is more basic than the withhold.

An example of this would be someone who had broken a machine as a result of trying to operate it over his MU on how it worked. His attention would become so caught up with withholding this overt that he might not be able to confront the area at all, let alone find the underlying Crashing MU.

The person's withholds on the subject of the area not only prevent him from talking about it sensibly to the person trying to find his Crashing MU's, but also tend to withhold him from the subject itself. He won't be able to think well on that subject because he is withholding data concerning it. The person might also be frightened of punishment or discipline if he did reveal his overt. Therefore, communication with the Crashing MU finder or the subject, also may block up his memory or his ability to think on the subject and so a Crashing MU can be buried totally out of sight.

HANDLING: The handling of O/Ws would depend on whether or not one was using a meter for the Crashing MU finding.

In metered Crashing MU finding one would ask:

"Concerning (subject under discussion) is there anything you are withholding?" and if it was reading one would handle per HCOB 11 Aug 78, I, RUDIMENTS, DEFINITIONS AND PATTER. Suppress and False could be used as needed.

One could also check and handle:

"Concerning (subject under discussion) have you committed any overt?"

"Concerning (subject under discussion) has a withhold been missed?"

In non-metered Crashing MU finding one could ask the person if he had any overt or withhold concerning the subject under discussion. Very often, if one is in good communication with the person and there is no accusativeness or duress, he will say, "Well, actually, I didn't want to tell anyone but I lost all the ruddy rods," or whatever the withhold was. In non-metered asking for overts or withholds one must get the person meter checked immediately afterwards to ensure nothing gets missed. It goes without saying that a person can get very misemotional or blow or get very angry with the Crashing MU finder is you miss a withhold on him. So don't be surprised if you get a sudden blow-up when you use unmetered overt or withhold questions.

C. FALSE DATA

Ref: HCOB/PL 7 Aug 79 FALSE DATA STRIPPING

A person who has been given and has accepted false data or false definitions on a subject may become convinced that he"knows"the words when in fact the data and definitions may be entirely false. This may even prevent the misunderstoods from reading on the meter. It can certainly bury a Crashing MU because the person's certainty that he "knows" the data will prevent him from looking for the Crashing MU which is blocking him from getting products.

HANDLING: One handles false data by stripping it off exactly per HCOB/PL 7 Aug 79 FALSE DATA STRIPPING. This is a procedure which locates the false data and then blows it by recall. It is an extremely effective way of getting off the false data which is blocking the person's understanding of a subject by giving him a false understanding.

D. JUSTIFICATIONS

Ref: HCOB 21 Jan 6o JUSTIFICATION
HCOB 7 Jul 64 JUSTIFICATIONS

A person can have a defence mechanism whereby he justifies having a Crashing MU by giving reasons why it is OK not to understand the subject or area. He explains why he doesn't have to understand and makes others wrong for trying to set him straight on it. Examples of this would be:

"I'm new and haven't been at it too long."

"I have to spend so much time on my post, I don't have time to learn about it."

"Only a professional could really understand this."

" No one really knows anything about that subject anyway."

"They keep changing the terminology so how could I learn it."

HANDLING: The handling of justifications is covered in HCOB 7 Aug 79 FALSE DATA STRIPPING which has several questions in the section on locating the false data which are designed to pull off the person's justifications for failure to understand a subject or inability to turn out professional products in an area. Basically the questions ask for anything that makes it OK not to know a particular subject or not to get results with that subject. When the justifications are located they are blown with recall, just as with false data in general.

If there are no justifications present or if the trouble does not resolve with pulling off justifications,then it will be handled with the next section - service facsimiles - since

justifications as used here are really a specialized kind of self-serving service facsimile. Justifications and service facsimiles are actually cousins.

E. SERVICE FACSIMILES

Ref: Academy Class IV Materials
HCOB 5 Sep 78 ANATOMY OF A SERVICE FACSIMILE
HCOB 6 Sep 78 II SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sep 78 III ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

A service facsimile is an idea someone uses to make himself right and others wrong. These ideas are held in by engrams. For the purposes of Crashing MU finding, they can be handled by recall.

If you are trying to find someone's Crashing MU and he has a service facsimile getting in the way, then his efforts will be taken up entirely with trying to make himself right and you and others wrong and you will not be able to get to the Crashing MU. He would even feel made wrong if a Crashing MU was found.

One person who was being checked for a Crashing MU in an area in which she was goofing could not even see her goofs, let alone a Crashing MU. Eventually she admitted that she had the idea that she could not be wrong regarding this particular subject. When this was spotted and cleared up the Crashing MU could be located and the whole area straightened out.

HANDLING: If the person is manifesting the symptoms of a service facsimile or if the failure to find a Crashing MU where one obviously must exist is not resolved with A-D above, then the word clearer would ask, "Is there some idea you are using which makes you right and others wrong?" and two-way comm with him about it without getting into listing for an item. Usually the person will give up the service facsimile and realize that he has been making himself right and others wrong. He will feel very relieved to have spotted it and will be able to look for and find his Crashing MU. If, however, the service facsimile does not come up on request and two-way comm, then the person should be sent for handling by an auditor on service facsimiles.

CAUTIONS

The remedies given in this HCOB must be understood to be remedies for inability to locate the Crashing MU - they are not substitutes for standard application of the tech of finding and clearing Crashing MUs.

One would always begin with the standard approach to finding the Crashing MU and, if none was found, only then would one check for and handle each of the blocks given above in the sequence given.

If one found something on any of A-E above, one would handle it

and then check again for the Crashing MU. One does not automatically check all of A-E. The sole idea is to handle whatever is burying the Crashing MU and as soon as that has been achieved one returns to Crashing MU finding.

If half way through the False Data Stripping, for example, the person realizes he has had a Crashing MU on _____, then that's it. You wouldn'd now continue the False Data Stripping. You would complete the step you were on and then end off.

The same goes for any of the remedies. As soon as the Crashing MU is found or findable, the purpose of the remedy has been achieved and that would be it.

As it is fatal to miss a withhold on someone, it is very important that any withhold pulling done is thorough and goes to real VGIs whether it is metered or unmetered. Withhold pulling off the meter must be followed by a meter check, whether anything is found or not.

Similarly in asking for a service facsimile it is possible to start the person listing and if he gets sick or caves in later one must assume that this has occured and get the action repaired in session rapidly.

NOTE: Of course if the person is PTS and dramatizing creating problems, you may not be able to get anywhere at all until he has been run on Clay Table de-PTSing to full EP.

These cautions are not given here to make it look difficult or dangerous to do Crashing MU finding. It is usually very straightforward. However, if one is going to get results every time, he must be aware of the possible errors or barriers that he may run into and should know how to handle them.

SUMMARY

Sometimes Crashing MU finding draws a blank even though there is plenty of evidence that a Crashing MU exists.

Other misunderstoods, overts or withholds, false data, justifications and service facsimiles can bury the Crashing MU.

If one runs into this situation, one must not abandon the Crashing MU finding as the person will continue to have difficulty and will not get out his products.

The answer is to handle the blocks that are preventing the Crashing MU from being found and then find and clear the Crashing MU.

Then one can get the spectacular results of this miracle tech every time.

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HCO POLICY LETTER OF 26 MARCH 1979RB
Remimeo REVISED 2 SEPTEMBER 1979

(Also issued as an HCO Bulletin
of same date, same title.)

(Revisions in Script)

Esto Series 35RB

Word Clearing Series 60RB

Product Debug Series 7R

MISUNDERSTOOD WORDS AND CYCLES OF ACTION

MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This then results in no-product situations.

Therefore when you are getting no product, look for the misunderstood word on the subject no matter how long and arduous it is. It's there. And when it's found the person can go on and complete a cycle of action and get a product.

CAUTION: Make sure the person actually does have an inability to complete a cycle of action before you get into handling him. You don't handle somebody who is completing cycles of action that result in production.

MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-Us on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.

MISUNDERSTOODS AND COMPLEXITY

Misunderstoods lead to complexity. People who have Mis-Us in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstoods, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

MISUNDERSTOODS AND TOTAL ORGANIZE

When you see an area that is organizing only, you know that area is loaded with misunderstoods.

When people have incomplete cycles due to Mis-Us they get bogged down into organization.

You can tell when people have Mis-Us - they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this - they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-Us, overts and withholds and PTSness - and you'd have to go north through PTSness and overts and withholds to even get to the Mis-Us.

MISUNDERSTOODS AND NO ORGANIZE

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

HANDLING

The exact procedure for handling these Mis-Us is given in HCOB 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U finding is done as part of HCO PL 23 Aug 79 I DEBUG TECH. Additional data on the location of Crashing Mis-Us is found in HCOB 14 23 Aug 79 CRASHING MIS-Us, BLOCKS TO FINDING THEM and HCOB 16 Jul 79 THE "ELUSIVE" MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

LRH:gal:dr

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HCO BULLETIN OF 7 AUGUST 1979

Remimeo
Sups
Tech
Qual
Execs
ALL STAFF

(Also issued as
HCO PL 7 Aug 79
FALSE DATA STRIPPING)

Product Debug Series 8

Esto Series 36

FALSE DATA STRIPPING

(Ref: The Study Tapes
Dianetic Auditor's Bulletin Vol 1 Numbers 1-2
STANDARD PROCEDURE
Tech Vol 1, pgs. 15-20
Dianetic Auditor's Bulletin Vol 1 Number 3
HOW TO RELEASE A CHRONIC SOMATIC
Tech Vol 1, pgs. 24-26
NOTES ON THE LECTURES Pgs. 52-66, 112-113)

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found unknown basic definitions and laws or false definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions. The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who "knows" tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person "thinks he knows".

A politician is told by an advisor. "It doesn't matter how much money the government spends. It is good for the society". The politician uses this "rule" and the next thing you know, inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data, but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn't work with it.

There is no field in all the society where false data is not rampant. "Experts", "Advisors", "Friends", "Families" seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to re-do what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

INABILITY TO HAT

We are looking here at a brand new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the primary reason people cannot be hatted and False Data Stripping therefore enables a person to be hatted even though other approaches have failed. This is a very valuable discovery - it solves the problem of inability to hat or train.

SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard".

Where a subject, such as art, contains innumerable authorities and volumincus opinions you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study. Therefore it is important that any supervisor or teacher seeking to use False Data Stripping must utilize basic workable texts. These are most often found to have been written by the original discoverer of the subject and when in doubt avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a whole textbook false - much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on Economics; John Dewey's texts on Education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt

(Leipzig 1879 - Father of Modern Psychology); and (joke) a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an Exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable) the person doing it must have an OK to operate an E-meter.

GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is: when you first give a student false data handling he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus the action of stripping off false data can and must be checked for and used in any training and hatting. The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and only the correct tech exactly.

THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum over a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

Socrates: 470 B.C. - 399 B.C. A great Greek philosopher.

A thesis is a statement or assertion.

Antithesis: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further they would have seen that other effects were brought into play. It has very disasterous effects when it appears in the field of training.

Where the person has acquired a false thesis (or datum), the true datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and neither one will then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. (Synthesis: a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

(a) attempting to use a false, unworkable synthesis he has formed, or

(b) his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

GLIBNESS

Probably we have here the basic anatomy of the "glib student" who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a door stop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by, is set up a circuit which is purely memory. The truth of it is his understanding or participation is barred off by considerations such as "nothing works anyway but one has to please the professor somehow".

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

FALSE DATA PRONE

Some people are prone to accepting False Data. This stems from overts committed prior to the False Data being accepted. The False Data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-Us on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the False Data to make the subject or other people wrong.

So if you see someone who is very prone to accepting False Data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any False Data that comes his way.

PROCEDURE

You may not easily be able to detect a False Datum because the person believes it to be true. When False Data Stripping is done on a meter the False Datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to teach him.

The False Datum buries itself and the procedure itself handles this phenomenon.

When the False Datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past, and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc. until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

STEPS

A. Determine whether or not the person needs this procedure by checking the following:

1. The person cannot be hatted on a subject.

2. No Crashing Mis-Us can be found on a subject yet it is obvious they exist.

3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite word clearing.

4. He is rejecting the material he is reading or the definition of the word he is clearing.

5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.

6. The person talks about or quotes other sources or obvicusly incorrect sources.

7. He is glib.

8. The person is backing off from actually applying the data he is studying despite standard word clearing.

9. He is bogged.

10. He cannot think with the data and it does not seem to apply.

B. Establish the difficulty the person is having - i.e. what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.

C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.

D. Thoroughly clear the concept of False Data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)

E. The following questions are used to detect and uncover the False Data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.

1. "Is there anything you have run across in (subject under discussion) which you couldn't think with?"

2. "Is there anything you have encountered in (subject under discussion) which didn't seem to add up?"

3. "Is there something you have come across in (subject under discussion) that seems to be in conflict with the material you are trying to learn?"

4. "Is there something in (subject under discussion) which never made any sense to you?"

5. "Did you come across any data in (subject under discussion) that you had no use for?"

6. "Was there any data you came across in (subject under discussion) that never seemed to fit in?"

7. "Do you know of any datum that makes it unnecessary for you to do a good job on this subject?"

8. "Do you know of any reason why an overt product is alright?"

9. "Would you be made wrong if you really learned this subject?"

10. "Did anyone ever explain this subject to you verbally?"

11. "Do you know of any datum that conflicts with standard texts on this subject?"

12. "Do you consider you really know best about this subject?"

13. "Would it make somebody else wrong not to learn this subject?"

14. "Is this subject not worth learning?"

The questions are asked in the above sequence. When an area of False Data is uncovered by one of these questions one goes straight on to Step F - handling.

F. When the person comes up with an answer to one of the above questions locate the False Datum as follows:

1. Ask: "Have you been given any False Data regarding this?" and help him locate the False Datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work as the person may believe the False Data he has to be true. Keep at it until you get the False Datum.

   If the person has given you the False Datum in Step E then this step will not be needed: just go straight on to Step G.

G. When the False Datum has been located, handle as follows:

1. Ask: "Where did this datum come from?" (This could be a person, a book, TV, etc.)

2. "When was this?"

3. "Where exactly were you at the time?"

4. "Where was (the person, book, etc.) at the time?"

5. "What were you doing at the time?"

6. If the False Datum came from a person ask: "What was (the person) doing at the time?"

7. "How did (the person, book, etc.) look at the time?"

8. If the datum has not blown with the above questions ask: "Is there an earlier similar False Datum or incident on (the subject under discussion)?" and handle per Steps 1-7.

Continue as above until the False Datum has blown. On the meter you will have a Floating Needle and very good indicators.

DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.

If you suspect the datum may have blown but the person has not originated then ask: "How does that datum seem to you now?" and either continue if it hasn't blown or end off on that datum if it has blown.

H. When you have handled a particular False Datum to a blow, going earlier similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the False Datum. If there are any more answers to the question, they are handled exactly as in Step F (location) and Step G (handling).

That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from Step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. CONDITIONAL: If False Data Stripping is being done in conjunction with Crashing Mis-U Finding one would now proceed with the Crashing Mis-U Finding.

J. Send the person to the Examiner.

K. Have the person study or restudy the true data on the subject you have been handling.

END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The False Data that was standing in the road of duplication will have been cleared away and the person's thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with False Data at which time one repeats the above process.

NOTE

False Data buries itself as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc. that he cannot conceive that any data from that particular source might be false. One artist being False Data Stripped had received some false data from a very famous painter. Even though the data didn't really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It took persistence on the part of the person administering the False Data Stripping to eventually blow this False Datum with a resulting freeing up of the artist's ability to think and produce in the area.

MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being False Data Stripped knew he had some False Data from a particular source

but the False Data was a complete blank - he couldn't remember it at all. It was discovered that he had a Mis-U just before he received the False Data and as soon as this was cleared up he recalled the False Data and it blew. This is just one example of how word clearing can tie in with False Data Stripping.

REPEATED USE

False Data Stripping can be done over and over as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of False Data should be done on him again. In such a case it will be seen that the person recognizes or remembers more false or contrary data he has accumulated on the subject that was not in view earlier. As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

CAUTIONS

CODE. False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the Code apply.

RUDIMENTS. One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

OVERRUN. One must be particularly careful not to overrun the person past a blow of the False Datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

DATE/LOCATE. Date/Locate is another way of getting something to blow. If a False Datum does not blow on the recall steps despite going earlier similar, then it could be handled with Date/Locate in session as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/Locating False Data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The auditor must be totally starrated on Date and Locating and practised in it before he attempts it.

FALSE DATA STRIPPING REPAIR LIST. The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably or the person is not F/N GIs at exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within 24 hours.

NEW STUDENTS. Students who are new to Scientology should not use this procedure on each other as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstoods were and are a major factor and word clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with False Data. These False Data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the False Data which plagues man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

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HCO BULLETIN OF 23 AUGUST 1979
ISSUE II

Remimeo
Tech
Qual
C/Ses
Auditors

Product Debug Series 10

PRODUCT DEBUG REPAIR LIST

Ref: HCO PL 23 Aug 79 I Product Debug Series 1, Esto Series 37 DEBUG TECH
HCO PL 23 Aug 79 II Product Debug Series 2, Esto Series 38 DEBUG TECH CHECKLIST
Product Debug Series

The purpose of this list is to repair a messed up Product Debug (as covered in HCO PL 23 Aug 79 I Product Debug Series 1, Esto Series 37 DEBUG TECH and HCO PL 23 Aug 79 II Product Debug Series 2, Esto Series 38 DEBUG TECH CHECKLIST).

In the event of somebody getting messed up because of faulty debugging, use this list to clean up the BPC and then get the person back to complete the debug actions.

This list is done in session by an auditor and is assessed Method 3.

Preface each line with: "On your Product Debug handling _____."

Each reading line is taken to F/N per the instructions.

Any R/S turned on on this list must be immediately reported to the Ethics Officer.

Any such assessment sheet as this must be placed in the person's pc folder.

PC's NAME:_____ DATE:_____

AUDITOR:_____

SECTION 1

1A. DID YOU HAVE AN OUT-LIST? _____
(Handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF, Section on "Use of L4BRA".)

1B. WERE YOU GIVEN A WRONG ITEM? _____
(Indicate and handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78.)

1C. WERE YOU GIVEN A WRONG WHY? _____
(Indicate and handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78.)

1D. WERE YOU BEING DEBUGGED ON THE WRONG PRODUCT? _____
(Indicate and handle per C/S Series 78.)

1E. WAS THE WRONG AREA ADDRESSED? _____
(Indicate and handle per C/S Series 78.)

1F. WERE YOU ASSIGNED A WRONG CONDITION? _____
(Indicate and handle as a wrong item.)

SECTION 2

2A. DID YOU HAVE AN ARC BREAK? _____
(Fly the ARC Break.)

2B. DID YOU HAVE A PROBLEM? _____
(Fly the problem.)

2C. DID YOU HAVE A WITHHOLD? _____
(Pull the withhold.)

2D. DID YOU HAVE AN OVERT? _____
(Pull the overt.)

2E. DID THE PERSON DOING THE DEBUG MISS A WITHHOLD? _____
(Pull the withhold.)

2F. WERE OVERTS OR WITHHOLDS RESTIMULATED BUT NOT BLOWN? _____
(Pull the overts or withholds.)

2G. WAS THERE AN OVERT OR WITHHOLD THAT WAS GOTTEN OFF MORE THAN ONCE? _____
(Indicate it and 2WC E/S to F/N.)

2H. DID SOMEBODY SAY YOU HAD AN OVERT OR WITHHOLD WHEN YOU DIDN'T? _____
(Indicate it and 2WC E/S to F/N.)

2I. WAS THERE SOME OTHER KIND OF OUT-RUD? _____
(Find out what and handle.)

2J. WERE YOU USING THE DEBUG AS AN EXCUSE NOT TO PRODUCE? _____
(Handle as a withhold.)

2K. WAS THERE SOME KIND OF OUT-ETHICS? _____
(Handle as a withhold.)

2L. DID YOU HAVE COUNTER-INTENTION? _____
(Handle as a withhold.)

2M. DID YOU HAVE OTHER-INTENTION? _____
(Handle as a withhold.)

2N. WAS THERE ANY INVALIDATION? _____
(2WC E/S to F/N.)

2O. WAS THERE ANY EVALUATION? _____
(2WC E/S to F/N.)

2P. WERE THERE IGNORED ORIGINATIONS? _____
(2WC E/S to F/N.)

2Q. WERE YOU PROTESTING? _____
(Indicate and 2WC E/S to F/N.)

2R. DID YOU HAVE NO INTEREST IN THE ACTION? _____
(Find out if it's out-ruds, MUs or past failures and handle accordingly.)

2S. WAS THERE A FAILED PURPOSE? _____
(2WC E/S to F/N.)

SECTION 3

3A. DID YOU RESENT THE DEBUG ACTIONS? _____
(Find out why and 2WC E/S to F/N putting in any out-ruds. If the debug was unnecessary indicate it and take it E/S to F/N.)

3B. WAS THERE NO INSPECTION DONE TO DETERMINE WHAT TO DEBUG? _____
(Indicate and 2WC E/S to F/N. Program him to have the inspection done and then a proper debug.)

3C. WAS THE INSPECTION MISDONE IN SOME WAY? _____
(Indicate and 2WC E/S to F/N. Program him to have the inspection done properly and then a proper debug.)

3D. DID YOU FEEL THE PERSON DOING THE DEBUG WAS ACTING OUT OF REVENGE? _____
(Quad ruds and overts on the terminal.)

3E. DID YOU FEEL THE PERSON DOING THE DEBUG WAS JUST TRYING TO GET EVEN WITH YOU? _____
(Quad ruds and overts on the terminal.)

SECTION 4

4A. DIDN'T YOU UNDERSTAND WHAT WAS BEING DONE? _____
(Handle his MUs and questions.)

4B. WERE THERE WORD CLEARING ERRORS? _____
(Assess and handle a WCCL.)

4C. WAS AN MU FOUND THAT WAS NOT CLEARED? _____
(Fully clear the MU to F/N.)

4D. WAS THE WORD CLEARED NOT REALLY A MISUNDERSTOOD? _____
(Indicate and 2WC E/S to F/N.)

4E. WERE YOU TOLD YOU HAD MUs WHEN YOU DIDN'T? _____
(Indicate and 2WC E/S to F/N.)

4F. WAS YOUR CRASHING MIS-U FINDING MESSED UP? _____
(Assess and handle a Crashing Mis-U Repair List.)

4G. WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED? _____
(Clear it fully to F/N.)

4H. COULDN'T YOU FIND THE CRASHING MIS-U? _____
(Assess and handle the Crashing Mis-U Repair List.)

4I. WERE YOU TOLD YOU HAD A CRASHING MIS-U WHEN YOU DIDN'T? _____
(Indicate and take E/S to F/N. Do a Crashing Mis-U Repair List if necessary.)

4J. WAS YOUR CRASHING MIS-U FINDING MISDONE? _____
(Assess and handle a Crashing Mis-U Repair List.)

4K. COULDN'T COMPLETE SOME CYCLE OF ACTION? _____
(2WC E/S to F/N. Send to the word clearer for handling with Crashing Mis-U tech.)

5A. WAS THERE FALSE DATA? _____
(2WC E/S to F/N. Send to the debugger for False Data Stripping on the area.)

5B. WAS YOUR FALSE DATA HANDLING MESSED UP? _____
(Assess and handle the False Data Stripping Repair List.)

5C. WAS THE "FALSE DATA" FOUND NOT REALLY FALSE DATA? _____
(Indicate it and have him spot this. Take it E/S to F/N.)

5D. WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN? _____
(Handle the false data to a blow with the False Data Stripping procedure.)

5E. DID THE PERSON DOING THE DEBUG GIVE YOU FALSE DATA? _____
(Indicate and strip off the false data per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.)

5F. WAS THE TRUE OR CORRECT DATA NEVER FOUND? _____
(Indicate and 2WC E/S to F/N. Program him to have this handled with False Data Stripping.)

5G. DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T? _____
(Indicate and 2WC E/S to F/N.)

5H. HAD THE FALSE DATA ALREADY BEEN HANDLED? _____
(Indicate and 2WC E/S to F/N.)

5I. WERE YOU GIVEN ANY VERBAL DATA? _____
(2WC E/S to F/N. Program this to be handled with the "How to Defeat Verbal Tech Checklist".)

5J. ARE YOU OPERATING OFF FALSE OR VERBAL DATA? _____
(Indicate and 2WC E/S to F/N. Program this to be handled with False Data Stripping and the "How to Defeat Verbal Tech Checklist".)

5K. HAVE YOU GIVEN OTHERS FALSE DATA? _____
(Pull as a withhold. Then strip off any false data he has in the area.)

5L. HAVE YOU TOLERATED FALSE DATA BEING GIVEN YOU? _____
(Pull as a withhold. Then strip off the false data.)

5M. HAVE YOU CONCLUDED SOMETHING WITHOUT CHECKING IT OUT TO OBTAIN THE FULL FACTS? _____
(Handle as a withhold. Then strip off any false data he has on the area.)

5N. HAVE YOU ACCEPTED CONCLUSIONS WITHOUT VERIFYING THEM? _____
(Handle as a withhold. Then handle any false data he has on the area.)

5O. HAVE YOU FAILED TO DO YOUR HOMEWORK IN YOUR SUBJECT? _____
(Handle as a withhold. Then strip off any false data he has in the area.)

5P. HAVE YOU JUST HOPED SOMETHING WAS OKAY AND PASSED IT ON AS OKAY WHEN YOU DIDN'T KNOW? _____
(Handle as a withhold. Then strip off any false data he has in the area.)

5Q. HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE? _____
(Handle as a withhold.)

5R. HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING? _____
(Handle as a withhold.)

5S. HAVE YOU EVER LIED ABOUT ANYTHING IN THIS AREA? _____
(Handle as a withhold.)

SECTION 6

6A. WAS YOUR ETHICS HANDLING MESSED UP? _____
(Indicate it and 2WC E/S to F/N. If necessary, assess the appropriate correction list to handle the BPC.)

6B. WERE YOU NOT HANDLED ON YOUR ETHICS WHEN YOU SHOULD HAVE BEEN? _____
(Indicate and 2WC E/S to F/N. Program this ethics situation to be handled by the debugger.)

6C. WERE YOU TOLD YOU WERE OUT-ETHICS WHEN YOU WEREN'T? _____
(Indicate and 2WC E/S to F/N.)

6D. WAS THERE SOME OUT-ETHICS SITUATION THAT WAS NOT DETECTED? _____
(Pull this as a withhold. Then program for handling according to what comes up.)

SECTION 7

7A. WERE YOU TRYING TO JUSTIFY YOUR ACTIONS? _____
(2WC the justifications E/S to F/N. Then check for and pull any O/Ws in the area of the justifications.)

7B. WERE YOU TRYING TO JUSTIFY AN OVERT? _____
(2WC the justifications E/S to F/N. Then pull the overt.)

7C. WERE YOU TRYING TO LESSEN AN OVERT? _____
(2WC this E/S to F/N. Pull the overt.)

7D. IS THERE SOMETHING THAT MAKES IT OK FOR YOU NOT TO GET YOUR PRODUCT OUT? _____
(Have him tell you about it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.)

7E. IS THERE SOME REASON WHY PRODUCING AN OVERT PRODUCT IS ALL RIGHT? _____
(2WC it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.)

7F. IS THERE SOMETHING THAT MAKES IT OK FOR YOU NOT TO BE COMPETENT ON YOUR POST? _____
(2WC it E/S to F/N. Then strip off the justification per HCOB 7 Aug 79 Product Debug Series 8, Esto Series 36 FALSE DATA STRIPPING.)

SECTION 8

8A. IS THERE SOME IDEA YOU WERE USING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?
(2WC him on this and get him to spot and tell you the Service Facsimile without getting into listing for it. What you are trying to do is get him to find and blow the Ser Fac by recall. If he does not come up with the Ser Fac complete the 2WC to F/N and program him for full Ser Fac handling.)

8B. WERE YOU TRYING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?
(Handle this as in 8A above.)

8C. IS THERE SOMETHING YOU ARE DOING TO MAKE YOURSELF RIGHT?
(Handle as in 8A above.)

8D. IS THERE A METHOD OF MAKING OTHERS WRONG?
(Handle as in 8A above.)

8E. ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?
(2WC this E/S to F/N. Program him for full Ser Fac handling.)

8F. WAS YOUR SERVICE FACSIMILE HANDLING MESSED UP?
(Determine if it is an L&N error or an incomplete list and if so, handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and C/S Series 78. Otherwise clean up the BPC with an L1C and program him to have any incomplete handling on Ser Facs completed.)

SECTION 9

9A. WAS THERE BAD CRAMMING?
(Assess and handle a Cramming Repair List.)

9B. WERE YOU NOT CRAMMED WHEN YOU SHOULD HAVE BEEN?
(2WC E/S to F/N. Program him to get the needed cramming done.)

9C. WAS THERE SOMETHING ELSE WRONG WITH YOUR CRAMMING?
(Assess and handle a Cramming Repair List.)

9D. FAILED TO LOOK OVER THE MATERIALS OF WHICH YOU HAD FALSE DATA OR MUs ON AFTER YOU WERE CLEANED UP AND WERE STILL BLANK ON THE MATERIALS BECAUSE YOU HADN'T GONE THROUGH THEM AGAIN?
(2WC E/S to F/N. Program him to re-cover and re-study the materials and send the Cramming Officer to Ethics.)

9E. DID THE CRAMMING OFFICER JUST SYMPATHIZE WITH YOU?
(2WC E/S to F/N. Send the Cramming Officer to Ethics.)

SECTION 10

10A. WAS THERE SOME PERSONNEL BUG THAT WAS NOT HANDLED?
(2WC E/S to F/N. Program this to be handled with debug tech.)

10B. WAS THERE SOME SORT OF TROUBLE WITH PERSONNEL THAT WAS NOT FOUND? _____
(Indicate and 2WC E/S to F/N. Program for handling according to what comes up.)

SECTION 11

11A. IS THERE SOME PROBLEM WITH YOUR COMM LINES? _____
(2WC E/S to F/N. Note for further handling with debug tech.)

11B. NO ORDERS? _____
(2WC E/S to F/N. Note for handling with debug tech.)

11C. CROSS-ORDERS? _____
(2WC E/S to F/N. Note for handling with debug tech.)

11D. ILLEGAL ORDERS? _____
(2WC E/S to F/N. Note for handling with debug tech.)

11E. SOME OTHER TROUBLE WITH ORDERS? _____
(2WC E/S to F/N. Note for handling with debug tech.)

SECTION 12

12A. ARE YOU UNABLE TO STUDY? _____
(2WC E/S to F/N. Program him for the M8 and M9 program and PCRD if necessary.)

12B. WAS THERE SOME DIFFICULTY WITH HATTING THAT WAS NOT FOUND?
(2WC E/S to F/N. Program for handling with debug tech.)

12C. WERE YOU PREVENTED FROM GETTING HATTED? _____
(Indicate and 2WC E/S to F/N. Program for handling with debug tech.)

12D. WAS THERE SOME OTHER PROBLEM WITH HATTING OR STUDY? _____
(2WC E/S to F/N. Program for handling with debug tech.)

12E. IS THERE NO HATTING COURSE? _____
(2WC E/S to F/N. See that a hatting course is established and that he studies meanwhile.)

12F. ARE THERE NO HATS? _____
(2WC E/S to F/N. Program him to compile his A-I Hat.)

SECTION 13

13A. WAS YOUR PRODUCT CLEARING MESSED UP? _____
(Assess and handle a Product Clearing Correction List.)

13B. WAS YOUR PRODUCT INVALIDATED? _____
(2WC E/S to F/N.)

13C. DIDN'T YOU KNOW WHAT YOUR PRODUCT WAS? _____
(2WC E/S to F/N. Program for Product Clearing.)

13D. WAS PRODUCT CLEARING NOT DONE? _____
(2WC E/S to F/N. Program for Product Clearing.)

SECTION 14

14A. WAS YOUR CLAY TABLE PTS HANDLING MESSED UP? _____
(Assess and handle the PTS Clay Table Repair List.)

14B. ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO YOU? _____
(2WC E/S to F/N. Send him to get routine PTS handling and program him for PTS Clay Table Handling.) _____

14C. ARE YOU CONNECTED TO SOMEONE OR SOMETHING THAT IS SUPPRESSIVE TO YOU? _____
(2WC E/S to F/N. Send him to get routine PTS handling and program him for PTS Clay Table Handling.)

14D. DID SOMEONE SAY YOU WERE PTS WHEN YOU WEREN'T? _____
(Indicate and 2WC E/S to F/N.)

14E ACCIDENTS? _____
(2WC E/S to F/N. Send him to get routine PTS handling and program him for PTS Clay Table Handling.)

14F. ARE THERE LOTS OF PROBLEMS IN YOUR AREA? _____
(2WC E/S to F/N. Program him and any other PTS personnel in his area for PTS handling including Clay Table De-PTSing.)

SECTION 15

15A WAS THERE SOME EXTERIOR INFLUENCE THAT WAS NOT HANDLED? _____

(2WC E/S to F/N. Program for handling with Debug tech.)

15B IS THERE SOMETHING STOPPING YOUR PRODUCTION WHICH IS OUT OF YOUR CONTROLL? _____
(2WC E/S to F/N. Program for handling with debug tech.)

SECTION 16

16A. WAS THERE SOME SORT OF ORGANIZATIONAL PROBLEM? _____
(2WC E/S to F/N. Program for handling with debug tech.)

16B. WAS THERE SOME ORGANIZATIONAL TROUBLE THAT WAS NOT LOCATED? _____
(2WC E/S to F/N. Program for handling with Debug tech.)

SECTION 17

17A. WERE THERE FALSE READS? _____
(Indicate and take E/S to F/N. _____

17B. WERE THERE MISSED READS? _____
(Indicate and take E/S to FN. Program him to get what was missed handled with debug tech.)

17C. WERE YOU HANDLED ON SOMETHING THAT DIDN'T NEED HANDLING?
(Get what and indicate the unnecessary action. Take it E/S to F/N.)

17D. WAS THERE SOMETHING WHICH SHOULD HAVE BEEN TAKEN UP THAT WASN'T?
(2WC E/S to F/N. Program for handling with debug tech.)

17E. WAS SOMETHING QUICKIED?
(Indicate and 2WC E/S to F/N. Note for handling with debug tech.)

17F. WAS SOMETHING LEFT INCOMPLETE?
(2WC E/S to F/N. Program this to be completed per debug tech.)

17G. WAS SOME PART OF THE DEBUG OVERRUN?
(Indicate and rehab to F/N.)

17H. WAS SOMETHING MISSED?
(Find out what and 2WC E/S to F/N. Pull any M/W/Hs.)

SECTION 18

18A. WAS SOME PART OF THE DEBUG UNNECESSARY?
(Indicate and 2WC E/S to F/N.)

18B. WERE YOU NOT HAVING ANY TROUBLE GETTING OUT YOUR PRODUCTS IN THE FIRST PLACE?
(If this is actually the case indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

18C. WERE YOUR PRODUCTS ACTUALLY BEING GOTTEN OUT?
(If this is actually the case indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

18D. WAS THERE NOTHING WRONG WITH THE DEBUG IN THE FIRST PLACE?
(Indicate that this repair list was an unnecessary action. Take it E/S to F/N.)

SECTION 19

19A. WAS THERE SOMETHING ELSE WRONG?
(Find out what and handle with the appropriate correction list.)

19B. WERE YOU IN SOME SORT OF CASE TROUBLE?
(Assess and handle a C/S 53.)

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HCO BULLETIN OF 30 JANUARY 1973RC
REVISED 19 DECEMBER 1979

Remimeo
All Supervisors
All Word Clearers

(Revisions underlined)
(Ellipsis indicates Deletions)

Word Clearing Series 46RC

METHOD 9 WORD CLEARING THE RIGHT WAY

(Cancels BTB 30 January 1973RA
Word Clearing Series 46RA
METHOD 9)

(Ref: M9 PICTURE BOOK -- which will be issued in due time as part of a special course. HCOB 23 March 78RA Revised 14 Nov 79, Word Clearing Series 59RA, CLEARING WORDS.)

Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It has been revised here to include developments on how one goes about clearing a word. This revision is on page 7, section 7, "CLEAR THE WORD". There are five other changes, all minor.

Earlier write-ups on this subject, not by myself, stated that the person's Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood. Usually, as was covered long since in Study Tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.

HISTORICAL

Method 9 word clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technlogy nevertheless began to spread in use. It was found that not only non-English students didn't know what they were reading but as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that 31 school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can't read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough supervisors to personally M9 all the people on the planet, much less a medium size class, it has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn't read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken and egg problem. Therefore, the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course. This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of word clearing today. You would be utterly amazed to find somebody who habitually reads Western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)" and he understands from this, "He roamed around the mountains." He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points where a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of word clearing and should be learned very well.

HOW TO LEARN METHOD 9

Method 9 word clearing is a way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the word clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional word clearer. Method 9 does not require expertise and it does not require a meter as many other methods of word clearing do. Method 2 word clearing is very similar to Method 9 but it requires the use of a me-

ter to pick up the misunderstoods. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the Supervisor gets the student through the picture book version of M9, which will be issued in due time as part of a special course and drills him so that he can do Method 9 word clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.

MISUNDERSTOOD WORDS

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

A misunderstood word keeps a person from duplicating what the written materials actually say. It causes the Communication Formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstoods are known to the person doing Method 9. A word can be misunderstood because of a false (totally wrong) definition, an incorrect definition, an incomplete definition, an unsuitable definition, a homonymic (one word which has two or more distinctly separate meanings) definition, a substitute (synonym -- a word which has a similar but not the same meaning) definition, a no (omitted) definition, a rejected (by the person himself, usually due to a false datum) definition or an invented (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB 17 Jul 79 Issue I, THE MISUNDERSTOOD WORD DEFINED.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is "not understood" (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal idiot all of a sudden begins to look comparatively like a genius after he has been M9ed.

WHY METHOD 9 WORKS

A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or physical beingness. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a non-optimum action of some kind which must be noted and handled at once by the word clearer.

A non-optimum reaction is anything the student does besides read the page easily, naturally, and perfectly. Examples of some of the non-optimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.

2. Student stumbling on a word or saying it incorrectly.

3. Student pausing or reading more slowly.

4. Student frowning or looking uncertain.

5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.

6. Student reading with effort.

7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read"correctly" by someone who doesn't know anything about Mis-Us).

Other manifestations can occur.

Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or pencilled corrections in the text are very hard to make out. Thus it is necessary to do M9 word clearing only in bright light and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and deletions itself.

All possible reasons why he cannot see the text and unclear text must be removed. Otherwise, the student will simply say he couldn't see it or the light was bad or some other wrong why.

Anytime the person makes an error in his reading or reacts in some non-optimum way, a misunderstood will ALWAYS be found just before that point or sometimes at that point itself.

Example: The student is reading the page aloud. He reads, "Raymond walked home slowly and thoughtfully," then he frowns. The other student, who is M9ing him says: "That's it. Is there some word or symbol there that you didn't understand?" (If the student wonders why he was stopped, the word clearer tells him what reaction he noticed.)
The student looks over what he has read. He feels uncertain about the word "slowly". He tells this to the word clearer and the word "Slowly" is looked up in the dictionary and used in sentences until the student fully understands it.
When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.

THE GLIB STUDENT

Glibness is often trained into students by the current educational methods used in schools. The student is drilled to suppress or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a "good student" and a "good reader".

With this method, a student's understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

In today's schools, students are actually instructed to go right on past words they don't understand; to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstoods have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions, and read on, leaving misunderstoods piled up behind him.
In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus they invented various drills to force the student not to make these "comprehension errors". They did not have the tech or even know

what caused these manifestations. You have the reasons for them in Method 9 and in Study Tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he reads them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the Supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the suppression deepen when he hits the really big Mis-Us. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstoods so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mis-trained glib student is to get him to read a paragraph and then, employing a method known as "clay table", get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

METHOD 9 ON COMMON READING MATERIALS

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the word clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words. But after he has found and cleared a number of them using Method 9, the student will realize that he <u>does</u> have misunderstood words and that his misunderstoods are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials

he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and able to find and handle his own misunderstoods and he is on his way toward reading naturally, correctly and with understanding.

HOW TO DO METHOD 9

1. STUDENT AND WORD CLEARER SIT ACROSS FROM EACH OTHER.

The student and the word clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The word clearer must be able to see the student and the page in front of him at the same time.

2. DICTIONARIES ARE AVAILABLE.

A good, simple English language dictionary, and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary". This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions. Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects ever heard of under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstoods in future. The word clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstoods. ... (If you don't want to spend ten years M9ing one page, it is best to get him through Metod 8 on simple English words. This will be part of a special course which will greatly improve someone's level of literacy.)

4. STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.

The student reads the text aloud to the word clearer. He is not on the meter. While the student reads, the word clearer follows his own copy of the same text, watches the student and listens to him.

The word clearer must be very alert and see or hear any non-optimum reactions of the student while he is reading.

5. NON-OPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A non-optimum reaction by the student to what he is reading is the clue to the word clearer that the student has encountered a misunderstood word. The word clearer and student must now locate the exact misunderstood word or symbol. It will be found just before or sometimes at the point the non-optimum reaction occured.

6. FIND THE MISUNDERSTOOD.

The student may be able to spot his misunderstood word right away and tell the word clearer what it is. Or he may have difficulty finding it and the word clearer will have to help him find it.

If it is not obvious to the student that he has reacted and he just continues reading, the word clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the word clearer to steer the student to the misunderstood. It is either at the point of the non-optimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The word clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The word clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

7. CLEAR THE WORD.

Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstoods. Therefore he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared.

This is how a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it

in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation -- which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (Math., Biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example "give in" is an English idiom meaning "yield". Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

8. READ THE SENTENCE AGAIN.

The word clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so and if he reads it correctly with understanding, he continues reading the text. Any further non-optimum reactions are handled by finding the next misunderstood word and clearing it, as above.

9. METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.

Method 9 is continued until the text to be word cleared is completed.

10. STUDENT GOES TO EXAMINER AT THE END OF METHOD 9 WORD CLEARING.

The student is always sent to the PC Examiner at the end of a Method 9 session.

And that's all there is to doing Method 9!

METHOD 9 CAUTION

When the word clearer has misunderstoods of his own on the material being word cleared, he tends to go "wooden" and just sits and does nothing to handle the student. The word clearer must always clear his own misunderstood words or else when the student stumbles on a word, the word clearer won't even see it or hear it because of his own misunderstoods. He can miss the student's stumble and never get the student's misunderstood word.

The word clearer can also miss a student's reactions when he has so much attention on the page that he becomes unaware of the student or doesn't even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials as this will only give them misunderstoods. They take the materials being word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section, and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstoods could be missed. The whole text would be covered in this way.

EXAMPLES OF STUDENT REACTIONS AND THEIR CORRECT HANDLING

There are many, many different kinds of reactions that can occur when a student passes a word he doesn't understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the word clearer to understand Method 9 and to apply it exactly according to this bulletin.

Given here are some examples of student reactions and correct handlings by the word clearer:

A. The student changes a word in the sentence.

Example:
The page says: "The boy then reached down and patted his "dog."

The student says: "The boy than reached down and patted his dog."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks at the words "then", "boy" and "the". He knows those words. So he looks in the sentence before that one. In that sentence he sees the word "collie". He's not sure what that is.

He tells the word clearer and they clear the word "collie".

B. The student adds an extra word.

Example:

The page says: "The child went to school."

The student says: The child went to the school."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say, "A child went to school" rather than, "The child went to school."

The word clearer says, "Okay, let's spot-check some words. What does 'the' mean in this sentence?"

The student looks blank for a moment and doesn't say anything. The word clearer says, "All right. We're going to look up the definition of 'the'."

"The" is then looked up and cleared.

C. The student leaves out a word.

Example:

The page says: "Robert then visited the city."

The student says: "Robert visited the city."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student reads over the sentence. He can't find anything he doesn't understand. The word clearer asks him to look over the next earlier sentence for a misunderstood word. The student can't find any there, either. The word clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

D. The student leaves off a part of a word, such as an "s" or an "ed" at the end.

Example:

The page says: "There was a huge pile of assorted tools in the woodshed."

The student says: "There was a huge pile of assorted

tool in the woodshed."

The word clearer says, "That's it. You left the 's' off 'tools'. Have a look over that sentence or page and tell me what word or symbol was misunderstood."

The student says, "I don't have any misunderstood words on this page."

The word clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstoods. So the word clearer starts spot checking the student on the definitions of the words on the page.

The word clearer asks, "What's the definition of 'tools'? The student says, "It means 'implements of work'." The word clearer says, "That's fine. What's the definition of 'assorted'?" The student gives it to him correctly, so the word clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word "was".

Student says, "It's something you saw with." The word clearer says, "Let's have a look at 'was' in the dictionary." Each definition of "was" is then cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb "to be".

E. <u>The student stumbles on a word or says it incorrectly</u>.

Example:

The page says: "I think I'll go shopping."

The student says: "I th-think...."

The student stops after he stumbles. The word clearer says, "Is there some word or symbol there that you don't understand?"

The student says, "Well, it just doesn't make sense."

The word clearer asks, "What doesn't make sense?"

The student says, "I don't see why it says 'think' here."

The word clearer says, "All right. Let's have a look at 'think' in the dictionary."

"Think" is then looked up in the dictionary, but the student can't seem to get it, even though he understands all the words in the definition.

The word clearer asks, "Tell me, what part of speech is 'think' in that sentence?"

The student says, "Uh, I don't know."

The word clearer says, "Okay. Well, right here in the dictionary it says 'Verb'. What does that mean to you?"

Student:"Mm..." (long pause).

The word clearer says, "All right." He gets a grammar book and says, "Have a look at this definition of 'verb'."

"Verb" is then cleared but while clearing it, the student says, "Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve." And as he has cognited and has now got it straight, M9ing continues. He uses it in sentences until he's really got it, then they go on to the next definition of "think" in the dictionary.

F. The student hesitates or pauses while he is reading or begins reading more slowly.

Example:

The page says: "The sun was shining on the flowers."

The student says: "The sun----was shining on the flowers."

The word clearer says, "That's it. What word or symbol was misunderstood just before that point?"

The student very carefully looks back over the page, but he can't find any words he doesn't understand.

The word clearer says. "Okay. I'll spot-check you." He gives the student a thorough spot-check, but no misunderstood words are found.

The word clearer then asks, "Show me where you were last doing really well on this text."

The student shows him. It's three paragraphs back.

The word clearer says, "Good. We're going to check from this point back for any misunderstood words."

He extensively spot-checks the student in that area, and the student's misunderstood word is finally found and cleared.

G. The student frowns, looks uncertain, goes stiff, or in some way shows lack of comprehension.

Example:

The page says: "The family ate dinner together every night."

The student says: "The family ate dinner together every night."

While the student is reading, there is a slight look of uncertainty on his face.

The word clearer says, "That's it. Look over this section you've just read and tell me what word or symbol has been misunderstood."

The student says, "But why did you stop me?"

The word clearer says, "You were looking uncertain as you read that last sentence."

The student says, "Well, actually, I did have some

attention back on the sentence before last."

The word clearer says, "Okay. Was there any misunderstood word or symbol there?"

The student says, "I have some attention on the word 'for', but I've looked that up before."

The word clearer says, "Well, let's have another look at it."

"For" is then cleared and the student realizes that he hadn't fully cleared all of the definitions when he had previously looked it up.

H. <u>The student tenses his body in some way. This could be tightening his grip, squinting, tensing his jaw, jerking his body, stiffening any body part, etc.</u>

1-The page says: "The girls were delighted to see one another."

The student says: "The girls (tightens the muscles in his jaw) were delighted to see one another."

The word clearer says, "That's it. Look back over this section you have just read. Was there a misunderstood word or symbol there?"

The student looks at the page a long time. The word clearer can see he is looking earlier and earlier on the page. Finally the student says, "I can't see any words I don't understand, but this line seems a bit strange to me: 'It was Christmas Eve. Alice was listening to "Silent Night" when Carol came into the room.'"

The word clearer says, "All right. Let's do a spot-check in that area. What does 'Carol' mean?"

The student says, "That's a girl's name."

The word clearer says, "Good. What do the quotation marks show in that sentence?"

The student says, "Hm. Well, someone said 'Silent Night' to Alice."

The word clearer says, "All right. I want you to read this section in the grammar book on quotation marks."

The student reads the section aloud and says, "Oh. I see. 'Silent Night' is a song and you use quotation marks around the names of songs. I've got it now!"

The word clearer says, "Great," and has the student give some examples of the use of quotation marks. They then return to the text.

2-The page says: "The men walked quietly through the dockyard."The student says: "The men walked quietly through the dockyard." (Student leans forward and looks at the page more intently.)

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. "Well, I've never seen 'dockyard' used like that before. It doesn't ma-

ke sense."

The word clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the word clearer and says, "And all this time I thought a dockyard was a place where you built docks, I never could understand why....."

3-The page says: " The car drove off, leaving a trail of dust in the air."

The student says: " The car drove off, leaving a trail (student squints his eyes at the page) of dust in the air."

The word clearer says, "Is there some misunderstood word or symbol in that area?"

Student looks bewlidered. "No, the sentence just doesn't make sense."

Word Clearer says, "All right. What is the definition of 'trail'?"

"Oh, that's the impression of a horse hoof where a horse has been."

The word clearer says, "Okay, look up the word 'trail'." The word is cleared and the student sees that he had a totally wrong definition.

I. <u>The student yawns, suppresses a yawn, gets watery eyes, etc.</u>

The page says: "A bright red apple was on the table."

The student says: "A bright red apple was (yawn)..."

The word clearer says, "Okay. Let's find the word or symbol that was misunderstood in this section."

The student says, "I'm not sure I have the right definition for 'bright'. Could we look it up?"

The word clearer says, "Sure," and they look up the word "bright".

J. <u>The student begins reading with effort. This includes reading very carefully or unnaturally or robotically or reading in such a way as to show that the words have no meaning to him, or that he doesn't understand what he is reading.</u>

The page says: "The families were having a picnic on the beach."

The student says: "The families were having a picnic on the beach."

The student reads the page correctly, but he is being <u>very</u> careful not to make any mistakes.

The word clearer says,"That's it. Let's find the misunderstood word or symbol that you didn't understand before this sentence."

The student says, "Yes, I started feeling uncomfortable

while I was reading the sentence before last."

The word clearer says, "Good. Let's look just before that for the misunderstood word."

The student finds his misunderstood and it is cleared.

The important point for the word clearer to remember is that WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech, as given in this HCOB. If the student can't easily achieve this, he must go to the Supervisor for help.

TRs AND M9

To be a very successful M9 word clearer, one's TRs must be in. One has to be able to TR-3 the question and get the actual misunderstood, yet at the same time, one should never go robotic or rote on the Method 9 procedure. For example it may happen that half-way through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn't then ask him for his misunderstood. Just acknowledge his win and carry on with your word clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

QUARRELS OR UPSETS

It occasionally happens that the students doing the word clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. "Misunderstoods" that were really understood were forced off on the student, or

2. Actual misunderstoods were not detected and were passed by.
   1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.
   2. If the above doesn't handle it, then one knows that misunderstoods have been missed. Have the twin who is doing the word clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the misunderstoods. It will usually be found that several misunderstoods have been missed, not just one.

WORKSHEETS

Worksheets are a written record of the word clearing session. They contain the student's name, the word clearer's name, the date and the name or title of what is being word clear-

ed. The word clearer keeps worksheets during the word clearing session and writes down which words have been looked up and cleared and any other important information concerning the word clearing.

Worksheets are stapled to the student's exam form when word clearing is complete. They are filed in his pc folder.

TEACHING THE STUDENT

TO DO METHOD 9

This is done using this HCOB or the M9 Picture Book (which will be issued in due time as part of a special course.) This is a simple picture book which is handed to the student. He goes through the book and then does some M9 drilling as contained in the back of it. The Supervisor checks him out and corrects him if needed, using only the data in the M9 Picture Book and this HCOB. No verbal Tech or opinions are thrown in.

The end result of a well done Method 9 is a student who is certain he has no misunderstoods on that material so that he can easily study the material and apply it.

Method 9 is a great Civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that Method 9 is done correctly, exactly by the book. Otherwise, people will be denied the enormous wins that can be attained with it.

L. RON HUBBARD
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ISSUE I

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ADMIN KNOW-HOW 33
ESTO SERIES 31

PRODUCT/ORG OFFICER SYSTEM

NAME YOUR PRODUCT

The Product/Org Officer System, covered fully in Flag Executive Briefing Course tapes, contains the key phrase for any Product Officer. This is:

NAME, WANT AND GET YOUR PRODUCT.

Breaking this down into its parts we find that the most common failure of any product officer or staff member or purchaser lies in the first item. NAME YOUR PRODUCT!

On org boards and even for sections, one has products listed. Departments have Valuable Final Products. Every staff member has one or more products.

IF PRODUCTION IS NOT OCCURING, THE ABILITY TO NAME THE PRODUCT IS PROBABLY MISSING.

Misunderstood post titles were collected once on a wide survey. Whenever it was found a staff member did not seem to be able to do his job, it was checked whether he knew the definition of the word -- or words -- that made up his post title. It was found , one for one, that he could not define it even though no unusual or special definition was being requested. In other words, the first thing about the post could not be defined -- the post title. This may seem incredible, but only until you yourself check it out on staff that habitually goof.

The ability to NAME the product required goes further than a mere, glib definition. Some engineers once drove a purchaser half way up the wall by glibly requesting "one dozen bolts". The purchaser kept bringing back all different thicknesses and lengths and types of bolts. The purchaser was going daffy and so were the engineers. Until the engineers were forced to exactly name what they were seeking by giving it ALL its name. The purchaser trying to purchase could not possibly obtain his product without being able to FULLY name it. Once this was done, nothing was easier.

A product officer can ask, beg, plead, yell for his product. But maybe he isn't naming it! Maybe he isn't naming it fully. And maybe even he doesn't know the name of it. A product officer should spend some time exactly and accurately naming the exact product he wants before asking for it. Otherwise he and his staff may be struggling around over many misunderstood words!

When you see a staff whirling around and dashing into walls and each other and not producing a thing, calmly try to find out if any of them or their product officer can NAME what products they are trying to produce. Chances are, few of them can and maybe the product officer as well.

Handle and it will all smooth out and products will occur.

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ADMIN KNOW-HOW 33
ESTO SERIES 32

PRODUCT/ORG OFFICER SYSTEM

WANT YOUR PRODUCT

A product officer has to name, WANT and get his product.

Where no real or valuable production is occurring, one has to ask the question, does the product officer really WANT the product he is demanding? And does the staff member or members he is dealing with WANT the product?

The reason that a psychotic or otherwise evilly intentioned person cannot achieve anything as a product officer or staff member is that he does NOT want the product to occur. The intentions of psychos are aimed at destruction and not at creation.

Such persons may SAY they want the product but this is just "PR" and a cover for their real activities.

People who are PTS (Potential Trouble Sources by reason of connections with people antagonistic to what they are doing in life) are all too likely to slide into the valence of the antagonistic person who definitely would NOT want the product.

Thus, in an org run by or overloaded with destructive persons or PTS persons, you see a very low level of production if you see any at all. And the production is likely to be what is called "an overt product", meaning a bad one that will not be accepted or cannot be traded or exchanged and has more waste and liability connected with it than it has value.

One has to actually WANT the product he is asking for or is trying to produce. There may be many reasons he does not, none of which are necessarily connected with being psycho. But if it is a creative and valuable product and assists his and the survival of others and he still does not want it, then one should look for PTSness or maybe even a bit of psychosis. And at the least, some withholds.

One does not have to be in a passionate mystic daze about wanting the product. But one shouldn't be moving mountains in the road of a guy trying to carry some lumber to the house site either.

The question of WANT the product has to be included in any examination of reasons why a person or an org isn't producing.

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ADMIN KNOW-HOW 35
ESTO SERIES 33

PRODUCT/ORG OFFICER SYSTEM

TO GET YOU HAVE TO KNOW HOW TO ORGANIZE

A product officer and ESPECIALLY an org officer has to know how to GET a product.

All science and technology is built around this single point in the key phrase "Name, want and get your product". Managers and scientists specialize in the HOW TO GET part of it and very often neglect the rest.

There are many product officers who do NOT know enough about organization to organize things so they actually GET their product. These, all too often, cover up their ignorance on how to organize or their inability to do so by saying to one and all "Don't organize, just produce!" When you hear this you can suspect that the person saying it actually does not know the tech or know-how of organizing or how to put an organization together. He may not even know enough about organizing to shove aside other paper on his desk when he is trying to spread out and read a large chart -- yet that is simple organization.

A brick layer would look awfully silly trying to lay no-bricks. He hasn't got any bricks. Yet there he is going through the motions of laying bricks. If takes a certain economic and purchasing and transport tech to get the bricks delivered -- only then can you lay bricks.

A manager looks pretty silly trying to order a brick wall built when he doesn't have any bricks or brick layer and provides no means at all of obtaining either one.

A product officer may be great at single-handing the show. How come? He doesn't realize that building a show comes before one runs it. And even though economics demand at least a small show before one builds a large show, a very bad product officer who can't really organize either, will, instead of making the small show bigger, make the small show smaller by trying to run a no-show.

There is a HOW of organization. It is covered pretty well in the Org Series and elsewhere. Like you can't put in comm lines unless you put in terminals for them to connect with. Like you can't get particles flowing in a profitable way unless they have something for them to run on. That's simply the way things go in the universe in which you are operating. Now of course you could build a new universe with different laws but the fact is, that would require a knowledge of organization as well, wouldn't it?

The tech of how to produce something can be pretty vast. One doesn't have to be a total expert on it to be able to manage the people doing it, but one has to have a pretty good idea of how it goes and know enough NOT to stop the guys who do know how to make bricks when one wants bricks.

If the product is to get somebody to come in to see you, then you have to have some means of communication and some tech of persuasion to make him want to come in to see you. Brute force may seem okay to cops but in organization it seldom works. There is more tech to it than that.

If a product officer does not know there is tech involved in GETTING the product, then he will never make his staff study it or teach anybody to do it. And he will wind up with no product. So beware the product officer who won't give time off for hatting! He doesn't know one has to know the tech of getting his product. What do you think the OEC (Org Exec Course) volumes and the technical bulletins are all about?

One has to spend some time organizing in many different ways -- the organization itself, the hatting, the technical skill staff members would have to have, to get anywhere in GETTING a product.

Sure, if you only organize and never produce you never get a product either. But if you only produce and never organize, the only brick wall you'll ever see is the one you run into.

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Remimeo HCO POLICY LETTER OF 13 MARCH 1972

Establishment Officer Series No. 5

PRODUCTION AND ESTABLISHMENT

ORDERS AND PRODUCTS

The situation one often finds in an org, after one has to some degree, conquered Dev-T, is that PEOPLE REQUIRE ORDERS.

For years I wondered why this was so. Well, I found it.

WHEN PEOPLE DO NOT CLEARLY KNOW WHAT THEIR PRODUCTS ARE THEY REQUIRE CONSTANT ORDERS.

To the Establishment Officer, this reflects most visibly in trying to get Program targets DONE.

Some people have to be ordered and ordered and ordered and threatened and howled at. Then, in a bewildered way, they do a target, sometimes half, sometimes nearly all.

Behind this apparent blankness lies an omitted datum. When they're like that they don't know what their product is or what it adds up to. Or they think it's something else or should be.

That blankness can invite overts.

It is very seldom that malice or resentment or refusal to work lie behind the inaction. People are seldom that way.

They usually just don't understand what's wanted or why.

Because they don't know what a PRODUCT is!

A whole Ad Council of a downstat org was unable even to define the word.

They had required orders, orders, orders and even then didn't carry them out.

HAT SURVEY FOR ORDERS

A staff member who requires orders may also think that any order is a policy and lasts forever. If you look into hats you will even find casual "close the door" type of orders, given on one occasion to fit one circumstance are converted over into STANDING (continual) ORDERS that forever keep a certain door closed.

An Est O surveying the hats of a unit may very well find all manner of such oddities.

It is a standard Est O action to survey hats.

In hats you will find despatches giving specific orders or quoted remarks preserved instead of notes on what one has to know to produce a product.

In auditors' hats, directions for 1 specific pc in 1960, never published and from no tape or correct source, held onto like death like it was to be applied to every pc in the world!

A dishwashing hat may have orders in it but not how to wash dishes rapidly and well.

This is all a symptom of a unit or activity that does not know what its products are.

DISESTABLISHMENT

Where you find lots of orders kicking around, you will also find disestablishment by by-pass, command channels not held and staff members like to take their orders from anyone but those in authority - any passerby could give them orders.

This is rampant where an executive has not been well on post.

By counting such orders up and seeing who they are from one can determine the unhattedness of staff, their org bd weaknesses and principally their lack of knowledge of their products.

HATTING FOR PRODUCT

If an Est O is to hat so as to get the staff member to get his product out, then the Est O has to know how to clear up "products".

Now an Est O is an Establishment Officer? There are product officers. The Product of an Est O is the Establishment. Then what is he doing with Products?

Well, if he doesn't hat so staff members get out Products then the org will be a turmoil, unhappy and downstat.

Production is the basis of morale.

Hattedness is a basic of 3rd Dynamic sanity.

But if you don't HAT SO AS TO GET THE STAFF MEMBER YOU ARE HATTING PRODUCING YOU WILL HAT AND HAT AND IT WILL ALL BE IN VAIN. The person won't stay hatted unless he is hatted so as to be able to produce.

The Product Officer should be working to get the products out.

So if you don't hat for the product then the staff member will be torn between two sets of orders, the Est Os and the Product Officer's.

Only when you hat to get product will you get agreement with product officers.

If you are in disagreement with product officers, then the Est O is not hatting to get production.

RIGHT WAY TO

There is a right direction to hat. All others are incorrect.

1. CLEAR UP WHAT THE PRODUCT IS FOR THE POST. AND HAT FROM THERE.

2. HAT FROM THE TOP OF THE DIVISION (OR ORG) DOWN.

These are the two right directions.

All other directions are wrong.

These two data are so important that the failure of an Est O can often be traced to violation of them.

You can have a senior Exec going almost livid, resisting being hatted unless you hat by 1st establishing what the product is. If PRODUCT is first addressed and cleaned up then you can also hat from the top down.

If this is not done, the staff will not know where they are going or why and you will get silly unusual situations like "All right. So you're the Establishment Officer. Well, I give up. The division can have 2½ hours a day Establishment time and then get the hell out of here so some work can be done.....!" "Man, you got these people all tied up, stats are down! Can't you understand..."

Well, if you don't do one and two above you'll run into the most unusual messes and "solutions" you ever heard of, go sailing off policy and as an Est O wind up at your desk doing Admin instead of getting your job done in the Division. And an Est O who is not on his feet working in the division is worth very little to anyone.

So see where the basic errors lead and

Hat on Product before doing anything else and

Hat from the top down.

STEPS TO CLEAR "PRODUCT"

This is a general rundown of the sequence by which Product is cleared and re-cleared and re-cleared again.

This can be checklisted for any Exec or staff member and should be with name and date and kept in the person's "Est O file folder" for eventual handing to his new Est O when the person is transferred out of the division or in Personnel Files if he goes elsewhere.

1. Clear the word PRODUCT. _____

2. Get what the Product or Products of the post should be. Get it or any number of products he has fully fully stated, not brushed off. _____

3. Clear up the subject of Exchange. (See HCO PL 27 Nov 71 Exec Series 3 and HCO PL 3 Dec 71 Exec Series 4). _____

4. Exchange of the product Internal in the org. For what valuable? _____

5. Exchange External of the valuable with another group or public. For what valuable? (Person must come to F/N VGIs on these above actions before proceeding or he goes to an auditor to get his mis Us and out rudes very fully handled.) _____

6. Does he want the product? Clean this up fully to F/N VGIs or yourself get E/S to F/N or get an auditor to unsnarl this. _____

7. Can he get the products (in 2 above) out? How will he? What's he need to know? Get him fully settled on this point. _____

8. Will it be in volume? What volume? Is that enough to bother with or will it have to be a greater volume? Or is he being optimistic? What's real? What's viable? _____

9. What quality is necessary? What would he have to do to attain that? To attain it in volume? _____

10. Can he get others to want the product or products (as in 2 above)? What would he have to do to do this? _____

11. How do his products fit into the unit or section or department or division or the org? Get this all traced?

12. Now trace the blocks or barriers he may believe are on this line. Get what HE can do about these?

13. What does he have to have to get his product out? (Alert for unreasonable have to have before he can do blocks).

14. Now does he feel he can get his product or products out?

Signature of Est O
or Clearer.

NOW he really can be hatted.

BRUSH OFF

Quickie handling is a very very bad fault. "Quickie" means a brush off "lick and a promise" like wiping the windshield on the driver's side when really one would have to work at it to get a whole clean car.

So don't "quickie" Product. If this is poorly done on them there goes the old balloon. Hatting won't be possible.

Orders will have to be poured in on this terminal. Dev-T will generate. Overt products will occur, not good ones. And it won't be worthwhile.

DISAGREEMENT

There can be a lot of disagreement amongst product officers and Est Os on what products are to be hammered out.

In such a case, or in any case, one can get a Disagreements check done in Dept of Personnel Enhancement (who should look up how to do one).

This is a somewhat extreme way to settle an argument and should only be a "when all else fails".

It is best to take the whole product pattern of the org apart with the person, STARTING FROM THE BIGGEST PRODUCT OF THE ORG AND WORKING BACK TO THE PERSON'S PRODUCT.

Almost always there will be an outpoint in reasoning.

An Exec who only wants GI can be a trial as he is violating EXCHANGE. As an org is paid usually before it delivers, it is easy to get the org in trouble by backlogs or bad repute for non-delivery. An org that has credit payments due it that aren't paid maybe didn't deliver. But Div III may soften up collections for some reason like that and then where would the org be?

Vol 0 of the OEC Course gives an excellent background of how a basic org works. As one goes to higher orgs, lower orgs are depended upon to continue to flow upward to them. (See HCO P/L 9 Mar 72 Issue 1 Finance Series No. 11 "Income Flows and Pools")

A study of Vol 0 OEC and a full understanding of its basic flows and adapting these to higher orgs will unsnarl a lot of odd ideas about Product.

The Est 0 has to be very clear on these points or he could mis-hat a person.

Usually however this is very obvious.

PRODUCT OFFICERS

Heads of Orgs and divisions have had to organize so long they get stuck in it.

They will try to order the Est 0.

This comes about because they do not know their products or the Est 0 is not following 1 and 2 above and does not know his own product.

The Product Officer may try to treat the Est 0 as a sort of "organizing officer" or a "program officer" if

A. The Est 0 is not hatting to get production.

B. The Product Officer is not cleared on Product.

So it comes back to the 1 and 2 first mentioned.

You can look over it now and see that if one is not doing these two things, Dev-T, non-viability and orders will occur.

So where you have Dev-T, down stats and orders flying around you know one thing that will resolve it:

SOMETHING WILL HAVE TO BE IRONED OUT ABOUT PRODUCT.

When it all looks impossible, go to this point and get to work on 1 & 2.

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HCO POLICY LETTER OF 14 MARCH 1972
ISSUE II

Remimeo

Establishment Officer Series No. 7

FOLLOW POLICY AND LINES

About the fastest way Est Os can unmock an org is pursue the fatal course of Org Officers in the first Product Officer-Org Officer system.

These Org Officers by-passed all normal lines for personnel, materiel, spaces and supplies and by disestablishing in that fashion tore more org apart than they built. This made it almost impossible for the lonely HAS to Establish anything.

An Exec Est O especially and any Est O must

1. Get Personnel on usual channels.

2. Get materiel only by proper procurement.

3. Get and use spaces only according to standard CSW to the authorities involved - usually the C/O or ED.

4. Get supplies only by the exact Purchase Order and Supply Channels.

5. Follow the exact Admin lines designed to achieve establishment.

For, after all, those lines ARE a major part of Establishment.

If these lines are not in they must be put in.

If the Exec Est O and Est Os cannot or do not follow the exact procedure required in policy or routing forms or admin patterns THEY WILL TEAR THINGS UP FASTER THAN THEY CAN BE GOTTEN IN.

Est Os must be drilled on these lines until they are truly in and effective.

It is up to them to set the Example to others.

LINES

Lines that cross from one division to another such as Public Lines are under the control of Dept 2 HCO.

They are dummy run by the Dir Comm under the guidance of the HCO Est O and with the cooperation of the Est O Conference.

These lines are vital to an org.

This is also true of Personnel lines, supply lines and routing forms for new staff or transfers or any other action that may involve 2 or more divisions.

Lines within a division are the business of the Est Os of that Division.

Where departmental Est Os Exist, the lines linking up departments are handled by the Est O Conference of that division.

INVISIBLE

Lines are invisible to many people. They disregard them and chaos results.

Thus Est Os of all people must see that Edges are put on those lines, usually in the form of HCO Routing Forms and Ethics actions for violations.

AN ORG WHOSE ADMIN OR BODY LINES ARE BEING VIOLATED WILL DISESTABLISH.

What is gained in sudden action is lost in disestablishment. The seized desk without permission, the grabbed space without proper allocation, the ripped off supplies for lack of chits and supply lines, the suddenly transferred personnel all end up with a headache for somebody else and an unmocked area.

WORKING INSTALLATION

DO NOT DISESTABLISH A WORKING INSTALLATION!

Example: An Exec spends months building up a producing Qual Div. The Qual Sec is suddenly ripped off without replacement and apprenticing the replacement. The Div collapses. There went months of work. It was far more economical to have a Qual Sec In Training under that Qual Sec for a month or two before the transfer.

Using the wrong personnel pools for want of proper recruiting and training is the downfall of most orgs.

Because it wrecks working installations.

This applies as well to org machinery. Don't wreck one machine to get a part for another. And don't ever take one apart that is running well.

OPERATIONAL

The Definition of OPERATIONAL is running without further care or attention.

Anything that needs constant fiddling or working at to make it run is non-operational! It must be repaired fully or replaced.

Man hours and time waste easily eat up any value of the inoperational machine.

Further, a machine that is forced to run that does not run well may then break down utterly and expensively. The time to repair is soon, the moment it cannot be run without great care or attention.

OPERATIONAL is a key definition that answers many problems.

It is also true of people. Those who need continual pushing around or rounding up cannot be considered Operational. They can absorb time totally out of proportion to worth.

This is no licence to shoot staff down. But it is a warning that where too much time is absorbed trying to make a staff member functional he cannot be considered OPERATIONAL.

If an Est O spent 100% of his time for weeks on just one staff member and let the rest go hang, he'd soon find he was rewarding a downstat as well as violating the definition of Operational.

RIGHT TARGET

A working unit that is getting on well, has an already established activity even to internal training is not the right target for an Est O to reorganize.

His whole activity should be to get it support and new trainees for it. His internal functions should be minimal so long as it runs well.

He helps it without hindering it.

Putting a unit there that is already there is a bit foolish.

The right thing to do is get it help and support!

Example: An Exec who really turns out the production. 7 Est O should groove in his Communicator and support lines and hat hell out of them.

Example: A mimeo Section that runs like a bomb. The Est O recruits new In-Trainings for it, eases its supply problems and better establishes the outside lines into it.

You keep what's established going.

New brooms may sweep clean. New Est Os know their scene. And then establish what isn't established, or its support lines. To do otherwise can hurt a working unit or activity.

SUMMARY

Know what disestablishes.

Then you won't accidentally tear down faster than you build up.

The hallmark of the good Est O is

ESTABLISH AND MAINTAIN.

Sometimes he is unlucky and has disestablishing going on.

Sometimes he is very lucky and only has to maintain!

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Remimeo HCO POLICY LETTER OF 19 MAY 1970

Data Series - 8

SANITY

An observer has to be sane to sanely observe.

This has been so far out in the society that the word "Sane" itself has come to mean "conservative" or "cautious". Or something you can agree with. The 19th Century psychologist decided he could not define "normal" and there weren't any normal people. The 14th Century psychiatrist is the 20th Century "authority" on sanity. Yet an examination of such show them to be unable to demonstrate it personally or bring it about, much less define it.

Dictionaries say it is "health, soundness of body or mind; level-headedness, reasonableness".

Yet sanity is vital to accurate observation.

FIXED IDEAS

The "idée fixe" is the bug in sanity.

Whenever an observer himself has fixed ideas he tends to look at them not at the information.

Prejudiced people are suffering mainly from an "idée fixe".

The strange part of it is that the "idée fixe" they think they have isn't the one they do have.

An example of this is the social "scientist" with a favorite theory. I have seen tons of these birds pushing a theory as though it was the last theory in the world and valuable as a ten pound diamond. Such throw away any fact that does not agree with theory. That's how 19th Century psychology went off the rails. All fixed ideas and no facts.

The physical sciences in Hegel's time did the same thing. There was no 8th planet in the solar system, even when found in a telescope, because "seven is a perfect number so there can only be seven planets".

History is full of idiocies -- and idiots -- with fixed ideas. They cannot observe beyond the idea.

A fixed idea is something accepted without personal inspection or agreement. It is the perfect "authority knows best". It is the "reliable source". A typical one was the Intelligence report accepted by the whole US Navy right up to 7 Dec. 1941, the date of destruction of the US fleet by Jap planes. The pre-Pearl Harbor report, from unimpeachably reliable sources was "the Japanese cannot fly -- they have no sense of balance". The report overlooked that the Japs were the world's greatest acrobats! It became a fixed idea that caused the neglect of all other reports.

A fixed idea is uninspected. It blocks the existence of any contrary observation.

Most reactionaires (people resisting all progress or action) are suffering from fixed ideas which they received from "authorities", which no actual experience alters.

That British red-coated infantry never took cover was another one. It took a score or two of wars and fantastic loss of life to finally break it down. If any single fixed idea destroyed the British Empire, this one is a candidate.

NORMAL SCENE

The reason a fixed idea can get so rooted and so overlooked is that it appears normal or reasonable.

And somebody or a lot of somebodies want to believe it.

Thus a fixed idea can become an ideal. It is probably a wrong ideal. Incapable Jap pilots would be a wish for a Navy. It would be wonderful! Red-coated infantry were supposed to be brave and unflinching.

In both cases the ideal is irrational.

A rational ideal has this law:

THE PURPOSE OF THE ACTIVITY MUST BE PART OF THE IDEAL ONE HAS FOR THAT ACTIVITY.

A Navy that has an ideal that the enemy can't fly is stupidly avoiding its own purpose which is to fight.

British infantry had the purpose of winning wars, not just looking brave.

Thus one can analyze for a sane ideal by simply asking, "What's the purpose of the activity?" If the ideal is one that forwards the purpose, it will pass for sane.

There are many factors which add up to an ideal scene. If the majority of these forward the purpose of the activity, it can be said to be a sane ideal.

If an ideal which does not forward the activity in any way is the ideal being stressed then a fixed idea is present and had better be inspected.

This could be said to be a very harsh utilitarian view of things. But it is not. The artistic plays its role in any ideal. Morale has its part in any ideal.

An ideal studio for an artist could be very beautiful or very ugly so long as it served him to produce his art. If it was very beautiful yet hindered his artistic activities it would be a very crazy ideal scene.

A handsome factory that produced would be a high ideal. But its nearness to raw materials, transport and worker housing are the more important factors in an ideal of a factory. And its location in a country where the government made an atmosphere in which production could occur could be an overriding part of an "ideal scene".

You have to look at what the area is <u>for</u> before you can say whether it is ideal or not.

And if its area is too limited to produce or too expensive for it to be solvent, then it isn't a sane scene.

URGES TO IMPROVE

Sometimes the urge to improve an activity is such that it injures or destroys the activity.

If one is familiar with the type of activity he must also realize that there is a law involved.

THE FACT THAT SOMETHING IS ACTUALLY OPERATING AND SOLVENT CAN OUTWEIGH THE UNTESTED ADVANTAGES OF CHANGING IT.

In other words, an <u>ideal</u> scene might be vastly different but the actual scene IS operating.

So the factor of OBSESSIVE CHANGE enters. Change can destroy with ferocity.

Whole areas of London, jammed with small but customer filled shops have been swept away to make room for chromium high rent modern stores which stand empty of buyers.

Birmigham, where you could get anything made, had all its tiny craft shops swept away and replaced with high rent huge new buildings all on some progress crazy psychotic break.

Possibly the new stores and the huge new shops fitted somebody's "ideal" but they did not match an actual operating environment.

It is this difference between an ideal scene and a practical scene which brings down many old businesses and civilizations.

Therefore, to have an ideal, familiarity with what works is desireable.

It is quite possible without any familiarity, to imagine a successful ideal. BUT IT MUST NOT HAVE ANY FIXED IDEAS IN IT.

It is the fixed idea that knocks a practical operating living environment in the head.

Do-gooders are always at this. They see in a row of old shacks, not economic independence and a lazy life but P-O-V-E-R-T-Y. So they get a new housing project built, shoot taxes into the sky, put total control on a lot of people and cave in a society.

The do-gooder is pushing the 19th Century fixed idea of the Comte de Saint Simon -- to gear the whole economy down to the poorest man in it. In other words to reward only the downstat. Everyone becomes a slave of course but it sure sounds good.

Newspapermen are probably the world's worst observers. They observe through the fixed ideas of the publisher or the prevailing control group. Their stories are given them before they leave the office. Yet their observations advise the public and the government!

The out-points to be found in any contemporary newspaper brand most stories as false before one proceeds more than a paragraph.

Yet this is what the world public is expected to run on.

Naturally it distorts the scene toward raving insanity. This conflicts with the native logic of people so the public thinks the world a lot madder than it really is.

In two cities all newspapers were suspended from publication for quite a period. In both, crime dropped to zero! And resumed again when newspapers were again published.

The ideal scene of the citizen in his workaday world is vastly different than the scene depicted in a newspaper.

The difference between the two can make one feel quite weird.

Thus there should not be too wide a difference between the ideal and the represented scene. And not too wide a difference between the ideal and the actual scene.

R (reality) consists of the is-ness of things. One can improve up on this is-ness to bring about an ideal and lead the R up to it. This is normal improvement and is accepted as sane.

One can also degrade the R by dropping the representation (description) of the scene well below the actual. In the Black Propaganda work traditionally carried on by many governments this latter trick of corrupting the R is the means used to foment internal revolt and war.

Both actions of upgrade and downgrade are out-points when reported as facts. "We made £1000 m reserves this week" is as crazily out-point as "the government went broke this week" when either one are not the truth.

When the report says "we should plan a higher income" it is leading to a higher ideal and is not an out-point mainly because it is not representing any fact but a hopeful and ambitious management.

5 POINTS

When none of the out-points are present, yet you do have reports and the scene is functioning and fulfilling its purpose one would have what he could call a sane scene.

If all 5 points were absent yet the scene was not functioning well enough to live it would be such a departure from the ideal that itself would be out-point in that importance was altered. What is out here is the whole situation! The situation analysis would be instantly visible.

But in practice this last happens only in theory, not in practice. A collapsing situation is forecast by out-points in its data.

Organisms and organizations tend to survive.

A decline of survival is attended also by out-points.

SANITY IS SURVIVAL

Anything not only survives better when sane but it is true that the insane doesn't survive.

Thus survival potential can be measured to a considerable degree by the absence of out-points.

This does not mean that sane men can't be shot or sane organizations can't be destroyed. It means only that there is far less chance of them being shot and destroyed.

So long as men and organizations are connected to insane men and organizations, wild things can and do happen unexpectedly.

But usually such things can be predicted by out-points in others.

When sane men and organizations exist in a broad scene that is convulsed with irrationality, it takes very keen observation and a good grip on logic and fast action to stay alive. This is known as "environmental challenge". It can be overdone! Too much challenge can overwhelm.

The difference between such happening to a sane man or organization and to the insane would be that the failure did not itself become a fixed idea.

INSANITY

The 5 primary illogics or out-points as we call them are of course the anatomy of insanity.

In their many variations the insanity of any scene can be sounded and the nucleus of it located.

By locating and then closely inspecting, such a point of insanity can be handled.

When you know what insanity really is you can then confront it and handle it. One is not driven into a huge generality of "everything is insane".

By detecting and eliminating small insane areas, taking care not to destroy the sane things around it, one can gradually lift any situation up to sanity and survival.

By seeing what is insane in a scene and seeing why it is insane, one has by comparison also found what is sane.

By locating and understanding out-points one finds the plus-points for any given situation.

And that is often quite a relief.

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Remimeo HCO POLICY LETTER OF 16 MARCH 1972
ISSUE I

Establishment Officer Series No. 8

LOOK DON'T LISTEN

An Establishment Officer who stands around or sits around just talking to people or seniors is Dev T.

If these people knew what was wrong the stats would be in Power. So if they aren't, why gab?

Questions, sharp and pointed, as in an investigation, yes.

But an Est O who just talks, no.

A GOOD EST O LOOKS.

The scene is in the hats or lack of them. The scene is on the org bd or lack of it.

THE SCENE IS RIGHT BEFORE ONES EYES.

It is moving or it is not.

Its graphs are rising or they are level or falling or they are false or don't reflect the product or they aren't kept or they aren't posted.

Products are appearing or they are not.

Overt products are occurring or good products.

The lines are followed or they aren't.

The Mest is okay or it isn't.

It is a SCENE. It is in three dimensions. It's composed of spaces and objects and people.

They are on a right pattern or they aren't.

A person is on post or he is moving onto one or moving off or isn't there at all or he is dashing in and out.

None of these things are verbal.

Few are in despatches. Quantities of despatches, types of despatches yes. Content? Only good for investigation, not for adjusting the lines, types and volumes.

Example: Overloaded Exec. Examine his traffic. Don't talk to him. Examine his traffic. Look to see if he has an In basket for each hat he wears, a folder for each type or area. Find a WHY. It can be as blunt as he doesn't know the meaning of the word "despatch". Use the WHY. Handle. Hat his Communicator on Comm Procedures. Hat him on Comm Procedures. Examine his org bd. Find where it's wrong. Adjust it. Get his agreement. And the load comes off and Product goes up.

Now there are moments in that example when one talks. But they are concerned with ACHIEVING THE PRODUCT OF AN ESTABLISHED PRODUCING EXECUTIVE.

If the Est O doesn't himself know, name, want and get and get wanted his Product 1 (An Established thing) or Product 3 (a Corrected Establishment) he will talk, not look. (See P/L 29 Oct 70 Org Series 10 for Products 1, 2, 3, 4.)

You can't know what's happening in a kitchen by talking to a cook. Because he's not cooking just then. You can't know how good the food is without tasting it. You don't know really how clean a floor is without wiping at it. You don't know how clean an ice box is without smelling it.

You don't know what a tech page is really doing without watching him.

You don't know how an auditor is auditing without listening to him, looking at the pc, the exam reports, the worksheets, the date and progress of the program. If you listened to him, wow, one sometimes hears the greatest sessions that you ever could conceive.

To adjust a scene you have to LOOK AT IT.

ADMIN

An Est O or Est O I/C or Exec Est O who tries to do it with Admin will fail.

Admin is S-L-O-W.

A product officer acts very fast if he is producing. The flurry to get a product can tear the Establishment apart.

You don't halt the flurry. That's exactly counter to the purpose of an Est O.

The right answer is to ESTABLISH FASTER AND MORE FIRMLY.

It takes quickly found RIGHT Whys to really build something up.

And it isn't done by Admin!

"Dear TEO. I have heard that you are in trouble with the D of P. Would you please give me a report so I can bring it up at a meeting we are holding at the Hilton next week to see if we can get people to cooperate in sending us Whys about the insolvency of the org. My wife said to say hello and I hope your kids are all right. Drop around some time for a game of poker. Seeing you some time. Don't forget about the report. Best. Joe, Est O I/C."

Right there you'd have a Why of org insolvency. Not any meeting. But that its on a despatch line. TOO DAMNED SLOW.

Already Establishment is slower than Production. It always is. And always will be. It takes two days to make a car on an assembly line and two years to build a plant.

BUT when you make Establishing even slower, you lose.

Est O Admin is a splendid way to slow down establishment.

Let me give you some actual times.

1. SITUATION: Overloaded Exec. Three periods of looking, each 15 to 20 minutes. Time to inspect and find WHY, and handle Mis U word 32 minutes. Time to write Cramming orders on a Communicator 17 minutes. Total Time to totally Est O handle: 1 hr and 49 minutes over a period of three days.

2. SITUATION: Investigation of lack of personnel. Collection of past records 1 hour. Location of peak recruitment period by record study 7 minutes. Location of Eds and hats of that period 35 minutes. Study of what they did. 20 minutes. Location of Why (dropped out unit) 10 minutes. Orders written as an Ed to reestablish unit. Approval 9 minutes. Total Est O time 2 hours and 21 minutes. Plus time to form unit by HAS. 1 day. Unit functioning in 36 hours and got first 3 products in 2 days.

3. SITUATION: Backlog on an auditor. Inspection of lines one half hour. Of folders of all auditors and their times in session 2 hours. Finding WHY and verifying 25 minutes (Other HGC auditors dumping their pcs on one auditor because he had a slightly higher class and "they couldn't do those actions"), investigation of D of T 32 minutes (not on post, doing Admin, Supers doing Admin). Writing Pgm 35 minutes. Locating P/Ls on Course Supervision, one hour. Writing Cramming chits on 6 Auditors, Supers and D of T 1 hour 15 minutes. Total time 6 hours and 17 minutes. Check of Why five days later found HGC stats up and auditor not backlogged.

4. SITUATION: Stats I/C goofing, making errors. Meter action Method 4 18 minutes. Found word "statistic" not understood. Total time 18 minutes. Check back in 3 days, Stats I/C doing well, taking on all the duties of the hat.

5. SITUATION: PC Admin only Instant Hatted. Getting her Mini-hatted. M4, Demos Clay Demos, 4 days at 1 hour per day & 15 minute check in late day to see if she is applying it to produce what it says. 5 hours.

6. SITUATION: Exec believes all his products are overt. 3 hours and 15 minutes completing 14 Steps of Est O Series 5 on him, locating only one product was overt. 20 minutes cleaning up how to unbug it. 3 hrs and 35 minutes.

These are typical Est O situations. They are not all the types of actions Est Os do. They would be typical total required time involved if the Est O were right on his toes.

I do such Est O actions. They are very rapid and effective. So what I am writing is not just theory.

Not all actions are at once successfully resolved. I have been involved in efforts to find a WHY in a very broad situation for months before all was suddenly revealed.

But where in all this was writing despatches about it?

F/N VGIs

One knows he is right when he looks and when he finds the right WHY. It's always F/N VGIs. Gung Ho! ("Pull together.")

So one isn't only looking. He is looking to see the scene and find the WHY and Establish.

If the Est O has spotted, and named the product he wants, then he has a comparison with the existing scene.

He cannot compare unless he looks!

Product named and wanted. Is it here in this scene? One can only see by looking.

You start listening and you get PR, problems, distractions, 3rd Partying etc etc. An Est O gets into a cycle of

Out point, handle, outpoint, handle, outpoint, handle.

He hasn't looked and hasn't found a Why. So the scene will get worse.

You have then a busy, frantic Est O with the walls of Jericho falling down all over him because he listens to people blowing their own horns.

When you see an Est O standing and listening. Okay. If you see it again elsewhere. What? What? This Est O is not doing his job.

If you see an Est O standing and watching. Okay. If you see him pawing through old files. Okay. If you see him sitting doing a checkout okay. If you see him working with a meter on somebody, okay. If you see him with a pile full of hats gazing into space tapping his teeth, okay. If you see him running, okay. If you see him reading Policy, okay.

If you see him sitting at a desk doing Admin. No, unless it's "Today's Chits". As a habit all day, No No No No No No.

If you see him standing talking, standing talking, give him a Dev T chit. He's not being an Est O.

The real tale is told when a division or an org is established so that its stats RISE and RISE.

When the staff looks happier and happier.

When the public being served is bigger and bigger and more and more thrilled.

And the Est O achieves all that by LOOKING.

A good Est O has the eye of a hawk and can see an outpoint a hundred feet away while going at a dead run.

A good Est O can find and know a real WHY in the time it takes a human being to wonder what he'll have for dinner.

A good Est O LOOKS. And he only listens so he can look.

And Like Alice he knows he has to run just to keep up and run like everything to get anywhere.

And so a good Est O arrives.

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FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 23 MARCH 1972

Remimeo

Establishment Officer Series 11

FULL PRODUCT CLEARING

LONG FORM

(Reference HCO P/L 13 Mar 72
Est O Series No. 5)

MUST BE DONE ON AN EST O
BEFORE HE DOES IT ON STAFF.

If you ask some people what their product is, you usually get a DOINGNESS.

There are three conditions of existence. They are BE, DO and HAVE.

All products fall under HAVE.

The oddities you will get instead of a proper product are many.

Thus it is possible to "clear products" without any real result.

PRODUCT CLEARING FORM

_____
Org

_____
Person's Name

_____
Date

_____
Post

The 14 Points of Est O Series 5 are done in this fashion, with a meter used to check words.

STEP ONE

DO NOT TAKE FOR GRANTED THAT THE PERSON KNOWS WHAT "PRODUCT" MEANS. GET IT AND EVERY WORD IN THE DEFINITION LOOKED UP.

(a) Clear the Word PRODUCT. Dictionaries give a variety of definitions. Make sure you get a useable definition that the person understands AND WHICH HE UNDERSTANDS ALL THE WORDS IN. He can be hung up on "that" or "is" in the definition itself believe it or not.

(b) Have the person USE the word PRODUCT 10 times in sentences of his own invention and use it correctly each time.

(c) Now clear up BE, DO, HAVE, the Conditions of existence. People often think a BE is a product or a DO. It is always something someone can HAVE.

Clear the words BE, DO, HAVE by dictionary, especially HAVE.

(d) Write these on a sheet of paper

BE

DO

HAVE.

Tell the person to name a product out in the world (a car, a book, a cured dog, etc.)

Put an arrow into the word DO if he gives you a "do", into BE if he gives you a "be" instead of a HAVE.

Mark HAVE with an arrow each time he gives a right HAVE product.

When he can rapidly name a product that is something that one can HAVE, without a comm lag, go on to next step.

(e) Clear up this question on a meter Method 4 (see HCO B 22 Feb 72, Word Clearing Series 32, "Word Clearing Method 4"):

"Have I used any word so far you did not understand?"

Get it clean.

(f) Now give the person a copy of HCO P/L 29 October 70 Org Series 10.

Have him read the policy letter.

(g) Clear by Method 4 Word Clearing this question:

"Are there any words in the policy letter you did not understand?"

Get it cleaned up. If there were any, have him reread the policy letter until he says he has it.

(h) Drill the pc on Products 1, 2, 3 and 4.

Write:

Product 1 Product 2

Product 3 Product 4

on a sheet of paper.

Let him retain and consult the HCO P/L 29 Oct 70 Org Series 10.

Put the point of your pen on one of the products (Product 1 or 2 or 3 or 4) and say, "Name a Product 1." "Name a Product 3." "Name a Product 4." "Name a Product 2." Do this until pc has it.

Now take the P/L away from him and repeat the drill.

When your Product 1 etc is all blacked up with ballpoint spots and the person is quick at it, thank him. Tell him he has it and go on to next step.

STEP TWO

(a) Look up the hat and org board of the post of the person being product cleared and get some idea of what the post's product would have to be to fit in with the rest of the scene. It won't necessarily be in former hat writeups. What the post produces must be worked out. Write down what it possibly may be.

(b) Get the person to tell you what his post produces. Have him work the wording around until it is totally satisfactory to him and is not incorrect by Step 2 (a).

Be very careful indeed that you don't get a wrong product or you could throw the whole line up of the org out.

Beware of "a high stat" or "a bonus" or "GI" as these are items received in Exchange, not the person's produced product.

Once more resort to BE
DO
HAVE

to be sure he is not giving a doingness. And point this out until he actually has a HAVE.

Write down the product on the worksheet.

(d) Ask if there are any more products to the post. If the person is wearing several hats, he would have a product for each hat.

List each hat and get the product of each hat written after it.

(e) Now take the principal product of the post and see if it is really three products of different degrees or kinds. (Example, an auditor has (A) A well pc (one who has been gotten over a psychosomatic illness) (B) A person who is physically active and well and will continue to be well, and (C) A being with greatly increased abilities. A Super has (A) A trained student, (B) A Course graduate, (C) A person who successfully applies the skills taught.) (Note: The above are rough wordings.)

The A, B, C you will notice fit roughly into (A) BE, (B) DO, (C) HAVE.

If the person has trouble with this, write BE, DO, HAVE on the worksheet.

(f) Find out if the person has had these confused one with another or if he is trying for A when his product was C, or any other mix-up.

See if he has to first get a BE, then a DO to finally achieve a HAVE.

When he has all this straight he should cognite on what product he is going for on his post, with VGIs.

(g) Tell the person that's it for the step and verify the products with a Product Officer. (Be sure it's a Product Officer who has had his Product Clearing. If this is THE Product Officer of the org, see if it compares to the Valuable Final Products of an Org (see HCO P/L 24 Mar 72 THE VFPs OF AN ORG.))

If the products are not all right check the person on a Meter for Mis Us and do steps 1 and 2 again. If okay, proceed to Step 3.

STEP THREE

(a) Give the person HCO P/L 27 Nov 71, Executive Series No. 3 and HCO P/L 3 Dec 71 Executive Series 4. Have him read them. "Money" - "Exchange"

(b) Return and do Method 4 on the P/Ls and clean up any Misunderstood Word. If these are found and looked up and used, then have the person read the P/Ls again.

(c) Now that the person has it, exchange objects with him.

Have him now explain exchange until he sees clearly what it is.

STEP FOUR

(a) Now write his product on the left hand side of your worksheet and draw an arrow from it to the right:

His Product ——————→

And one to the left below it

←——————

Have him tell you what, <u>internally</u> in the org, he could could get in <u>exchange</u> for producing his product and getting it out.

Have him clear up why he might not get that.

(b) Have him look at a worksheet picture:

Overt Act ⟶ Injury
Injury ⟵ Overt Act

SELF No Product ⟶ OTHERS
Nothing ⟵ Nothing

as a cycle. Be sure he grasps that.

(c) Have him look at a worksheet picture

Overt Product ⟶ Upset
Upset ⟵ Overt

And have him grasp that cycle.

(d) Now have <u>him</u> draw various such cycles having to do with the products he has been getting out. Such as:

Bad product ⟶ Dissatisfied
Bad feelings ⟵ Ethics

But using various versions of products.

Do this until he has it untangled and feels good.

(e) Have him write down his product on the left, arrow to the right, what comes back on the right and what occurs on the left.

If he has this now, tell him that's fine.

STEP FIVE

(All in Big Clay Demos)

(a) Have him work out what theft is in terms of Exchange, and arrows.

(b) Have him show how his product contributes to the org's product.

(c) Have him work out how the org's product as relates to his division is then exchanged with society outside the org and Scn and what society exchanges back to the org.

(d) Have him work out how his product contributing to org's product outward and outside the org and Scn and then from the society outside back to the org and org back to him.

This may have more than two vias each way.

(e) Have him work out the combined staff products into an org product and then out into the society and then the exchange back into the org and to CLOs and upper management and to org staff.

(f) When the Demos are all okay and BIG tell him that's fine and go on to next step.

STEP SIX

(Metered)

(a) Find out if person wants his product? (not the Exchange).

If not find out who might suppress it? and E/S times.

Who might Invalidate it? and earlier times.

2wc it to F/N Cog VGIs.

(b) Establish now if the person wants his product.

(If bogs turn over to a C/S and auditor for ruds and completion.)

STEP SEVEN

(Metered)

(a) Can the person get his product out?

(b) Handle by 2wc E/S to F/N.

STEP EIGHT

(Metered)

(a) What will his product be in volume?

Is that enough to bother about or will it have to be in greater volume?

What would be viable as to volume?

Clean up RUSHED or Failures.

To F/N Cog VGIs.

STEP NINE

(Metered)

(a) What quality would be necessary?

Get various degrees of quality stated.

What would he have to do to attain that quality?

What volume could he attain?

What would he have to do to attain that?

To F/N Cog VGIs.

STEP TEN

(Metered)

(a) Can he get others to want the products he put out?

What would he have to do to attain this?

STEP EIEVEN

(In BIG Clay)

(This is a progressive Clay Demo added to at each step.)

(a) How does his product or products fit into the framework of his section? Requires he work out the section product if his is not it. Then fit his to it.

(b) How does his product fit into the Department? Requires he work out the department's product and fit his to it if his is not the dept's product.

(c) How does his product fit into the Division's products. He will have to work out the Div's product or consult HCO P/L 24 Mar 72 "VFPs of an Org".

(d) How does the Division's Product Exchange with the Public? And for what?

(e) What happens to the org on this exchange?

STEP TWELVE

(In Big Clay)

(a) What blocks might he encounter in getting out his product?

(b) What can HE do about these?

STEP THIRTEEN

(2 wc)

(a) What does he have to have to get his product out? (Beware of too much have before he can do. Get him to cut it back so he is more causative.)

STEP FOURTEEN

(Written by PC)

(a) What is his product on the 1st Dynamic - self?

How does it fit in with what he is doing? _____

(b) What is his product on the 2nd Dynamic - family and sex?

How does it fit in with what he is doing? _____

(c) What is his product on the 3rd Dynamic - Groups?

How does it fit in with what he is doing? _____

(d) What is his product on the 4th Dynamic - Mankind?

How does it fit in with what he is doing? _____

(e) What is his product on the 5th Dynamic - animal and vegetable kingdom?

How does it fit in with what he is doing? _____

(f) What is his product on the 6th Dynamic - the Universe of Matter, Energy, Space and Time?

How does it fit in with what he is doing? _____

(g) What is his product on the 7th Dynamic - beings as spirits - thetans?

How does it fit in with what he is doing? _____

(h) What is his product on the 8th Dynamic - God or the Infinite or religion?

How does it fit in with what he is doing? _____

(i) What is his post Product? _____

(j) Can he get it out now? _____

_____

Est O or Product Clearer

Note this long form has to be run on leading executives and eventually on all staff. The short form in Est O Series 5 14 points serves as a rapid action. Where there is any hang up on the short form, send the person to an auditor. Where there is a hang up on the long form, send the person to an auditor. The auditing action is to fly ruds on the RD and assess any key words the pc is upset about and do an 18 Button prepcheck carrying each prepcheck button to F/N.

TA

Where the TA is already high do not attempt the short or long form.

Where the person turns on a rockslam check for rings on the hands. If so, remove rings. Note if R/S continues.

In either case the person should be programmed for TA trouble with C/S 53RRR and handled, and then given a GF40RR Method 3 (F/Ning each Question that reads) and then running the engrams with drugs run first.

Product Clearing is best done after Word Clearing No. 1 is successfully done.

An Est O who can use a meter and Method 4 WCing and knows Clay Demoing can do it.

HCO Bulletins are planned to be issued on this RD to handle it on rough ones or repair it as needed in the hands of an expert auditor.

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HCO POLICY LETTER OF 4 APRIL 1972

Remimeo

Establishment Officer Series 14

ETHICS

The normal level of an unhatted Dev T non-producing org is out ethics.

The reason you see so many heavy ethics actions occurring - or situations where heavy ethics actions should occur if they aren't - in such an org is that it has its EXCHANGE flows messed up.

It is important to know this fact as this factor alone can sometimes be employed to handle persons in the area whose ethics are out.

CRIMINALITY

Unless we want to go on living in a far nowhere some of the facts of scenes have to be confronted.

An inability to confront evil leads people into disregarding it or discounting it or not seeing it at all.

Reversely, there can be a type of person who, like an old time preacher, sees nothing but evil in everything and, possibly looking into his own heart for a model, believes all men are evil.

Man, however, (as you can read in HCOB 28 Nov 70 C/S Series 22 Psychosis) is basically good. When going upon some evil course he attempts to restrain himself and caves himself in.

The Chart of Human Evaluation in Science of Survival was right enough. And such people also can be found by the Oxford Capacity Analysis where the graph is low and well below a center line on the right.

This sort of thing can be handled of course by auditing but the Est O does not depend on that to handle his staff's problems.

Criminal actions proceed from such people unless checked by more duress from without not to do an evil act than they themselves have pressure from within to do it.

Criminality is in most instances restrained by just such an imbalance of pressures.

If you have no ethics presence in an org, then criminality shows its head.

Such people lie rather than be made to confront. They false report - they even use "PR" which means Public Relations to cover up - and in our slang talk "PR" means putting up a lot of false reports to serve as a smoke screen for idleness or bad actions.

Unless you get Ethics in, you will never get Tech in. If you can't get Tech in you won't get Admin in.

So the lack of ethics permits the criminal impulse to go unchecked.

Yes, it could be handled with Tech. But to get money you have to have Admin in.

Unless there is Ethics and ways to get it in, no matter how distasteful it may seem, you will never get Tech and Admin in.

Of course there is always the element of possible injustice. But this is provided against. (See HCO PL 24 Feb 72 Injustice).

When Ethics is being applied by criminal hands (as happens in some governments) it can get pretty grim.

But even then Ethics serves as a restraint to just outright slaughter.

Omitting to handle criminality can make one as guilty of the resulting crimes as if one committed them!

So criminality as a factor has to be handled.

It is standardly handled by the basic Ethics P/Ls and the Ethics Officer system.

EXCHANGE

The unhatted unproducing staff member, who is not really a criminal or psychotic can be made to go criminal.

This joins him to the Criminal ranks.

The Ethics system also applies to him.

However there is something an Est O can do about it that is truly Est O tech.

This lies in the field of EXCHANGE.

If you recall your Product Clearing, you will see that exchange is something for something.

Criminal exchange is nothing from the criminal for something for another.

Whether theft or threat or fraud is used, the criminal think is to get something without putting out anything. That is obvious.

A staff member can be coaxed into this kind of thinking by

PERMITTING HIM TO RECEIVE WITHOUT HIS CONTRIBUTING.

This unlocks by the way an age old riddle of the philosophers as to "what is right or wrong."

HONESTY is the road to SANITY. You can prove that and do prove it every time you make somebody well by "pulling his witholds". The insane are just one seething mass of overt acts and witholds. And they are very physically sick people.

When you let somebody be dishonest you are setting him up to become physically ill and unhappy.

Traditional Sea Org Ethics labeled Non-Compliance as Liability and a False Report as Doubt.

And its true enough.

When you let a person give nothing for something you are factually encouraging crime.

Don't be surprised that welfare districts are full of robbery and murder. People there give nothing for something.

When <u>exchange</u> is out the whole social balance goes out.

Every full scholarship ever given by an org wound up in a messy scene.

When you hire a professional pc who just sits around making do-less motions while people audit him and contribute to him DO NOT BE SURPRISED IF HE GETS SICKER AND SICKER.

He is contributing nothing in return and winds up in overwhelm!

Similarly if you actively prevented someone from contributing in return you could also make him ARC Broken and sick.

It is EXCHANGE which maintains the inflow and outflow that gives a person space around him and keeps the bank off of him.

There are numbers of ways these flows of Exchange can be unbalanced.

It does not go same out as comes in. Equal amounts are no factor. Who can measure good will or friendship? Who can actually calculate the value of saving a being from death in each life time. Who can measure the reward of pride in doing a job well or praise?

For all these things are of different values to different people.

In the material world the person whose Exchange Factor is out, may think he "makes money". Only a government or a counterfeiter "make money". One has to produce something to <u>Exchange</u> for money.

Right there the Exchange Factor is out.

If he gives nothing in return for what he gets the money does not belong to him.

In product clearing many people it was found that some considered their food, clothing, bed and allowance were not theirs because they produced. They were theirs "just by being there." This funny "logic" covered up the fact that these people produced little or nothing on post. Yet they were the first to howl when not getting expensive (to the org) auditing or courses or tech!

Thus such a person, not hatted or made to produce will get ill.

It is interesting that when a person becomes productive his morale improves.

Reversely it should be rather plain to you that a person who doesn't produce becomes mentally or physically ill. For his exchange factor is out.

So when you reward a downstat you not only deprive upstats, you also cave the downstat in!

I don't think Welfare States have anything else in mind!

The riots of the ancient city of Rome were caused by these factors. There they gave away corn and games to a populace that eventually became so savage it could only enjoy torture and gruesome death in the arena!

A lot of this exchange imbalance comes from child psychology where the child is not contributing anything and is not permitted to contribute.

It is this which first overwhelms him with feelings of obligation to his parents and then bursts out as total revolt in his teens.

Children who are permitted to contribute (not as a cute thing to do but actually) make non-contributing children of the same age look like raving maniacs! It is the cruel sadism of modern times to destroy the next generation this way. Don't think it isn't intended. I have examined the OCAs of parents who do it!

So if a person is brought up this life with the exchange all awry, the Est O has his hands full sometimes!

He is dealing with trained-in criminality!

WHAT HE CAN DO

The remedy is rather simple.

First one has to know all about EXCHANGE as covered in the Product Clearing policy letters.

Then he has to specially clear this up with people who do not produce.

He should get them to work on it as it relates to ALL THEIR DYNAMICS IN RELATIONSHIP TO EVERY OTHER DYNAMIC.

That means he has to clear up the definitions of dynamics with care and then have the person draw a big chart (of his own) and say what he gives the 1st Dynamic and what it gives him. Then what he gives the second dynamic and what it gives him. And so on up the dynamics.

Now, have him consider "his own second dynamic". What does his second dynamic give his first dynamic. What does his second dynamic give the second dynamic and what does it give him.

And so on until you have a network of these exchange arrows, each both ways.

Somewhere along the way, if your TRs are good and you have his attention and he is willing to talk to you he will have quite a congition!

That, if its a big one is the End Phenomena of it.

And don't be surprised if you see a person now and then change his physical face shape!

CONDITIONS BY DYNAMICS

An Ethics type "action" can be done by giving the person the conditions formulas (pages 189, 237, 245, 247, 249 of Vol 0, Basic Staff Hat. HCO P/L 14 Mar 68 - page 247 - gives one the table.)

Method 4 the person on the Table of Conditions and pick up any other mis-understoods.

Have the person study the formula of each of these Conditions in the table so that he knows what they are and what the formulas are.

When he has all this now with no misunderstood words you must clear up the words related to his dynamics 1 to 8 and what they are.

Now you're ready for the billion dollar question.

Ask him what is his condition on the first dynamic. Have him study the formulas. Don't buy any glib PR.

Don't evaluate or invalidate. When he's completely sure of what his condition really is on the first dynamic he will cognite.

Now take up the second dynamic by its parts - sex, family, children. Get a Condition for each.

Similarly go on up each one of the dynamics until you have a condition for each one.

Now begin with the first dynamic again.

Continue to work this way.

You will be amazed to find he will come out of false high down to low and back up again on each dynamic.

Somewhere along the line he will start to change markedly.

When you have a person in continual heavy ethics or who is out-ethics (Ethics bait, we say) and who is floundering around, you can do a S&D on him and quite often save his future for him.

When you have such a person you do this one first before you do the Exchange by Dynamics.

In other words, you use this on "Ethics bait" and then when he's come out of such, you do Exchange By Dynamics on him.

SUMMARY

When all looks black, and you are getting false reports, and the things said done were not done and what was really being done were overt products and despite all your work, the stats just won't go up, you still have three answers:

(1) GET IN ETHICS ON THE ORG.

(2) GET EXCHANGE DONE ON INDIVIDUALS.

(3) GET IN CONDITIONS BY DYNAMICS ON THE ETHICS BAIT.

And after that keep a strong just division 1 Dept 3.

You'll be amazed!

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Data Series 22

THE WHY IS GOD

When beings operate mainly on illogics, they are unable to conceive of valid reasons for things or to see that effects are directly caused by things they themselves can control.

The inability to observe and find an actual useable WHY is the downfall of beings and activities. This is factually the WHY of people not finding WHYs and using them.

The prevalence of historical Man's use of "fate", "kismet (fatalism)" superstition, fortune telling, astrology and mysticism confirms this.

Having forgotten to keep seed grain for the spring, the farmer starves the following year and when asked WHY he is starving says it is the Gods, that he has sinned or that he failed to make sacrifice. In short, unable to think, he says "The Why is God."

This condition does not just effect primitives or backward people.

All through the most modern organizations you can find "The WHY is God" in other forms.

By believing that it is the fault of other divisions or departments, a staff member does not look into his own scene. "The reason I cannot load the lumber is because the Personnel section will not find and hire people." It does not seem to occur to this fellow that he is using a WHY which he can't control so it is not a WHY for his area. It does not move the existing to the ideal scene. Thus it is not a WHY for him. Yet he will use it and go on nattering about it. And the lumber never gets loaded. The real WHY for him more likely would be, "I have no right to hire day laborers. I must obtain this right before my area breaks down totally." or "My department posts are too specialized. I need to operate on all hands actions on peak loads."

A course supervisor who says, "I haven't got any students because Ethics keeps them for weeks and Cramming for months" is using a "The WHY is God." as he cannot control Ethics or Cramming from his post his WHY is illogical. The real WHY is probably "I am not mustering all my students daily and keeping them on course. If they are ordered to Ethics or Cramming they must be right here studying except for the actual minutes spent in Ethics and Cramming."

But this does not just apply on small activities. It applies to whole nations. "The reason we Germans cannot advance is because England is against us." This wrong WHY has killed many tens of millions in two world wars.

Intelligence organizations are often almost dedicated to "the Why is over there". It seldom is.

Most staffs of orgs, when pay is poor, are completely addicted to over-thereness. In one org, the Finance Banking Officer was continuously hammered to "give more money" by the people who were responsible for making the money and yet who were not raising a finger to do so. An actual survey of four org staffs showed that only 2% were aware that their pay depended upon the org Gross Income!

Thus survival is very closely tied to logic. If one finds he is sinking into apathy over his inability to get his job done, it is <u>certain</u> that he is operating on self-conceived wrong WHYs in areas that he cannot ever hope to control.

And in living any life, most major points of decline can be traced to the person's operating on whys that do not allow him to improve his own scene.

The Greek cut open the guts of birds to find the WHY. He called this "divination" or "augury". Don't look now, but that civilization has long been dead!

Just as anyone will be whose illogic leads him to over-thereness to find his whys.

Strength and Power in the individual consists of being logical enough to find WHYs <u>he</u> can use to advance his existing scene toward the ideal scene.

The Why is NOT God. It lies with YOU and your ability to be logical.

God helps those who help themselves.

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HCO POLICY LETTER OF 25 MAY 1973

Remimeo

Data Series 27

SUPPLEMENTARY EVALUATIONS

(*Rate all Evaluators)

If one knows how to evaluate an existing scene correctly (which means by the purest and most exacting application of the Data Series) and still does not achieve an improvement toward the Ideal Scene, several things may be the reason.

First amongst these is of course poor evaluation. Second would be a considerable disagreement in the evaluated scene with the WHY, especially if it is interpreted as condemnatory. Third would be a failure to obtain actual compliance with the targets in the evaluation. Fourth would be interference points or areas which, although affecting the scene being evaluated are not looked at in relationship to it.

In any scene being evaluated, there are two areas which are not likely to get much attention from the evaluator as they may not be remarked on in any of the reports or data being used in his evaluation. These two types of area are (1) LOCAL ENVIRONMENT and (2) RELAY POINTS AND LINES BETWEEN POLICY AND ORDER SOURCE AND THE SCENE ITSELF.

These two areas may be looked at as (1) the plane upon which the scene exists and (2) the upper stages of authority under which the scene reacts.

THE LOCAL ENVIRONMENT

The surrounding area to the scene being evaluated in the matter or a person would be the general third dynamic or other dynamic in which he or she lives his day to day life and which influence the person and therefore influence his hat or post. The search for the WHY which exactly causes Joe or Joanna to fail to hold post or wear a hat and which when handled will greatly better Joe or Joanna may well be their reactions to environments at their level and which may be or may not be there with them. Family or distant friends, not visible to an evaluator, or the work environment or on the job friends of Joe or Joanna may greatly influence Joe or Joanna.

This might prove too inviting for the evaluator to blame environment for the state of the existing scene and a caution would have to be introduced: that any WHY must lead to a bettered scene and must not just explain it.

EVAL BY RELAY PTS.

Thus, in such a problem it should be understood that one has TWO existing scenes, one the person and two his

environment; that they interrelate does not make them just one scene. Thus two evaluations about Joe or Joanna are possible, each with its program. To go about it otherwise is likely to prove as unsuccessful as the original evaluation of the person. Life and orders are reaching Joe or Joanna through relay points which are not ordinarily taken into consideration. Thus those areas should be separately evaluated. Usually, in the case of a person, something would have to be done to those areas, on the same plane as the person, by the person himself. So the program might include what the person himself could do about them.

The local environment of a material object, such as a machine or an office or a vehicle may also be evaluated as well as the machine or the office or vehicle itself.

In short, there are relay points of difficulties that produce situations, on the same plane as the person or thing being evaluated. And these make ADDITIONAL evaluations possible and often profitable to the evaluator in terms of bettered ideal scenes. Yet at first glance, or using only the usual reports, it may seem that there is only one situation such as the person himself.

Completely in the interests of justice, it is unfair to put down a target in some greater area situation like "Remove Joe". It may well be that stats did go down when Joe was appointed to a post. Well, that may be perfectly true. But by only then evaluating Joe and not the greater zone of Joe's personal scenes, one may very well come up with a very wrong and abrupt and unjust target. WHO in other words, when found, may not solve the scene at all even when one only targets it as "specially train" or "audit" without removal. There may be another scene that is having an effect on Joe which, if not evaluated properly with a proper program of its own will make nonsense out of any program about Joe himself related only to his post or position. Another scene may be relaying fatality to Joe which if unhandled will unsuit him to any other post of any other kind.

Thus Joe and Joanna would have, each of them TWO or more full evaluations possible. What the person is failing at or not doing on the job may have a plain enough WHY that can be corrected by programming and moved to an ideal scene or at least toward it. What is hitting the person at an environmental or familial or social level might be an entirely different situation, requiring its own evaluation, with a proper WHY and program for Joe or Joanna to carry out themselves or even with some help from others.

In a broader case, we have, let us say, an organization or division that is in a situation. One, of course, can evaluate it as itself, finding a proper WHY and a nice bright idea and a program. And one can also do a second evaluation of the local environment. This might be the society or an adjacent division or even another organization. And this will require the location of a situation and finding its WHY and working out a program to handle that can be done by the org or the division itself or with help from outside.

The local environment outside the scene being evaluated is then a proper subject for another evaluation.

It is a serious error to only evaluate the local environment as all too often the person or org or division will insist that that is the ONLY situation and also that it is totally beyond any remedy by their own actions. Thus, if the evaluator is going to evaluate the local environment of a subject that is in a situation, he does it AFTER he has evaluated the subject on its own ground totally.

EVALUATION OF ECHELONS

On any command or communication channel there are always a certain number of points extending from source through relay points down to the final receipt or action point. These may be very numerous. Some may be beyond the authority of any evaluator. But each is capable of having ITS OWN SITUATION that will cause an evaluation of the receipt or action point to fail.

These can be called "echelons" or step-like formations. The receipt or action point that is to comply finally with the program may be the subject of hidden sources of effect in the relay points of any program or order.

Thus, as in the case of a dangerous decline of some activity somewhere, on evaluator has several evaluations possible and probably necessary.

It would be, by experience, a severe error to try to evaluate all these different scenes (such as many echelons each in a different area) in one evaluation and find a WHY for the lot as one is attempting to find a single WHY for several different scenes in different places which violates the strict purity of evaluation procedure.

One may find the exact and correct WHY for the point of action and do a splendid program only to find that somehow it didn't come off or didn't last. Yet it was the right WHY for that scene. Hidden from view is the influence on that scene from one or more upper echelons which have, themselves, an individual situation and need their own WHY and their own program. Only then can the influence on the action point be beneficial in its entirety.

There is a system by which this is done.

1. One recognizes that there is a situation in an area which has not responded well to previous evaluation or has not maintained any benefit received very long.

2. One realizes that there are several echelons above the point being evaluated.

3. One draws these points without omission. This makes a sort of graph or command chart. It includes every command or comm relay point above the level of the point being evaluated.

4. The points, if any, BELOW the point under consideration as in 1. above are then added to the chart below it.

5. One now undertakes a brief study of EACH of these points above and below to see if any have a situation of its own that could influence the success or failure of the original point evaluated as in 1. above.

6. One does a full separate evaluation of each of these echelon points where any situation seems to exist. Each of the evaluations done must have its own local situation, WHY and program. Care is taken not to evaluate "no-situations". Care is also taken to keep this SERIES of evaluations consistent with the main idea of remedying 1. above.

7. The evaluations are released as a series and executed as feasible.

In doing such a series, brand new data may leap out as to the inter-relationship of all these relay points and this may bring about a recommendation for a change of organization requiring new policy. But this would be another evaluation entirely as it is in effect an evaluation of basic organizational policy and may even require that tech be issued or withdrawn.

Take a case where the area which has not bettered or sustained a betterment has in actual fact two echelons below it and six above. The area, let us say, is a continental management office of an international hotel chain. Below it are its state offices and below that the hotels on that continent. Above it is the International comm relay center, the International headquarters executive at International headquarters for that continent, above that the International management organization, above that the chief executive of the International management organization, above that the advisors to the board and above that the board itself.

By drawing these out as a series of echelons one sees that there is potentially a series of eight evaluations in addition to the main evaluation of that continental office which is where the situation originally was. By scanning over all these eight other influencing areas, one may find one or more of them which have situations of real influence on the original evaluation subject.

One then evaluates separately and handles separately WHILE STILL GOING ON HANDLING THE ORIGINAL SUBJECT.

One can then also do the local environment evaluation of the original subject if there seems to be a situation there.

No evaluation is done where there is no situation. But one should assert in a covering note to the series that there are no known situations in the remaining points.

Doing a series of evaluations and local environment evaluations can be extremely fruitful only so long as one realizes that they comprise separate situations which only by their influence are preventing an ideal scene from being achieved in the original area where betterment cannot be attained or maintained.

Supplementary evaluations, when necessary and when done, can rescue a long series of apparently fruitless evaluations of a subject and move the evaluator himself toward a more ideal and happier scene of success.

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Remimeo HCO POLICY LETTER OF 30 SEPTEMBER 1973
ISSUE II

Date Series No. 30

SITUATION FINDING

There is an iron bound rule in handling things:

WHERE YOU FIND OUTPOINTS YOU WILL
THERE ALSO FIND A SITUATION.

If several outpoints come to view in any scene (or even one), if you look further you will find a situation.

There is not any real art to finding situations if you can see outpoints.

The sequence is simple. (1) You see some outpoints in a scene, (2) You investigate and "pull a few strings" (meaning follow down a chain of outpoints) and (3) You will find a situation and (4) Then you can evaluate.

Statistics are leaders in pointing the way. They should be X, they are not X. That is conflicting data. Behind that you will find a situation.

If anyone has any trouble finding situations then one of three things are true (a) he cannot recognize outpoints when he sees them, (b) he does not have any concept of the ideal scene or want it or (c) He does not know how to pull strings, which is to say ask for or look for data.

On the positive side, to find situations one has to (A) Be able to recognize outpoints, (B) Has to have some idea of an ideal scene and want it and (C) Has to be able to "pull strings".

Evaluation is very much simpler when you realize that the art lies in finding situations. To then find a Why is of course only a matter of counting outpoints and recognizing what (that can be handled) is retarding the achievement of a more ideal scene.

REASONABLENESS

One often wonders Why people are so "reasonable" about intolerable and illogical situations.

The answer is very simple: they cannot recognize outpoints when they see them and so try to make everything seem logical.

The ability to actually see an outpoint for what it is, in itself is an ability to attain some peace of mind. For one can realize it is what it is, an outpoint. It is not a matter for Human Emotion and Reaction. It is a pointer toward a situation.

The moment you can see this you will be able to handle life a lot better.

The human reaction is to REACT! to an outpoint. And then get "reasonable" and adopt some explanation for it, usually untrue.

You can safely say that "being reasonable" is a symptom of being unable to recognize outpoints for what they are and use them to discover actual situations.

NATIVE THINK

It may come as a surprise or no surprise at all that the ability to evaluate as given in this Data Series is not necessarily native to a being.

In a native state a being detests illogic and rejects it. He seldom uses it for any other purposes than humor or showing up a rival in debate as a fool or using it in justice or a court of law to prove the other side wrong or guilty.

A being is dedicated to being logical and he does, usually, a wonderful job of it.

But when he encounters illogic he often feels angry or frustrated or helpless.

He has not, so far as I know, ever used illogic as a systematic tool for thinking.

Certain obsolete efforts to describe man's thinking processes stressed "Associative thought" and various other mechanisms to prove man a fully logical "animal". The moment they tried to deal with illogic they assigned it to aberration and sought drugs, tortures or executions that would "cure it". None of them ever thought of using illogic as a tool of rational thinking! Thus they did not advance anyone's intelligence and conceived intelligence as unchangeable and fixed.

The only Greek School of philosophy that dealt with illogic was the Sophist school. But even they had no real idea of the illogic. They were employed by politicians to make their political acts seem reasonable!

Even humorists have no real idea of illogic. Reading their ideas of the theory of humor shows them to be off the mark. They don't really know what is "funny".

Laughter is rejection, actually.

And humor you will find usually deals with one or another outpoint put in such a way that the reader or audience can reject it.

The groan of most humorists is that too often their hearers go reasonable on them. PAT: "Who was that hobo I saw you with last night?" MIKE: "That wasn't no oboe, that was my fife." LISTENER (puzzled): "But maybe it was a very slender hobo."

The tendency of a being is to try to keep it reasonable, logical, rational. And that is of course a very praiseworthy impulse or all life's endeavors might unhinge.

The fear of being illogical is a secret fear of being crazy or insane. (Not an idle fear when psychiatry was roaming around loose.) Or at the least being thought a fool or dullard or at the very very least, unworldly and uneducated.

To evaluate and be a fine evaluator is to be able to prevent a slump toward a painful collapse. And to be able to steer the way from the non-ideal present to the ideal future.

A person who feels queasy about his sanity really doesn't dare look at outpoints or confront and use illogic. Yet it <u>is</u> the way to full sanity itself.

The ability to evaluate puts one at cause over both the mad and ideal. It places a being at a height it is unlikely he has ever before enjoyed in the realm of commanding the situations of life.

Evaluation is a new way to think.

It is very worthwhile to acquire such an ability as it is doubtful if it ever before has been achieved.

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HCO POLICY LETTER OF 29 OCTOBER 1971
Remimeo ISSUE II
All Executive Hats

Executive Series No. 1

THE EXECUTIVE

(Note: Those personnel in orgs who are titled as executives are: The Board Members, the Commanding Officer or Executive Director or head of the org, the HCO Executive Secretary, the Org Executive Secretary, the Public Executive Secretary, the heads of divisions and the heads of departments. In very large orgs the title is extended to heads of large sections. To these listed persons especially this data on Executives applies.)

Before one can adequately perform the duties of an executive in an organization one would have to know what an executive is.

EXECUTIVE: One who holds a position of administrative or managerial responsibility in an organization.

To give one some idea of the power associated with the word, Daniel Webster, in 1826, defined it as "The officer, whether king, president or other chief magistrate, who superintends the execution of the laws; the person who administers the government, executive power or authority in government. Men most desirous of places in the executive gift, will not expect to be gratified, except by their support of the executive. John Quincy"

Executive is used in distinction from legislative and judicial. The body that deliberates and enacts laws is legislative; the body that judges or applies the laws to particular cases is judicial; the body or person who carries the laws into effect or superintends the enforcement of them is executive, according to its 19th Century governmental meaning according to Webster.

The word comes from the Latin "Ex(s)equī (past participle ex(s)ecūtus), execute, follow to the end: ex-, completely + sequī, to follow." In other words, he follows things to the end and GETS SOMETHING DONE.

Taking up the definition part by part we can achieve a considerable understanding of the nature and beingness of an executive.

"One who holds a position..." A position is a place or location. It is social standing or status; rank. It is a post of employment; job. The sense of this is that an executive is a STABLE TERMINAL for his staff and assistants. He is not continuously elsewhere or missing. He actually holds his position, social standing, status, rank and performs his duties from that position. He is known and visible and in one way or another reachable or himself reaches those areas which need to be handled.

"...of administrative..." in the definition would refer to his actions in administering his area. Administer means "to have charge of; direct; manage." It is taken from the Latin administrāre, to be an aid to: ad-, to + ministrāre, to serve. From minister, servant. By this we see that he has charge of, directs, manages and SERVES his area.

"...or managerial..." refers to management, which is the act, manner or practice of managing, handling or controlling something. Skill in managing, executive ability, which means that the activity is HANDLED or CONTROLLED by the executive.

"...responsibility..." means the state, quality or fact of being responsible, and responsible means legally or ethically accountable for the care or welfare of another. Involving personal accountability or ability to act without guidance or superior authority. Being the source or cause of something. Capable of making moral or rational decisions on one's own and therefore answerable for one's behavior. Able to be trusted or depended upon; reliable. Based upon or characterized by good judgment or sound thinking. This means essentially that an executive DOES NOT WAIT FOR ORDERS TO ACT. He is the one who, guided by policy, acts on his own initiative to handle and supervise his area and others and does not himself require supervision.

"...in an organization." An organization means the act of organizing or the process of being organized. The state or manner of being organized: "a high degree of organization". Something that has been organized or made into an ordered whole. A number of persons or groups having specific responsibilities and united for some purpose or work. Thus an organization is an activity or area that is being organized or has been organized or made into an "ordered whole".

Thus from the words and definitions taken from the language itself and the tradition of the culture, we can see what an executive is, what he does and what he eventually has -- an organization.

It is very interesting that one can examine the above definition and subdefinitions and analyze an executive's general competence. Where any of these things are missing in his character or duty or general conduct, there is very likely to be a flaw in the activity he has under his authority. One could go over these items one by one, for himself or for another, and he would see at once what had to be improved and what was satisfactory in his or others' executive beingness.

In order to competently achieve the beingness of an executive, one would have to have the technology of how to organize and would have to have as well a concept of the ideal scene of an organization in order to compare it to any existing scene and would have to be familiar with the technology required in that specific organization by which it produces the products necessary for its survival.

In that every organization has value only to the degree it produces, one can see that an executive should be able to achieve production long before his organization is perfected and to be able to perfect the organization while producing. Otherwise the organization would not be sufficiently viable to survive and his status as an executive would cease.

Good executives are very valuable and the value consists of their ability to obtain production and form the necessary and adequate organization in order to do so. There are no stellar executives who do not meet every piece and part of the above definitions.

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Executive Series No. 2

LEADERSHIP

In order to get his job done an executive must be someone from whom others are willing to take orders.

The first test any follower of a leader requires the leader to meet is competence. Does the leader know what he is doing? This is already covered in the definitions of an executive. For if an executive meets these definitions, those to whom he must give orders are very likely to receive them in confidence.

There is a great deal of mystique (qualifications or skills that set a person or thing apart and beyond the understanding of an outsider) connected with leadership. Most of this mystique is nonsense, however, it is necessary that one who leads can attract attention and that he can enthuse and interest others. Simply knowing more about the subject than others or knowing more about organization than others can cause an executive to be regarded respectfully or even with awe.

A common denominator to all good executives is the ability to communicate, to have affinity for their area and their people and to be able to achieve a reality on existing circumstances. All this adds up to Understanding. An executive who lacks these qualities or abilities is not likely to be very successful.

Understanding, added to competence, is probably the most ideal character of an executive.

The ability to lead can also be compounded of forcefulness and demandingness, and these two qualities are often seen to stand alone in leadership without regard to competence and, though acceptable to juniors to the degree that they will obey, are no long term guarantee of an executive's supremacy. While they are often part of a successful executive's personality, they are not a substitute for other qualities and will not see him through. He must truly understand what he is doing and demonstrate competence on a long term basis in order to achieve distinction and respect.

In all great leaders there is a purpose and intensity which is unmistakable. Plus there is a certain amount of courage required in a leader.

A man who merely wants to be liked will never be a leader. Others follow those who have the courage to get things done even though they say they follow those they like. A broad examination of history shows clearly that men follow those they respect. Respect is a recognition of inspiration, purpose and competence.

The qualities of leadership are not difficult to attain, providing they are understood.

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HCO POLICY LETTER OF 27 DECEMBER, 1970

Remimeo
HCO Area Sec
Dir RAP
Hats Officer

Personnel Series No. 16

HATS PROGRAM PITFALLS

The main outnesses about hats are:

1. Personnel having a hat and title but doing some other job or jobs.

2. Personnel falling between two divs or posts and being in neither.

3. Personnel having no hat at all.

4. Personnel unable to even cope because people around them don't have hats.

5. Hats matching an org board but the org board itself is disorganized.

6. Personnel holding a part time hat but no other hat even though full time.

7. Hats lost in post turnovers and no complete hat file.

8. The only other copy in the hat file issued and also lost.

9. Org pattern changes which make hats unreal.

10. Juniors trying to wear their hats but a senior being unaware of them issuing different orders.

11. Seniors trying to wear their hats but juniors unaware of them and making different demands.

12. Personnel moving off not replaced, leaving others in the organization to carry a load for which they have no hat.

13. Missing Ideal Scene for hat.

14. Missing general Ideal Scene for Division.

15. No concept of the scene at all.

16. A person just not doing his hat.

17. Checksheet and/or pack missing or incomplete for post.

18. Missing any part of full hat content per HCO PL 22 Sept 70, HATS.

19. Hat checksheet contains a) omissions (too short); b) highly irrelevant data; c) doesn't belong to the post.

20. Counter-policy present in hat write-up.

21. Seniors issue counter-policy in despatches or verbally.

22. Senior not grooving personnel in on post or seeing to proper hat study.

23. Valuable final product missing for hat.

24. Purpose and/or valuable final product missing in hat for group's whole activity.

25. An earlier or more basic hat is out such as a top executive not knowing the basic staff hat fully.

26. Non-utilization in any of its various forms such as a personnel trained for one thing is required to do something else. Or his training is not used. Or he is not used at all.

If the Hats Officer can do his job and not get caught up in these pitfalls, we'll really soar.

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Personnel Series 21

Org Series 28

WHY HATTING?

A few days ago when I found that musical chairs and flubbed hatting had unstabilized some areas, I wondered whether or not this might stem from some social aberration that was very general in the societies in which we are working.

And it seems to have been the case. I worked on it a bit and found this:

LAW: THE POWER OF A THETAN STEMS FROM HIS ABILITY TO HOLD A POSITION IN SPACE.

This is quite true. In *Scn 8-80* the base of the motor is discussed. It holds two terminals in fixed positions. Because they are so fixed, power can be generated.

If a thetan can hold a position or location in space he can generate POWER.

If he cannot, he cannot generate power and will be weak.

We have known this for 19 years. It applies here.

Observation: MODERN SOCIETY TENDS TO CONFUSE AND UNSTABILIZE PERSONS WITH ITS HECTIC PACE.

Observation: BEINGS WHO ARE AFRAID OF STRONG PEOPLE TRY TO WEAKEN THEM.

Observation: PERSONS WHO ARE PUSHED AROUND FEEL THEY CANNOT HOLD A POSITION IN SPACE.

Observation: PEOPLE HATE TO LOSE THEIR POSTS AND JOBS. THEY FIND IT DEGRADING.

In processing picking up this chain of lost positions achieves very good gains and rehabilitates a person's ability to hold a job.

LAW: BY GIVING A PERSON A POST OR POSITION HE IS SOMEWHAT STRENGTHENED AND MADE MORE CONFIDENT IN LIFE.

LAW: BY LETTING A PERSON RETAIN HIS POST HE IS MADE MORE SECURE.

LAW: BY HATTING A PERSON HE IS GREATLY STRENGTHENED AS HE IS HELPED TO HOLD HIS POST.

A basically insecure person who feels he is unable to hold his position in space, is sufficiently strengthened by hatting to feel secure enough to do his job.

LAW: HAVING A HAT, BEING HATTED, AND DEMONSTRATING COMPETENCE MAKES A PERSON FEEL CAPABLE OF HOLDING HIS POSITION IN

SPACE AND HE BECOMES MORE STABLE, CONFIDENT IN LIFE AND MORE POWERFUL.

LAW: UNHATTED PERSONS ON A POST CAN BECOME CRIMINAL ON THE POST BECAUSE THEY FEEL INSECURE AND BECOME WEAK.

When a person is secretly afraid of others he instinctively will not hat them or hats them wrongly and tends to transfer or move them about.

When a person is insecurely posted and insufficiently hatted he can try to weaken others by trying to prevent their hatting and trying to get them transferred or even dismissed.

This is apparently the social aberration at work.

The answer to a sane org and a sane society is not welfare and removal. It is

Recruit them
Train them
Hat them
Apprentice them
Give them a post.

This is so strong in truth it would de-aberrate the bulk of the crime out of a society.

And it sure will put an org in POWER.

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HCO POLICY LETTER OF 13 SEPTEMBER 1970

Remimeo
Exec Dir Hat
HES Hat
HAS Hat

ISSUE II

Organization Series No. 1

BASIC ORGANIZATION

What is Organization?

Most people have so many associated ideas with the word "Organization" that they think of one as an identity or a being, not as a dynamic activity.

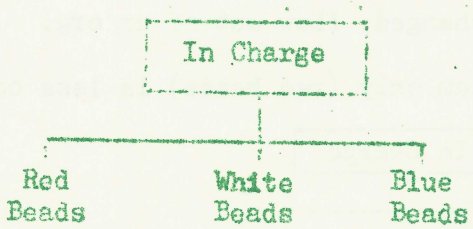
Let's see what one really is.

Let us take a pile of red, white and blue beads. Let's organize them.

Now let us draw the org board.

Let us dump them all on top of In Charge, all mixed up in a confusion.

Obviously In Charge must route them to dig himself out. So we get

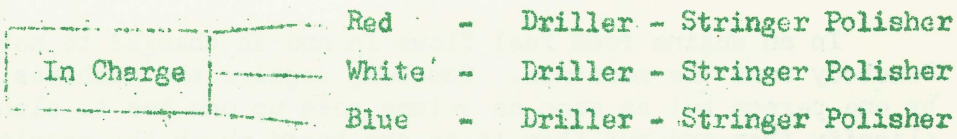


Thus we find out much of what an In Charge does. He routes. He separates into types or classes of thing or action.

This so far is a motionless org.

We have to have products. Let's say its products are drilled beads, strung beads, boxed beads.

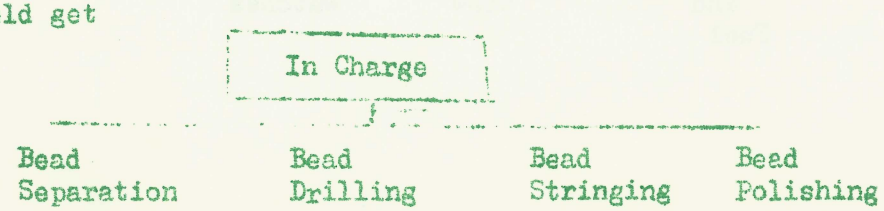
We would get



Or we would get



Or we would get



It is not particularly important which pattern of org board we use so long as it handles the volume of beads.

If we only have 1 person in this "org" he would still have to have some idea of organization and a sort of org board.

If we have any volume to handle we have to add people. If we add them without an org board we will also add confusion. The organization without an org board will breakdown by overload and cross flows and currents. These in conflict become confusion.

All a confusion is is unpatterned flow. The particles collide, bounce off each other and stay IN the area. Thus there is no product as to have a product something must flow OUT.

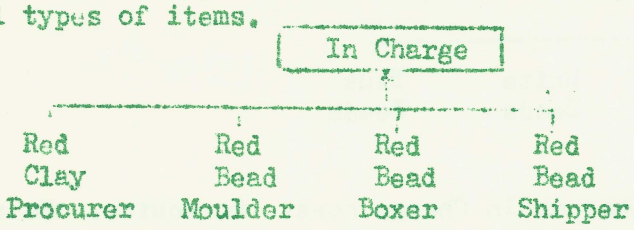
We can now note two things. We have some stable items. These are posts or locations. And we have flow items. There are things undergoing change.

So an org's positions change flowing particles.

Particles flow in sequence.

Things enter an org, get changed, flow out of an org.

An org with one type of item only (red beads) is less complex than one with several types of items.



Any activity has a sequence of actions. It has to have stable points which do not flow in order to handle things which do flow.

It is not necessary to have a stable terminal do only one thing. But if so then it also has a correct sequence of actions.

All this is true of an engine room or a lawyer's office or any organization.

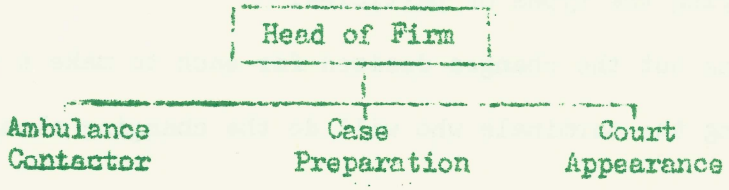
In an engine room fuel flows in and is changed to motion which flows out. Somebody runs the machines. Somebody repairs the machines. It may all be done by one person but as soon as volume goes up one has to plan out the actions, classify them and put them on an org board which the people there know and abide by or the place will not operate well.

This is done by dividing operation and repair into two actions, making two activities on the same org bd.



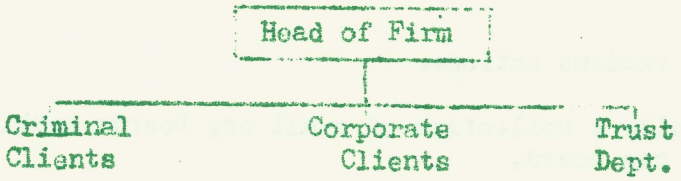
The Chief keeps the flows going and the terminals performing their actions.

In a lawyer's office we get different actions as a flow.

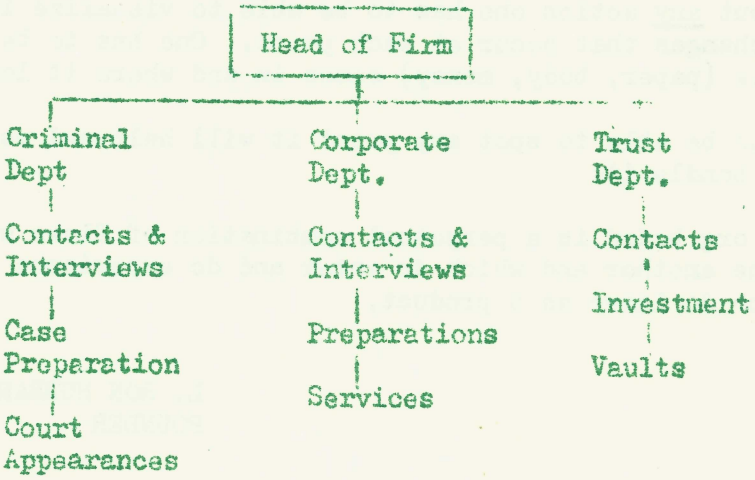


Would be a flow pattern, possibly with a different person (with a different skill) on each point.

Or we could have a sort of motionless org board.

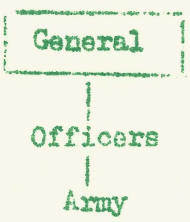


But if we did that we would have to put the motion in vertically so that flow would occur.

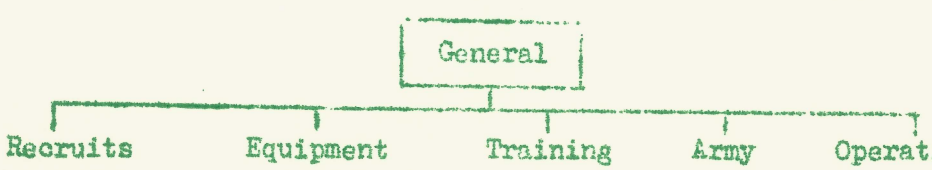


Org boards which only give terminals usually will not flow.

A typical Army org board of yesteryear was



When they got into a lot more men they had to have a <u>flow</u> board.



So one organizes by

(1) Surveying the types of particles.

(2) Working out the changes desired for each to make a product.

(3) Posting the terminals who will do the changing along the sequence of changes.

The board also must include a recognition of the types in A which routes the types to the terminals who change them and to a further routing out as products.

To be practical an org board must also provide for pulling in the materials disposing of the product and being paid for the cycle of action and its supervision.

A company has various actions.

It is essentially a collection of small org boards combined to operate together as a large org board.

The basic principles you have to know to organize anything are contained in this policy letter.

To plan out any action one has to be able to visualize its sequence of flows and the changes that occur at each point. One has to be able to see where a particle (paper, body, money) comes in and where it leaves.

One has to be able to spot any point it will halt and mend that part of the flow or handle it.

A proper org board is a perpetual combination of flows which do not collide with one another and which do enter and do experience the desired change and which do leave as a product.

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HCO POLICY LETTER OF 14 SEPTEMBER 1970

Remimeo
Exec Dir Hat
HES Hat
HAS Hat
Executive Hat

Organization Series No. 2

COPE AND ORGANIZE

It's perfectly all right to cope. One always must.

But one MUST organize things while he copes.

The mounting overload and overwhelm in an area comes entirely from cope-cope-cope without organizing also.

Example: You have to handle something for which there is no planned organization. Like a mob at a Congress. You can cope. But if you don't take the first available instant to grab 3 guys and give them specific duties right then to mind doors and tickets it all just gets worse and worse and the cope catches up as overwhelm.

Any old org bd is better than no org bd at all.

A good org bd well grooved in, duties well apportioned permits things to smooth out and increase in volume without strain.

In a flood if you can channel the water, you can handle the flood. If you just batter at water you drown.

ORGANIZATIONAL GENIUS IS COMPOSED ONLY OF ARRANGING SEQUENCES OF ACTION AND DESIGNATING CHANNELS FOR TYPES OF PARTICLES. THAT'S ALL IT IS.

Then you can handle flows and prevent stops.

So you must always organize as you cope.

National riots are just the inability of leaders to arrange sequences of action and designate channels for types of particles.

One area which was never organized became just an ant-hill of do-less useless motion.

If your in basket is too high you cope and handle it AND ORGANIZE YOUR LINES for the future.

"I'm absolutely drowning ....." is the same as saying "I can't organize worth a damn!"

ORG BD

Every Exec has his own personal org bd. Really it's at least 21 Depts.

But you don't have to go that fancy.

I had an org bd once that was 8 folders, each representing traffic from a major org, reports placed in it latest on top, a communicator who did the placing, a greeter who handled bodies and an inspector that was me. Just myself and one other. But it was an org. With that "org bd" I handled all the Scientology in the world at that time, lectured, researched and had ample time left over. It reduced full time cope to a part time job. Later 100 staff members (WW) replaced me as Exec Dir and I moved off post. They were all very busy but they didn't even know they had an org bd they were on, no individual operated his own personal org bd. Their cope and ignorance took the stats right on down. But they sure were busy coping!

The antithesis (opposite) of an org bd is confusion. The amount of confusion present doesn't add up to production, even though it is totally exhausting. The end product one wants is not exhaustion. The amount of energy expended does not measure production. Production is solely the amount of completed cycles that occur. The more they are planned in sequence and the better the different types are channeled the more production will occur.

So cope by all means but don't forget to organize a little each time you get a chance.

The end product of cope is drown.

The end product of organize is freedom.

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HCO POLICY LETTER OF 14 SEPTEMBER 1970
Issue II

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Exec Dir Hat
HES Hat
HAS Hat

Organization Series No. 3

URGENT

HOW TO ORGANIZE AN ORG

Let us assume that you have an org to run (or any part thereof).

How would you organize it and get it to function?

1. You would count up and name the different vital actions necessary to functioning.

2. You would count up the persons needed for each function and give them the post names.

3. You would do a checksheet for each post to include its vital data.

4. You would collect the material of each checksheet into a pack.

5. You would recruit the minimal number to begin it, keeping in mind finance and solving that.

6. You would show one of them how to check the others out to get them trained.

7. You would then get the org running.

8. You would expand it by single hatting vital posts.

9. All the while you would cope with things as they came up.

10. You would add to checksheets and packs things learned while operating.

11. You would add posts as they were found needful.

12. You would never drop out the actions of recruiting, checksheets, packs and training.

Naturally the org would have to have a function that was valuable and would have to execute it or produce and be paid or it would not be viable (able to live).

All right. All that seems straight-forward enough.

Now let's see how it could go wrong.

Foremost would be a failure to function or produce and a failure to get paid for it. This would cripple the activity and bring in inadequate operating funds, curtailing facilities and pay and making it undermanned, hurting its image and shutting off recruitment.

Recruiting to fill a new function could be incorrectly (destructively) done by using the production area as the recruitment pool. Also each time a portion was operating well, it could be used as a recruitment pool and emptied out and unmocked. This would destroy all training effort and injure the viability and reverse organization back to cope.

Or no recruitment could be done at all.

There could be no checksheets or packs.

There could be no training done even when checksheets and packs existed.

The checksheets or packs could be too short or unreal for the post. Or they could be too long or relate to another post.

The head of the org could fail to check out the heads of portions.

The heads of portions could fail to get their juniors hatted and checked out.

The org staff could be unaware of their belonging to the org and be unaware of its purpose and general products.

The problems as listed above could remain obscured and ethics could be substituted as an effort to get up production.

There are ten basic points that could go out. These are 1. Recruiting 2. Training 3. Training on post 4. Utilization 5. Production 6. Promotion of product 7. Sale of product 8. Finance 9. Justice 10. Morale.

It is assumed that the activity is worthwhile and the potential production valuable. Given that, the remaining ten points are the points where organization breaks down as these areas are the most aberrated in the society.

The fundamental outnesses, however, would be failure to recruit, to have checksheets and packs for each post, get training done on them and have new people on post serve on it in-training.

Let us suppose the head of an org or division never checked any junior out on anything.

Looking at standard functions, everyone would be posting and routing people except Dept 1 intended for that. Everyone would be handling comm except Dept 2, intended for that. Everyone would be inspecting and handling stats except Dept 3. And so on down the line. The place would be a dog's breakfast of total cope.

All right, let us say one <u>does</u> have a dog's breakfast instead of an org. How would one straighten it out?

One would cope to maintain some semblance of viability.

One would throw together an org board and post it and drill people on it.

One would throw together hats and get them worn.

One would continue to cope but now also force others to help the coping and cope themselves as semi-specialists on their own posts.

Finally one would get checksheets and packs together for each post covering all its actions.

One would then get these checksheets and their packs trained on for each post fully.

Thereafter one would insist that executives made sure their juniors had checksheets and packs as their hats.

And one would continue to recruit as by this time the org would be expanding and it would become upset by undermanning and go down hill again.

One would watch the ten aberrated points as they go out very easily.

People gather up all sorts of weird solutions to running a disorganized org. "We need more experienced people"; "We can't produce so should be subsidized", are two common ones.

When people on post do NOT have grooved in hats they do goofy things. The goofiness is not confined just to their job functions. Lacking a purpose and not conceiving the org purpose they can go utterly astray and do things that are quite mad. Like tearing things up. Like breaking things. Like getting involved in goofy relationships.

You can detect an org where posts are not grooved in by the number of odd-ball things happening.

The way to put <u>this</u> sort of situation right is to start organizing as given in this rundown.

Working on organization as you cope it will eventually make it come out right.

When it sags just come back to this rundown and it will all straighten out again.

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HCO POLICY LETTER OF 22 SEPTEMBER 197o

Remimeo
Exec Hats
Personnel Hats
Ethics Hats

Personnel Series 9

Org Series 4

AN URGENT IMPORTANT AND STARRATE PL

HATS

HAT - A term used to describe the write ups, checksheets and packs that outline the purposes, know-how and duties of a post. It exists in folders and packs and is trained in on the person on the post.

HAT TECHNOLOGY

"Hats" developed in 195o for use in Dianetic orgs as a special technology. The term and idea of "a hat" comes from conductors or locomotive engineers etc. each of whom wear a distinctive and different type of headgear. A "hat" therefore designates particular status and duties in an organization.

A "hat" is a specialty. It handles or controls certain particles in various actions and receives changes and routes them.

A "hat" designates what terminal in the organization is represented and what the terminal handles and what flows the terminal directs.

Every hat has a product.

The product can be represented as a statistic.

Any job or position in the world could have its own hat. The reason things do not run well in a life,an org,a group, nation or the world is an absence of hats.

The reason why an org runs well when it does is hats.

Any protest of anyone against things not running right can be traced to lack of hats.

Any slump an org goes through can be traced directly and at once to an absence of one or more hats being worn.

HAT CONTENT

A hat must contain

A. A purpose of the post

B. Its relative position on the org bd.

C. A write up of the post (done usually by people who have held it before relief and when so done it has no further authority than advice).

D. A checksheet of all the policy letters,bulletins,advices, manuals, books and drills applicable to the post. (As in a course checksheet.)

E. A full pack of the written materials or tapes of the checksheet plus any manuals of equipment or books.

F. A copy of the org board of the portion of the org to which the post belongs.

G. A flow chart showing what particles are received by the post and what changes the post is expected to make in them and to where the post routes them.

H. The product of the post.

I. The statistic of the post, the statistic of the section, the statistic of the department and division to which the post belongs.

STAFF HAT

There is also a general staff hat.

This hat contains

(a) The overall purpose of the org, its aims,goals and products.

(b) The privileges or rewards of a staff member such as auditing, training on post, general training availability, pay, vacations or leave etc.

(c) The penalties involved in non-production or abuse of post privileges or misuse of the post contracts.

(d) The Public Relations responsibilities of a staff member.

(e) The interpersonal relations amongst staff members including courtesy, cleanliness, attitudes to seniors and juniors, office etiquette etc.

(f) The mest of posts generally, its papers, despaches, files, equipment.

(g) The Comm and Transport System of the org.

GRADIENT SCALE OF HATS

A "gradient scale" means "a gradual increasing degree of something." A non-gradient scale would be telling someone to enter a skyscraber by a 32nd story window.

Thus there is a gradient scale of organizing.

A key to this is found in "Problems of Work's" theory of confusion and the stable datum.

One in actual practice has to cope while organizing.

COPE means to handle whatever comes up. In the dictionary it means "To deal successfully with a difficult situation." We use it to mean "To handle any old way whatever comes up to handle it successfully and somehow."

IF YOU REMAIN IN COPE, THE DEMAND TO COPE INCREASES.

In that you have the key to "exhausted executives" or staff members. You have why the President of the US ages about 2o years in one term of office as you can see by comparing dated

photographs of past presidents. He is totally on cope. His government has an org board that looks like a pile of jackstraws. He has no hat. His staff have no hats. His government departments have no hat. The technologies of economics, law, business, politics, welfare, warfare, diplomacy have been lost or neglected (they do exist to some extent),

The guy is on total cope. And the post has been on total cope since it was created as an afterthought by the Constitutional Congress that began the post in the 18th Century. Even what it says in US Civics textbooks is not found in practice.

So "difficult situations" are the order of the day and are handled by special actions and appointments.
The people who should handle them haven't got real hats.

This is all catching up with the country at this writing to such a degree that the citizen cannot benefit from a stable society or social order. The country looks more like a war of insurgency.

In other words departures from hats has led into total cope and it is steadily worsening.
Any organization put in by political party is knocked out by the next incumbent and who could totally organize a country in four years? (The term of a president.)

Yet it is hanging together some way and some way ~~hosting~~ meetings increasing demands and pressures.

I have stated this in a large example so that it can be seen in a smaller unit.

To handle this one would first have to want to straighten it out and then assemble the tech of admin to straighten it out. And then one would have to begin on a gradient scale of org board and hats.

A cope sort of hat would be tossed off orders to some other people on staff sho have some title of some sort.

Along with this would be a posted org board that has little to do with duties actually performed and used by a staff that doesn't know what it is.

One begins to move out of cope (as given in other series) by putting an org board together that labels posts and duties and getting people on them to handle the types of particles (bodies, mailings) of the org.

The next action would be brief write ups of the posts and their duties and checking people out on them.

Actually if you only got to the middle of the last paragraph with an org the executives would remain in cope. So much know-how would be missing in the org's staff that every rough bit would shoot up to the executive for special handling and that is cope.

Hats only in this far is not good enough as it still takes a genius to run the place.

The next gradient scale is to get the hat to contain

(1) The post write-up itself
(11)The theory and practical necessary to run it.

This is done by a preparation of checksheets of data and a pack matching it for key posts.

Naturally the org board now has to become more real and staff

has to be checked out on it.

Then hats as post checksheets and packs are extended to the rest of the staff.

The mechanisms of training have to exist by this time.

Seniors have to be made responsible that every junior below him has a hat consisting of write up, checksheet and pack.

Meanwhile one continues to cope.

Gradually, gradually staff begins to know (through checkouts) their hats.

New staff coming on are grooved in better.

Cope begins to diminish and the organization tends to smooth out.

Here and there competent handlings begin to show up brightly.

Now we find a new situation. With every one throwing together checksheets and packs for staffs we find non-standard checksheets. Some messenger has to do the full checksheet of the HCO Division pages and pages long. The HCO Sec has a checksheet with just 10 items on it.

So a central authority has to standardize post checksheets and survey and put in overlooked bits of data.

But that is way up the line. The org long since has become smooth and prosperous.

So that is the gradient scale of getting in hats.

EXPERTS

Here and there you find an area of special expertise in an org where the expertise is so expert in itself that it obscures the fact that the person does not also have a full post hat.

A lawyer would be a case in point. It takes so long to learn law in some law school that an org executive can overlook the fact that the post hat is missing. Org policy on legal matters and staff hat remain unknown to this legal post AND JAM IT UTTERLY. This came to light when a whole series of cases were being neglected because the legal staff member, an excellent lawyer, did not know how to make out a Purchase Order or that one could or should. Investigation found no post or staff hat. Only a legal degree.

Orgs continually do this with auditors. They are technical experts in auditing. So they get assigned to posts in the HGC WITH NO HAT. Backlogs occur, things goof up. Tech fails. All because it is overlooked that they are PART OF AN ORG and need staff and post hats and need to be trained on them.

Worse than that, a highly classed auditor is often put on an admin post without hat or training for it.

You would not take an admin trained person and without further training tell him to audit. So why take an auditor and tell him to handle an admin division?

Without his post write up, checksheet and pack FOR THE POST and without training on it, the person just isn't qualified for it no matter what other line he is expert in.

It is great to have an expert who has been specially trained in some profession. But lawyer, engineer or Public Relations, he must have his hat for the org post and be trained on it or he will goof! Yet one won't suspect why that area is goofing because "he's a Class VI isn't he?"

UTILIZATION

Personnel can recruit madly, answering every frantic demand for personnel and yet HAVE THEM ALL WASTED for lack of full hats and full training on those hats.

An investigation of blows, (desertions) from orgs shows that lack of a grooved in hat was at the bottom of it.

People come on a job. It is at once a great mystery or an assumption of total know - one or the other.

Either one continued leads them into a state of liability to the org.

People who don't know what they are doing and people who don't but think they do are both NON-UTILIZED PERSONNEL.

Pay and prosperity for the rest of the staff will go down unless this is remedied.

The whole org can sag and even vanish under these conditions.

So personnel has a vested interest in hats being complete and staff trained on them. For personnel people cannot possibly cope with "no pay so can't hire anyone" and "no people so can't produce."

The answer is H-A-T-S.

And a hat is a write up, a checksheet and a pack.

And the staff member trained on them.

ETHICS

When a person has no hat he lacks purpose and value.

When he has no purpose and value he not only goofs, he will commit crimes.

It is apparently easier to hit with Ethics than to program and give someone a full hat and get him trained on it.

Police action is not a substitute for having purpose and value.

This is so fundamental that one can even trace the unrest of a nation to lack of purpose and value. A huge welfare program guarantees crime and revolt because it gives handouts, not hats.

Even a field Scientologist should have a hat.

By doing only this over the world we would own the planet as in an expanding population, individual purpose and value are the most vital and wanted commodities.

If there are no real hats there will soon be no money of any value and no bread!

SUMMARY

ANY HAT IS BETTER THAN NO HAT according to the way a thetan seems to think.

But be that as it may, the downfall of any org can be traced directly and instantly to no recruiting or no org board, no hats or unreal hats or no training on hats.

The sag of an org can be traced directly to lack of hats and lack of training on hats.

The overload of any post can be traced directly to lack of an org board and lack of hats and no training on hats.

The way out is to organize the org board and hats while you cope.

If you do not your cope will become an overwhelm. If you do your burden will lighten and your prosperity increase.

It took 13 months of hard work and 20 years of org experience to learn that given a product lack of HATS were the WHY of departures from the Ideal Scene and that working toward providing full complete HATS was the way to get back toward the Ideal Scene.

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HCO POLICY LETTER OF 8 OCTOBER 1970

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Executives

Organizing Series 8

ORGANIZING AND PRODUCT

Disorganization gives a poor product.

Organization (providing tech exists to make the product) will produce a good product.

If a product is poor or spotty one must

(a) Organize

(b) Make the tech available and known.

You can literally have mobs of people working and exellent production tech and get a horrible product.

The missing ingredient is organization.

Organization consists of a real and functional org board, hats consisting of checksheets, packs and manuals and training of this material.

The most used Org Bd is the "Hey You! Org Bd". In other words just tag anyone to do anything.

This guarantees bad production and a lousy product.

One can have an Org Bd that isn't real and get a "Hey You! Org Bd".

Or one can have a good Org Bd that isn't known and get a "Hey You! Org Bd" in actual practice.

A whole org can be Org Bded and hatted and trained and yet shatter when an untrained senior turns it into a "Hey You! Org Bd". This is easily the commonest cause of org collapse.

LOSING AN ORG BD

When an Org Bd leaves out known vital functions these tend to wrap around the neck of the In Charge as unknown items of irritation.

The commonest fault in re-drawing an Org Bd is throwing the old one away and without looking at or getting a full inspection of the actual functions being done, dreaming up a brand new board. This produces a delusory situation. It is in fact a disassociation of the real work and the Org Bd delusion.

MINIMUM FUNCTION.

A post tends to dwindle down to the "irreducible minimum function".

A mail clerk will distribute mail as that is visible to others. Logging it is less visible. Properly sorting it is less visible.

If "Receiving, Logging, Sorting and Distributing" are left off the Org Bd and "Mail Distribution" is all that is left on it, the other functions tend to vanish and the post slides to "irreducible minimum" of just grabbing and slinging out mail.

A galley Org Bd can be deficient and carry only "Food", or "Cook", you'll get "food" and that's all. It will possibly be very lousy food as the Org Bd is down to an irreducible minimum. Says "food" so they just sling out food any old way of any old kind. Bad product. The answer is to organize it. What <u>are</u> the steps in sequence that it takes to get good food served and the place cleaned up? If they are <u>all</u> on the Org Bd as functions you have the SEQUENCE of actions expressed as functions which can be posted and delegated as duties.

OUT SEQUENCE and OMITTED HATS are the commonest fault in programs and Org Boards. (See Data Series.)

One person may have 35 separate hats.

If so he needs 35 Hat Folders, Checksheets and Packs and 35 baskets or compartments for the flows.

Further, the hats must be in sequence of flow where they relate to one type of particle.

35 Hats is large but many an executive unknowingly wears more. And the ones he doesn't see are his areas of upset.

The smaller the number of people in an activity, the more hats each has.

One girl holding down seven branches of an office finally got untangled just by having seven baskets, one for each branch, and working a stated time on each one each day. She sorted the inflow into the baskets by branches and then did them in rotation that made an Org Bd of the baskets. She suddenly got production where she had just despair and chaos.

<u>SUMMARY</u>

To improve an existing product, ORGANIZE.

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HCO POLICY LETTER OF 29 OCTOBER 1970

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Exec Hats

Org Series No. 10

THE ANALYSIS OF ORGANIZATION BY PRODUCT

The different products involved in production are:

1. Establishing something that produces. (Product 1)
2. Operating that which produces in order to obtain a product. (Product 2)
3. Repairing or correcting that which produces. (Product 3)
4. Repairing or correcting that which is produced. (Product 4)

Example: A typewriter is manufactured and located on a desk. This is establishing something that produces as in (1). A typist operates or runs the typewriter which thus produces typed sheets, stencils, etc. which are the product produced. This satisfies (2) above. The typewriter from various causes eventually requires repair in order to continue to produce. This satisfies (3). The correction of things typed would satisfy (4).

These are the four basic PRODUCTS involved in production.

Thus there are really four basic products necessary to a production activity. These are:

1. The established machine.
2. The machine's product.
3. The corrected machine.
4. The corrected product.

That makes a minimum of 4 products for any production cycle.

Three major factors govern every product. These are:

A. Quantity

B. Quality

C. Viability

Quantity would be an acceptable, expected or useful volume.

Quality would be the degree of perfection of a product.

Viability would be the longevity, usefulness and desireability of the product.

As each product in the four listed above has three factors in each product, there are then 12 major points (4 X 3) regulating production.

Product 1 - Establishing the typewriter, contains:

(i) The quantity of typewriters established.

(ii) The quality of the typewriters established.

(iii) The viability of the typewriters established.

Product 2 - The product of the typewriter (typed things) also has three:

(iv) The quantity of the typed things.

(v) The quality of the typed things.

(vi) The viability of the typed things.

Product 3 - The repair of the typewriter itself also has three factors:

(vii) The quantity (amount) of the repair.

(viii) The quality of the repair.

(ix) The viability of the repair.

Product 4 - The correction of the thing produced.

(x) The quantity (amount) of the corrected product.

(xi) The quality of the corrected product.

(xii) The viability of the corrected product.

Thus to get a product "typed things" there are actually 12 separate factors.

This applies to all machinery. For instance there is the generator that produces and there is the thing (electricity) produced by the generator. There is the repaired generator. And there is the corrected electricity (such as reducing its voltage or converting it.)

Now if you did not know that you were handling 12 factors in producing electricity the tendency would be to "just run the generator" and ignore the actual factors governing production.

The results of this would be total operation only. The generator would soon go to pieces. The electricity furnished would vary all over the place and blow out other equipment. There would be no funds to repair or replace the generator when it broke down. By paying little attention to products (as the wog world often does) or by shifting their importances - giving total importance to running it - there would soon be no viability at all. The end result would be 2 wrong products - scrap metal that was once a generator and no electricity.

Now, surprise, surprise! An organization composed of people is influenced by these same things!

Org Product 1 is putting it there.

Org Product 2 is what the org produces.

Org Product 3 is the repair of the org.

Org Product 4 is the correction of the org's product.

If we do not know these products and factors exist, continual mistakes can be made just as bad as just running a generator. Instead of the desired final product which is offered and sold and delivered, we get scrap paper and insolvency.

To establish an org one has to put one there. This requires a desireable and economic product of the org envisioned, the technology of making the final product, the technology of making and handling the org, the procurement of a location, recruitment, an org bd, hats, and training and the equipment and materiel needed to produce the final product and the obtaining of the raw materiel to make the final product. Thus established, it must be done so that:

(i) The amount of org is created proportionate to its final product demand.

(ii) The quality of the org itself - shabby, posh, active or lazy etc.

(iii) The viability of the org (how long will it last economically, how will it expand, does income exceed out-go etc.)

The product of the org itself is regulated by:

(iv) The quantity of product produced (which must be of sufficient volume to satisfy demand.)

(v) The quality of the org's product or products, (which must be adequate to satisfy those requiring and paying for the production.)

(vi) The viability of the org's product (how long does it last and is it adequate for its value.)

The repair of the org itself must be:

(vii) The quantity or amount of repair necessary to make the org functional (which may amount to simply giving it a new letterhead or rebuilding the whole place, nearly the establishing product again.)

(viii) The quality or expertness of the repair, (a bad one could destroy the place.)

(ix) The viability of the repair (if the right WHY is handled the repair as a product will last a long time and if a wrong reason for decline is handled the place will just cave in again.)

The correction of the org's product to obtain a uniformly satisfactory product:

(x) The quantity (proportion) of the org's product that has to be corrected (which might require, if too high, the repair of some part of the org itself.)

(xi) The quality of the correction, (expert and can be afforded and itself non-destructive.)

(xii) The viability of the product corrected. (Will it last and be nearly as good as the better produced product?)

All these factors must be consulted.

Analysis

If one understands these factors and realizes they are all present in running an egg beater or the world's biggest oil company, one will not be groping around in rags.

A checklist of the 12 factors influencing the 4 major products can be made up and each point as it relates to an org can be studied about a particular org.

One has here the basics. From these there can arise a near infinity of lesser items.

When one does not know these basics one flounders endlessly while attempting to handle a post, a portion of an org or the whole org. One gets into a frantic correct the errors and out-points or goes into apathy as he has no guidelines.

However, using these basics, one can easily check them off and so see what he has to do to more closely approach the ideal.

In Dianetics and Scientology, for example, the final pc product of Flag auditors trained on the same HCOBs as field auditors, on rougher pcs, is infinitely better than the pc-product elsewhere. This is a puzzle. The clue is not in auditing at all. It lies in an earlier product - training. A Class VI or a Class VIII auditor on Flag was trained (a) more rapidly (amounting to as little as 1/6th of the time in an org) and (b) more honestly and (c) the Flag auditor is expertly corrected as a product when he begins to audit until the auditing product is perfect. The training (quantity, and lasting quality) on the course is better and the training extends to training on post until the auditor's product (the auditing of the pc and the pc) need little or no product correction. The equivalent used to be required HGC training - on post training - for a staff auditor to become a staff auditor. In no org did auditors go fresh from school into auditing with no further training. This went out in some orgs. The product "corrected auditor" became a missing product. Thus Flag auditing produces a better product as that product - corrected auditor - exists on Flag.

This is given to show the use of the product factors.

Where any of these products or factors are missing, the viability of the whole is shaken. By using them the whole become viable.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 30 DECEMBER, 1970

Remimeo
SO Member Hat
Staff Member Hat

Personnel Series 15

Org Series 20

ENVIRONMENTAL CONTROL

The differences between a competent person and an incompetent person are demonstrated in his environment (surroundings).

A person is either the effect of his environment or is able to have an effect upon his environment.

The 19th Century psychologist preached that man had to "adjust to his environment." This false datum helped begin a racial degeneration.

The truth is that man is as successful as he adjusts the environment to him.

Being competent means the ability to control and operate the things in the environment and the environment itself.

When you see things broken down around the mechanic who is responsible for them, he is plainly exhibiting his incompetence - which means his inability to control those things in his environment and adjust the environment for which he is responsible - motors.

When you see the mate's boats broken up you know he does not have control of his environment.

Know how, attention, and the desire to be effective are all part of the ability to control the environment.

One's "standards" (the degree of rightness one is trying to establish and maintain) are directly related to one's desire to have a controlled environment.

The attainment of one's standards is not done by criticism (a human system). It is done by exerting control of one's environment and moving things effectively toward a more ideal scene.

Control of the environment begins with oneself. A good case state, a body that one keeps clean and functioning. This extends to one's own gear, his clothing, tools, equipment. It extends further to the things one is responsible for in the environment. Then it extends out into the whole environment, the people and the Mest.

One can get pretty dirty fixing things up. That's okay. But can one then also clean oneself up?

The ability to confront Mest is a high ability. After that comes the ability to handle and control it.

The ability to confront people is also a high ability. After that comes the ability to get along with them and to handle and control them.

There is the Supreme Test of a thetan - the ability to make things go right.

The reverse of this is the effort to make things go wrong.

Incompetence - lack of know-how, inability to control - makes things go wrong.

Given some know-how or picking it up by observation, sane people make things go right.

The insane remain ignorant intentionally or acquire know-how and make things go wrong.

Insane acts are <u>not</u> unintentional or done out of ignorance. They are intentional, they are not "unknowing dramatizations." So around insane people things go wrong.

One cannot tell the difference really between the sane and insane by behaviour. One can tell the difference only by the product. The product of the sane is survival. The product of the insane is an overt act. As this is often mashed by clever explanations it is not given the attention it deserves. The pretended good product of the insane turns out to be an overt act.

A large percentage of this planets population (undetermined at this time for the "general public" but in excess of 20%) are insane. Their behaviour looks passable. But their product is an overt act. The popularity of war confirms this. The products of existing governments are mainly destructive. The final product of the human race will be a destroyed planet (a contaminated air cover rendering the planet unable to sustain life, whether by radiation or fumes).

Thus, due to the inability to detect and handle the insane, the sane majority suffers.

The hidden actions of the insane can destroy faster than an environment can be created UNLESS one has the know-how of the mind and life and the tech of Admin and the ability and know-how to handle Mest.

An area or activity hit by an influx of new recruits or new customers tends to unsettle. Its Mest gets abuse, things go out of control.

Gradually, working to put in order, the standards are again being attained. The minority insane get handled, the know-how of groups and orgs becomes more generally known, the tech of Mest gets used again.

As an organization expands it goes through cycles of lowered condition and raised condition. This is normal enough since by taking on more and more area one is letting in more and more insane even though they are in a small proportion to the sane.

Order is re-established and survival trends resumed to the degree that the sane begin to reach out and handle things around them and as the insane are made sane.

Thus one gets downtrends and uptrends. As soon as a group begins to feel cocky, it takes on more area. This includes more unhandled people, admin and Mest and a downtrend begins. Then the sane begin to handle and the insane begin to be sane and the uptrend starts.

This is probably even the basis of national economic booms and depressions.

This is only bad to the degree that the insane are put in charge. As soon as this happens the downtrend becomes permanent and cultural decay sets in.

A group expanding rapidly into a decadent culture is of course itself subjected to the uptrend-downtrend cycles and has to take very special measures to counteract the consequences of expansion in order to maintain any rate of growth.

The individual member of a group can measure his own progress by increased ability to handle himself, his post and environment and the degree of improvement of the group itself because of his own work within it.

A group that is messing up its gear and environment worse than it did a while ago and is not improving it of course has to be reorganized before it perishes.

No group can sit back and expect its high brass to be the only ones to carry the load. The group is composed of individual group members, not of high brass.

The survival of a group depends upon the ability of its individual members to control their environment and to insist that the other group members also control theirs.

This is the stuff of which survival is made.

A sane group, knowing and using their technologies of handling men and Mest, cannot help but control their environment.

But this depends upon the individual group member being sane, able to control his Mest and those around him and using the tech of life, the tech of Admin, the tech of specific types of activity.

Such a group inevitably inherits the culture and its guidance.

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HCO POLICY LETTER OF 16 MARCH 1971
Issue IV

Remimeo

Org Series 25

Personnel Series 19

LINES AND HATS

It will be found that in organization there are many major factors involved.

The following three, however, give the most problems:

1. Personnel
2. Hats
3. Lines

Technology is a subdivision of both personnel (who may have to be specially trained before they can be considered personnel) and hats (which are mainly admin technology and line functions.)

To solve any problem, one has to recognize what the problem is. One cannot solve problem A by trying to solve problem B or C. Example: Problem: broken down car. You cannot fix the car by repairing the kitchen lino. Example: You cannot floor the kitchen by fixing the car.

All this may seem obvious when obliviously stated. But there is a more subtle version. ANY PROBLEM THAT DOES NOT SOLVE IS NOT THE PROBLEM. There must be some other problem.

Locating and isolating situations (problems) in an organization is the technique of the Data Series. That technology will find for one the problem that should be solved.

As there are three major organizational factors these then also form the core of all organizational situations (or problems, same thing.)

Each one of these is its own zone - personnel, hats, lines.

Each one has its own problems. There are situations in personnel. There are situations in hats. There are situations in lines.

They are related. They are not identical.

You will find you cannot wholly solve a problem in lines by solving personnel. You cannot wholly solve a problem in hats by solving lines. You cannot wholly solve a problem in personnel by solving the other two.

Example: Production hours are down. 15 new personnel are added to the area. Production stays down. It was a problem in lines.

Example: Confusion reigns in the pipe shop. The lines are carefully straightened out. Confusion still reigns. It was a problem in hats.

Example: Broken products are wrecking org repute. Hats are carefully put on. Products continue to be broken. It was a problem in personnel.

Example: The org stays small. Executives work harder. The org stays small. It was a series of problems in personnel, hats and lines, none addressed at all.

You will see symptoms of all this in various guises. The test of whether or not the right problem was found is whether or not production increased in volume, quality and viability.

In actual practice one works on all three of these factors constantly - personnel, hats and lines - when one is organizing.

You will find with some astonishment that failure to have or know or wear or do a hat is the commonest reason why lines do not go in. That personnel is hard to procure and train because hats and lines are being knocked out. That hats can't be worn because lines or personnel are out.

Situations get worsened by solving the wrong problem instead of the real problem. In the Data Series this is called finding the right Why.

Organizational problems center around these three things in the broadest general sense. More than one can be present in any situation.

Production problems are concerned with the particles which flow on the lines, changed by the hatted personnel, with consumption and general viability. So to make a full flow from organization through to distribution, one would add raw materials, changed state of materials and their consumption. Organization is not an end all. To have value it must result in production.

But when Personnel, hats and lines are not solved, production is very difficult. Therefore to get production one must have an organization to back it up. And personnel, hats and lines must exist and be functional. If these exist, the rest of the factors of establishment can be brought into being.

It goes without saying that organization involves other problems like space, materiel, finance etc. These and many more also enter into "whys" of no production. But dominating others are problems in Personnel, hats and lines. Others tend to solve if these are handled and organized.

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HCO POLICY LETTER OF 14 JANUARY 1969

Remimeo
Starrate on
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OT ORGS

What it takes to make an org go right is the intelligent assessment of what *really* needs to be done, setting these as targets and then getting them actually DONE.

We have all the data necessary to make orgs boom.

Therefore we find that when they don't these faults must be present:

1. Completely unreal analysis of what needs to be done to make things really go.
2. Cross orders–juniors setting other targets *across* vital targets.
3. Non Compliance with vital target accomplishment.
4. False reports on actions or false data concerning targets.
5. Failure to doggedly follow through on one action and get it done fully and completely.
6. Distractions leading to any of the above.

MAJOR TARGET

The desirable overall purpose being undertaken. This is highly generalized, such as "To become an auditor".

VITAL TARGET

By definition a VITAL Target is something that must be done to operate at all.

Man's worst difficulty is his inability to tell the important from the unimportant. "Every target is the same as every other target" is part of A=A=A.

It takes good sense to be able to survey an area and find out

1. What MUST be done.
2. What SHOULDN'T be done.
3. What is only desirable to be done.
4. What is trivial.

As Man all too easily specializes in stops he tends to stress what SHOULDN'T be done. While this enters into it, remember that it's a STOP.

STOPS ALL OCCUR BECAUSE OF FAILED PURPOSES.

BEHIND EVERY STOP THERE IS A FAILED PURPOSE.

A stuck picture or a motionless org are similar. Each has behind it a failed purpose.

THERE IS A LAW ABOUT THIS–ALL YOU HAVE TO DO TO RESTORE LIFE AND ACTION IS TO REKINDLE THE FAILED PURPOSE. THE STOPS WILL AT ONCE BLOW.

That law (it comes out of OT VIII materials) is so powerful it would practically revive the dead!

It applies to orgs.

It applies to cities or nations.

When you diverge from a constructive purpose to "stop attacks", the purpose has

been abandoned. You get a *stop*. The real way to stop attacks is to widen one's zone of responsibility. And pour the coal on the purpose. Thus all attacks one makes should be in THE DIRECTION OF ENLARGING ONE'S SCOPE AND AUGMENTING BASIC PURPOSE.

Thus, in the case of Scientology orgs one should attack with the end in view of taking over the whole field of Mental Healing. If our purpose was this then it had to be this on all dynamics. We only got into trouble by failing to take responsibility for the whole field!

We'll win back by reasserting that responsibility and making it good.

Targets, to that degree are purposes.

Purposes must be executed. They are something to DO.

OT

Let us look at the definition of OT--cause over thought Life Form Matter Energy Space and Time.

As one falls away from that one becomes a SPECTATOR, then one becomes an effect. Then one is *gone*.

One causes things by *action*. Not by thinking dim thoughts.

One can be doing an IN basket as simply a spectator.

In the society today *spectatorism* is very common. Magazine writers, reporters write weird pieces that look at how odd things are. The writer doesn't understand them at all. He just watches them.

Spectatorism is not so low as total effect.

The total effect--no cause--person has mainly a case. He doesn't even *look*.

Thus there is a gradient scale of OT. It's not an absolute. One is as OT as he can CAUSE things.

One of the things to cause is target attainment. When somebody can push through a target to completion he's to that degree OT.

People who don't push targets are either just spectators or they are total effect.

ORG STATE

An Org is somewhere on the OT scale. Any org is. Of any kind.

An org can figure out the vital targets and push them through to completion or it can't.

It's a gradient scale.

An org succeeds or fails to the degree its individual executives and staff members can measure up to the OT formula: Cause.

Scientology orgs must become cause over their environments.

They do this by each executive and each staff member *accomplishing* targets, small and large.

Thus:

(a) if the targets of what MUST be done to operate at all are set and

(b) are carried out with no non-compliance and

(c) if no false reports are entered into it,

Then

That org is way high on the OT scale.

AND IT WILL CONQUER ITS ENTIRE ENVIRONMENT COMPLETE.

That's really all there is to it.

One way to fail at it is do (a) with things that are so general that they invite no doingness.

Some guys are so bad off they set targets like "Move the Mountain" and give one and all a big failure. Since there's no way to do it and probably no reason to either, that's an SP target. So what MUST be done means just that. What is vital and necessary. Not what is simply a good idea.

Here's some MUST targets as examples:

A. Get Tech delivered 100% in the org itself.

B. Get the public aware of its being delivered and wanting it.

C. Get the admin machinery in to get the public in and out.

Or another series:

D. GET 10,000 trained auditors into the org field.

E. Get the public aware of the project and wanting training.

F. Set up terrific 100% snap-pop courses to handle the flow.

Or another:

G. Get a £100,000 reserve cushion.

H. Get all Accounts staff and Executives checked out on Finance Policy.

I. Shove the throttle down on promotion.

J. Deliver fantastic service.

K. Get enough tech people in training to handle the flows.

L. Find bigger poshier quarters to handle the flow *when* it rises.

M. Get all staff onto the OEC to diminish flow line flubs.

You get the idea.

An exec who is just a spectator to his In basket flow is doing nothing but cultivating Dev-T.

You *can* assess the situation.

You can drive targets home to full completion.

Every executive and every staff member is somewhere on the OT Scale. And he can rise higher just by setting up the targets and plowing them through to done, done, done.

Yes, it requires ideas. But ideas come from interested looking and sizing it all up before you set the target in the first place.

You can even raise an org by gradients so as not to overwhelm it. Set and *make* small targets. Then bigger and bigger ones.

Well, you get the idea.

It's the ORG's road to OT.

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NOTE: This Policy Letter has been corrected as per HCO P/L 23 January 1969 OT ORGS CORRECTION.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Level IV
and up
Remimeo
Scn Execs

HCO BULLETIN OF 19 AUGUST 1967

THE SUPREME TEST

THE SUPREME TEST OF A THETAN IS HIS ABILITY TO MAKE THINGS GO RIGHT.

This of course is a rather savage and brutal datum for it thrusts aside all justification, reasonableness, excuses and even does not take into account the size or obstacles of the opposition.

But please note that the datum is not "are things all right around him" as this is a passive test and could mean only that he was simply sitting still.

Whether things are currently all right or not is beside the point. The thetan who is making things go right may be tackling a mountain of confusion and of course things are not all right because what he is attacking is mainly wrong. It is whether or not he is making things go right in spite of "hell or high water" that is the test.

Many beings live lives of quiet correctness without ever once making anything do anything. Things around them just happen to be orderly. The social system props them up. But someday - bang - the society gets into a turmoil which knocks out the props. THEN we see that there were too few present who could MAKE things go right and that is the end of the society. Thus died all old civilizations. Their people lived in a system correctness and things went right only so long as nothing was going wrong. Then one day things go wrong. These sophisticated but weak beings never were able to MAKE things go right and so the whole society collapses.

One might also ask, "What is meant by right?"

This would be forwarding a purpose not destructive to the majority of the dynamics.

Aberration is by definition "a crooked line". It is from the Latin aberratio, "a wandering from" and from the Latin errare, to wander or to err.

A sane person thinks, looks and sees in straight lines. Black is black, white is white. The aberrated person looks toward black and wanders off in his gaze to something else and makes the error of saying it is "grey".

You can consider aberration in a passive way (supinely, of no force or action). A person is sane or not sane. He thinks straight or crookedly.

Now consider aberration in a forceful way. A person looks, then an opposing force to him pushes aside his gaze or distracts it. But the really sane, forceful person looks right on through and past the opposition and sees what is there anyway.

Let us take real action. Mr. Q rolls a ball from A toward B. Enroute Opposition X pushes the ball aside toward C.

Mr. Q then shoves the ball toward C and says the reason he did not arrive properly at B was because .....

Mr. S rolls a ball from A toward B. Opposition X diverts the ball toward C. Mr. S pulls the ball back into line and despite, over and through Opposition X arrives at B anyway.

You can see that Mr. Q in the first example is willing to be aberrated or pushed aside or at least does not contest it enough. Mr. Q is aberrated.

Mr. S on the other hand was not willing to be diverted and went right on to B. Mr. S is not aberrated.

Now society, being mainly suppressive, observes that Mr. Q never has much commotion around him. True, he never arrives and gets nothing done, but he isn't noisy so he is "okay".

Mr. S on the other hand makes an awful row and bashes Opposition X on the head and snarls his way onward toward B. Society says he is a bad fellow because he has fusses. Of course he also gets something done. But in a decadent society men are measured by how pleasant they are, not how effective they are, so Mr. S is regarded as a bit "mad". YET when trouble comes it is only the Mr. Ss who will save the day while the Mr. Qs all give up and die.

There is another point here, however. That is purpose. The difference between one thetan's forward thrust and another's is PURPOSE, validity of.

A madman can also go from A toward B relentlessly where B is a totally undesirable and destructive point. But in actual practice, real madmen never really arrive at the B they wanted to arrive at. A madman only goes toward but never really arrives. So he only makes everything go wrong.

B must be a desirable point not destructive to a majority of the dynamics for rightness to occur.

So there is the savage and bare datum:

THE SUPREME TEST OF A THETAN IS THE ABILITY TO MAKE THINGS GO RIGHT.

People who explain how wrong it is all going and who have reasons why and WHO AREN'T PUTTING IT RIGHT are the real crazy people in the universe. The only ones crazier than they are are the ones who are quite happy to have everything fail and go wrong with no protest from them. And the only ones even worse are those who work endlessly to make things go wrong and prevent anything from going right and oppose all efforts instinctively.

Fortunately there are a few around who DO make things go right in spite of everything and anyone.

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HCO BULLETIN OF 21 JANUARY AD10

Fran Hldrs
HCO Secs
Assn Secs
HCO & HASI Staffs

JUSTIFICATION

When a person has committed an overt act and then withholds it, he or she usually employs the social mechanism of justification.

We have all heard people attempt to justify their actions and all of us have known instinctively that justification was tantamount to a confession of guilt. But not until now have we understood the exact mechanism behind justification.

Short of Scientology Auditing there was no means by which a person could relieve himself of consciousness of having done an overt act except to try to *lessen the overt.*

Some churches used a mechanism of confession. This was a limited effort to relieve a person of the pressure of his overt acts. Later the mechanism of confession was employed as a kind of blackmail by which increased contribution could be obtained from the person confessing. Factually this is a limited mechanism to such an extent that it can be extremely dangerous. Religious confession does not carry with it any real stress of responsibility for the individual but on the contrary seeks to lay responsibility at the door of the Divinity—a sort of blasphemy in itself. I have no axe to grind here with religion. Religion as religion is fairly natural. But psycho-therapy must be in itself a completed fact or, as we all know, it can become a dangerous fact. That's why we flatten engrams and processes. Confession to be non-dangerous and effective must be accompanied by a full acceptance of responsibility. All overt acts are the product of irresponsibility on one or more of the dynamics.

Withholds are a sort of overt act in themselves but have a different source. Oddly enough we have just proven conclusively that man is basically good—a fact which flies in the teeth of old religious beliefs that man is basically evil. Man is good to such an extent that when he realizes he is being very dangerous and in error he seeks to minimize his power and if that doesn't work and he still finds himself committing overt acts he then seeks to dispose of himself either by leaving or by getting caught and executed. Without this computation Police would be powerless to detect crime—the criminal always assists himself to be caught. Why Police punish the caught criminal is the mystery. The caught criminal wants to be rendered less harmful to the society and wants rehabilitation. Well, if this is true then why does he not unburden himself? The fact is this: unburdening is considered by him to be an overt act. People withhold overt acts because they conceive that telling them would be another overt act. It is as though Thetans are trying to absorb and hold out of sight all the evil of the world. This is wrong-headed, by withholding overt acts these are kept afloat in the universe and are themselves as withholds entirely the cause of continued evil. Man is basically good but he could not attain expression of this until now. Nobody but the individual could die for his own sins—to arrange things otherwise was to keep man in chains.

In view of these mechanisms, when the burden became too great man was driven to another mechanism—the effort to lessen the size and pressure of the overt. He or she could only do this by attempting to reduce the size and repute of the terminal. Hence, not-isness. Hence when a man or a woman has done an overt act there usually follows an effort to reduce the goodness or importance of the target of the overt. Hence the

husband who betrays his wife must then state that the wife was no good in some way. Thus the wife who betrayed her husband had to reduce the husband to reduce the overt. This works on all dynamics. In this light most criticism is justification of having done an overt.

This does not say that all things are right and that no criticism anywhere is ever merited. Man is not happy. He is faced with total destruction unless we toughen up our postulates. And the overt act mechanism is simply a sordid game condition man has slipped into without knowing where he was going. So there are rightnesses and wrongnesses in conduct and society and life at large, but random, carping 1.1 criticism when not born out in fact is only an effort to reduce the size of the target of the overt so that one can live (he hopes) with the overt. Of course to criticise unjustly and lower repute is itself an overt act and so this mechanism is not in fact workable.

Here we have the source of the dwindling spiral. One commits overt acts unwittingly. He seeks to justify them by finding fault or displacing blame. This leads him into further overts against the same terminals which leads to a degradation of himself and sometimes those terminals.

Scientologists have been completely right in objecting to the idea of punishment. Punishment is just another worsening of the overt sequence and degrades the punisher. But people who are guilty of overts demand punishment. They use it to help restrain themselves from (they hope) further violation of the dynamics. It is the victim who demands punishment and it is a wrong-headed society that awards it. People get right down and beg to be executed. And when you don't oblige, the woman scorned is sweet tempered by comparison. I ought to know—I have more people try to elect me an executioner than you would care to imagine. And many a preclear who sits down in your pc chair for a session is there just to be executed and when you insist on making such a pc better, why you've had it, for they start on this desire for execution as a new overt chain and seek to justify it by telling people you're a bad auditor.

When you hear scathing and brutal criticism of some one which sounds just a bit strained, know that you have your eye on overts against that criticised person and next chance you get pull the overts and remove just that much evil from the world.

And remember, by and by, that if you make your pc write these overts and withholds down and sign them and send them off to me he'll be less reluctant to hold on to the shreds of them—it makes for a further blow of overts and less blow of pc. And always run responsibility on a pc when he unloads a lot of overts or just one.

We have our hands here on the mechanism that makes this a crazy universe so let's go for broke on it and play it all the way out.

L. RON HUBBARD

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HCO POLICY LETTER OF 13 JANUARY AD29
CORRECTED & REISSUED 2 MAY 1979

Remimeo
All Staff
SS 0
Product 0
Volume 0

(Reissued to remove word "to" from pg 2, para 1, line 3.)

ORDERS, ILLEGAL AND CROSS

HOW TO KEEP OUT OF TROUBLE

Sometimes a junior is put on a tight spot. He is given an off-policy order. He may know it is off-policy. However, if he says so or protests he can be subjected to harassment and can be forced to obey the off-policy order. In short, he is in a tough position. So smooth ways to handle this are quite valuable.

In the first place, one must know what an illegal order really is: It is an order that is contrary to HCO Policy Letters as issued in the Org Exec Course Volumes or subsequent to them or to LRH Executive Directives or the programs in LRH evaluations or LRH direct orders in writing.

These orders and policies, in the course of decades of experience, have been proven to improve the condition of the individual and orgs. Orgs which are "on-policy" prosper. Periods of depression provenly follow off-policy actions. Therefore it is good sense to follow policy. When people who are ignorant or destructive get into an org, issuing orders or "setting policy", it is quite certain that trouble will follow.

But aside from sensible considerations based purely on reason, there is safety for the junior in following policy. There is a prime policy as follows:

YOU CAN ONLY BE GIVEN A COURT OR COMM EVED FOR THINGS THAT VIOLATE POLICY.

You cannot be Comm Eved or given a Court or disciplined for not following Board Policy Letters, Board Technical Bulletins, or targets or orders that violate HCO Policy Letters.

The same applies for technical terminals. THEY CAN ONLY BE DISCIPLINED OR GIVEN COURTS OR COMM EVS FOR VIOLATIONS OF HCO BULLETINS, LRH TAPES OR ISSUES.

Technical terminals cannot be given Courts or Comm Evs or discipline for not following BOARD TECHNICAL BULLETINS, local technical issues or verbal tech or BOARD POLICY LETTERS.

It is very unsafe indeed to follow off-policy issues or orders as one then can be Comm Eved or given a Court or disciplined for it.

IT IS A TOTAL DEFENSE TO PLEAD ONE FOLLOWED CORRECTLY INTERPRETED HCO POLICY LETTERS, HCO BULLETINS, EXECUTIVE DIRECTIVES OR LRH ISSUES OR TAPES. All one has to do is produce the evidence.

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It is quite common, when some suppressive type gets found and disciplined that three or four actually innocent people get roped into the same scene. They didn't realize how off-policy or destructive the SP was and were stupid enough not to know his orders were off-policy and destructive. And they took them. And there they are in the same Comm Ev. It is, as I say, common.

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A junior who follows a cross-order is in the same position as a junior who fails to follow HCO Policy Letters or HCO Bulletins. He lays himself open to discipline. If, as often happens, an investigator arrives and finds an undone program that has been cross-ordered he disciplines both the person who issued the cross-order and anyone who followed it. So it is not safe to follow a cross-order.

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Junior: (soft voice to fellow staff member) "Well, that's two guys I saved from a Comm Ev. Him and ME!"

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for the

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo

HCO POLICY LETTER OF 4 OCTOBER 1968
(Reissued from Flag Order 1432)

ETHICS PRESENCE

The reason an executive can get compliance is because he has Ethics presence. If you haven't got it, you won't.

When you issue orders you are using power and force.

If you are also right in what you get compliance with and your programmes are clear, correct and beneficial - boy do you win.

But it is not the rightness of a program that gets compliance. It is Ethics Presence.

Rightness does not get compliance because there are always counter intentions in the way. If you go on the assumption that one and all want things go right you are going to make a dog's breakfast out of it.

There are only a few with a good forward look and who are relatively unaberrated.

Men will keep the accounts straight only because you can muster bayonets to enforce that they do.

Ethics presence is an X quality made up partly of symbology, partly of force, some "now we're supposed to's" and Endurance.

One of the reasons the press now print what we say is that we have endured the biggest shellackings anybody could muster up. We've gained Ethics presence publicly by it.

Endurance asserts the truth of unkillability. We're still here, can't be unmocked. This drives the SP wild.

Because of the Sea Org we appear to have unlimited reach and in some mysterious way, unlimited resources. The ability to appear and disappear mysteriously is a part of Ethics presence.

As an Executive you get compliance because you have Ethics presence and persistence and can get mad.

The way you continue to have Ethics presence is to be maximally right in your actions, decisions and dictates. Because if you're wrong the other fellow gets wrapped around a pole for complying. And the pain of that starts to outweigh your own Ethics presence.

So, when you issue orders you are using force and power. You can, however, get in such a frame of mind you cease to use the softer arts as well. Against noncompliance you add ferocity with the aim of continuing your comm line.

Wrath is effective but used in moderation and only in moments of urgency.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 24 JULY 1978

Remimeo

SUB-PRODUCTS

HOW TO COMPILE A SUB-PRODUCT LIST

If you take any VFP and trace it backwards step by step, using a BE-DO-HAVE breakdown of what it took to create it and then wrote up the list as preliminaries, you would have a sub-product list.

Let us take a cup of coffee as the VFP. The minimum sub-products list would divide into what you had to be, what you had to do and what you had to have to wind up with a cup of coffee.

Be: Somebody who wanted a cup of coffee, somebody hatted to make coffee.

Do: Boil water, add coffee, put coffee in a cup, put it someplace where it could be drunk, let it cool until it was drinkable.

Have: Money to buy the necessary, or the ability to make money so you can buy the necessaries or the skill to create the necessaries, water, a pot to boil water in, fuel to make a fire, a fire to put a pot on, time to boil the water, coffee, the skill to make a cup of coffee, a cup to pour it in when made, a place to put it or drink it.

Now when you put this into a sequence of actions you will see that it looks like a doingness list. So you would have to add the havingness list and there would be no point in it unless you brought about the beingness list.

Now from the above you could work out the sub-product list of a cup of coffee. Now if at some future date you found out there was something wrong with the coffee Valuable Final Product all you would have to do is assess this list and find out how come no VFP. The sub-product omits and wrong targets would leap at you and, if handled could result in the VFP of a cup of coffee quite promptly.

And if you yourself were not involved in making the cup of coffee you would be able to debug how come no cups of coffee.

And if other departments or people had to be convinced there was valid reason for no cup of coffee you would use the list.

So as an exercise why don't you compile the sub-product lists for a cup of coffee.

When you get into anything as vast and complex as an Org you can see that sub-product lists are vital to the understanding and accomplishment of VFPs.

And you would not be asking do you have to have one staff member for making each step of making a cup of coffee.

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F L A G D I V I S I O N A L D I R E C T I V E

FDD 27- I DIV 3 INT 25 August 1976

ALL SENIOR EXECS
ALL FP MEMBERS
ALL DIV HEADS
ALL HATTING OFFICERS

FINANCIAL PLANNING MEMBER HAT

CHECKSHEET

NAME:_____ ORG:_____

POST:_____ DIVISION:_____

DATE STARTED:_____ DATE COMPLETED:_____

PURPOSE: The purpose of this checksheet is to fully hat the FP members on how to do a correct FP.

PROCEDURE: The checksheet is done per HCO PL 31 Aug 74 "Fast Flow Training Reinstated". If not fast flow then starrates and an exam are required. Starrates are done on all starred items.

PREREQUISITES: FP Mini-Hat Checksheet FDD 27 Div 3 INT, 25 June 76.

CERT: FULLY HATTED FINANCIAL PLANNING MEMBER.

I. INTRODUCTION:

I.	HCO PL 7 Feb 65	KEEPING SCIENTOLOGY WORKING	___	___	___
2.	HCO PL 17 Jun 70	TECHNICAL DEGRADES	___	___	___
3.			___	___	___
4.			___	___	___

II. MONEY THEORY:

+I.	HCO PL 27 Nov 71	MONEY	___	___	___
2.	CLAY DEMO: Economics.		___	___	___
+3.	HCO PL 3 Dec 71	EXCHANGE	___	___	___
4.	DEMO: How exchange is used in FP.		___	___	___
5.	HCO PL 30 Jul 68	GROSS INCOME SENIOR DATUM	___	___	___
6.	DEMO: Why the Gross Income Senior Datum is true.		___	___	___

7. HCO PL 27 Feb 7I FIRST FINANCIAL POLICY
8. HCO PL 28 Feb 65 DELIVER

9. ESSAY: What happens to the Financial Planning when the delivery in an org is out.

IO. HCO PL 28 Mar 65 EMERGENCIES & ACCOUNTS PERSONNEL
II. HCO PL II Nov 69 ACCOUNTS AND PRO

I2. DEMO: How doing a good FP strengthens the PRO of the org.
+I3. HCO PL I9 Mar 7I BEAN THEORY: FINANCE AS A COMMODITY

I4. CLAY DEMO: The Bean theory.

+I5. HCO PL 9 Mar 72 INCOME FLOWS AND POOLS PRINCIPLES OF MONEY MANAGEMENT

I6. DEMO: Steps A-L.

I7. CLAY DEMO: How an org makes lots of money.

I8. DRILL: Do TR 0 on money to a win.

I8a. DRILL: Do TR 0 on a PU to a win, then on an EPU.

I9. DRILL: Do Reach and Withdraw on money to a win.

20.
21.
22.
23.
24.

III. FINANCE:

+I. HCO PL I8 Jan 65 FINANCIAL MANAGEMENT BUILDING FUND ACCOUNT

2. DEMO: The I9 stable data.

+3. HCO PL 28 Jan 65 HUW TO MAINTAIN CREDIT STANDING & SOLVENCY

4. DEMO: The seven steps in the secret of solvency.

5. HCO PL 23 Jan 66 ACCOUNTING POLICIES OF SCIENTOLOGY COMPANIES
6. HCO PL 3 Jun 59 FINANCIAL MANAGEMENT
7. HCO PL 27 Apr 65 ORGANIZATIONAL PRICE ENGRAM
+8. HCO PL 27 Sep 70 CUTATIVE PRICES

9. DEMO: Each of the IO price cuts forbidden under any guise.

IO. B.P.L. 22 Dec 71-I FREE SERVICE = FREE FALL

II. HCO PL 9 Nov 74 REFUNDS AND REPAYMENTS

+I2. HCO PL 26 Oct 75 GROSS INCOME/CURRECTED GROSS INCOME RATIO

I3. DEMO: The four reasons an org has refunds and repayment requests.

I4. HCO PL I9 Nov 74 FINANCE STRESS IN AN ORG

I5.

I6.

I7.

I8.

IV. FINANCIAL PLANNING:

+I. HCO PL 26 Nov 65 FINANCIAL PLANNING

2. CLAY DEMO: What financial planning means

3. B.P.L. 4 Sep 74R FP AND NECESSITIES

+4. HCO PL I3 Feb 7I FINANCIAL PLANNING TIPS

5. ESSAY: Write down an example of each one and how you will apply the examples in the PL to maintain an on-policy FP.

+6. HCO PL 28 Mar 68 FINANCIAL PLANNING ESSENCE OF

+7. HCO PL 8 Dec 68 ASSISTANT GUARDIAN FOR FINANCE

8. DEMO: The purpose of the AGF.

9. HCO PL 29 Jan 7I FINANCE BANKING OFFICER

I

IO. DEMO: The relationship between the AGF, FBO and the FP members.

II. HCO PL I7 Feb 7I BASIC FBO DUTIES

I2. HCO PL 23 Sep 7I FINANCE BANKING OFFICER PURPOSES

+I3. HCO PL I Mar 7I INCOME SOURCES

I4. HCO PL IO Mar 7I FBO HAT

I5. DEMO: The products of the FBO and how you help him to achieve that as an FP member.

I6. HCO PL 26 Apr 7I FP ACTIVATION

I7. HCO PL 4 Mar 65 RESERVED PAYMENT ACCOUNT

I8. DEMO: The purpose of the reserved payment account.

I9. LRH ED 55 INT FINANCIAL PLANNING PROGRAMME ≠≠ I

20. LRH ED 79 INT FP PROGRAMME ## I ADDITION
21. LRH ED 74 INT SOLVENCY
22. HCO PL 18 Jan 69 PLANNING AND TARGETS

23. DRILL: Choose something that needs to be done and draw up a complete plan on how to do it .

24. HCO PL 13 Nov 70 PLANNING BY PRODUCT

25. DRILL: List down the product you would like to achieve from FP and then list the things you would have to do to get the product and then see what you would have to be to accomplish this .

26. HCO PL 25 Mar 71 VALUABLE FINAL PRODUCTS

27. CLAYYDEMO: How the FP members can achieve the VFP of FP .

+28. B.P.L. 20 May 72R TYPES OF PROMOTION
29. HCO PL 8 Mar 73 PROMOTION
30. HCO PL 30Jun 72 PROMOTION ALLOCATION
31. HCO PL 20 Nov 65 THE PROMOTIONAL ACTIONS OF AN ORGANIZATION

32. ESSAY: How doing the promotional actions of your Div will contribute to the making of a good FP.

33. HCO PL 28 Jul 74 ADDITIONS TO HCO PL 20 Nov 65
+34. LRH ED 245R INT FP CHECKLISTS FOR PROMO ACTIONS OF AN ORG
+35. LRH ED 245R-I INT IN A MEETING WITH FBO'S

36. CLAY DEMO: How the handling of Income (FP,Disbursement) will reflect GI and Delivery.

37. HCO PL 6 Oct 66 ADDITION TO HCO DIV ACCOUNT POLICY
Issue IIR
Rev. 10 Jul 66
38. HCO PL 9 Nov 68 STANDARD ADMIN
39. HCO PL 25 Nov 70 POLICY AND ORDERS
40. HCO PL 6 Dec 70 THIRD DYNAMIC DE-AdBERATION

41. ESSAY : How you as an FP Member can ensure the org stays solvent viable and on source.

42.
43.
44.
45.
46.

V. DIVISIONAL RESPONSIBILITY:

I.	HCO PL 16 Apr 65	ALL DIVISIONS	
2.	HCO PL 24 Aug 65	CLEANLINESS OF QUARTERS AND STAFF	
3.	HCO PL I7 Jun 69	THE ORG IMAGE	
4.	HCO PL II Dec 69	APPEARANCES IN PUBLIC DIVS	
5.	ESSAY: How will appearances help to increase the income.		
6.	HCO PL 2I Nov 68	SENIOR POLICY	
+7.	HCO PL 30 Jul 68	GROSS INCOME SENIOR DATUM	
8.	HCO PL I8 Nov 69	CENTRAL FILES VALUE OF	
9.	ED 805 INT	SPEED OF SERVICE	
I0.	HCO PL I9 Mar 68	SERVICE	
II.	CLAY DEMO: Where the GI comes from		
I2.			
I3.			
I4.			
I5.			
I6.			

VI. SUBMISSIONS TO FP:

+I.	HCO PL 2 Jun 59	PURCHASING LIABILITY OF STAFF MEMBERS	
2.	HCO PL 20 Jun 6I	PURCHASE ORDER SYSTEM	
+3.	HCO PL I5 May 70	PURCHASE ORDERS	
4.	DEMO: The reason for purchase orders		
+5.	B.P.L. 4 Nov 70R	ESTIMATED PURCHASE ORDERS	
6.	CLAY DEMO: The cycle of wanting an item to writing the EPO, to the PO and then the obtaining of the item .		
7.	HCO PL 22 Oct 7I	PURCHASING AND CHECK SIGNING LINES MODIFIED	
8.	B.P.L. 6 Jan 76	FLAG EXTERNAL EXPENSES	
9.	HCO PL 4 Sep 59	COMPLETED STAFF WORK	
I0.	DRILL: Write a CSW for an item needed, for FP, and show how the item will aid production and that there is already production occuring that would warrant the item.		
II.	HCO PL 2I Nov 65	CHEQUE SIGNING	
I2.	HCO PL 30 Jan 66	ACCOUNTING CHEQUE SIGNERS CHEQUE SIGNING PROCEDURE	
I3.	B.P.L. 6 Jul 75R	URGENT FINANCIAL MANAGEMENT STANDARDIZATION SERIES 4R STANDARDIZATION OF USAGE OF THE CHURCHES' BANK ACCOUNTS	

I4.	HCO PL 2I Jul 66	PROMOTIONAL PAY PLAN 66	____	____	____
I5.	B.P.L. II Nov 66	POSTAL ECONOMY	____	____	____
I6.			____	____	____
I7.			____	____	____
I8.			____	____	____
I9.			____	____	____
20.			____	____	____

VII. EQUIPMENT:

I.	HCO PL 3 Nov 65	EQUIPMENT	____	____	____
2.	HCO PL I5 Feb 64	THE EQUIPMENT OF ORGS	____	____	____
3.	ESSAY: How proper FP approval on certain equipment can expand the org.		____	____	____
4.	HCO PL I8 Nov 69	DISPOSAL OF ORG ASSETS	____	____	____
5.			____	____	____
6.			____	____	____
7.			____	____	____

VIII. FP PERSONNEL:

+I.	HCO PL I2 May 72	PTS PERSONNEL AND FINANCE	____	____	____
2.	CLAY DEMO: Why someone who is PTS should not be on the Income or Finance lines		____	____	____
3.			____	____	____
4.			____	____	____

IX. APPRENTICESHIP:

An apprenticeship is now done under the FP Chairman until the FP member can correctly do an FP and submit PDs and EPDs correctly and get the product of an FP without any bypass. ____ ____ ____

ADDITIONS & CORRECTIONS:

I.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____
5.	____	____	____
6.	____	____	____

I attest I have completed the above checkcheet and know and can apply the materials:

Signature:_____
Student

I attest I have supervised the above student to the best of my ability and he/s he has no MUs.

Signature:_____
Superviser

EXAM GRADE:_____ EXAMINER:_____

C & A:_____ Issues cert of "Fully Hatted Financial Planning Member" provisional.

Compiled by
Barbara Harris
Personnel Hatting Officer

As assisted by
Patti Cifarelli
D/AG Finance Flag

for

Lt. Fran Freedman
CS-3/Finance Aide

Authorized by AVU

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