

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 APRIL 1973RA
REVISED 22 FEBRUARY 1979

Remimeo
TRs Course (This bulletin has been revised
Checksheet to incorporate new discoveries
Tech on the subject of coaching TRs.)
Qual
C/Ses (Revisions in Script)
Supervisors (Ellipsis indicates Deletion)
TR Course
Students
Cramming Off

GRADIENTS IN TRS

References:

HCOB 16 Aug 71R II TRs MODERNIZED
TAPE: 30 Jun 61 TRAINING ON TRs -
(6106C30) LECTURE ON AUDIT-
ING
HCOB 3, Feb 79 I CHANGE THE CIVILI-
ZATION EVAL

Time after time you're going to find somebody in an Organization trying to teach the TRs this way: Go on to TR 0 and stick there.

Eight months later he'll still be doing the TR 0.

You're going to find that consistently, because the element of ENDURE enters into it. That is improper. TRs are done to improve a person's handling of the cycle of communication. When he sticks somewhere on a TR instead of cycling through them, each one to a win, minor or major, over and over again, you don't accomplish the purpose of TRs.

Here is the way you do the TRs. You'll find it very valuable.

You do OT TR 0 to a win or a cognition or an improved ability to simply BE THERE. You go on to TR 0. The student hasn't gotten a full pass on OT TR 0. He just got accustomed to it and had a win.

You do TR 0 to a win for the student that he recognizes as a win.

You do TR 0 Bullbait to a win for the student that he recognizes as a win.

You do TR 1 to a win for the student that he recognizes as a win. You don't try to cure or even necessarily mention faults. When you do flunk the student you handle every flunk with an HCOB, but you concentrate on the student acquiring skills rather than eradicating faults. You can't eradicate a fault from something a person knows little about in the first place.

You do TR 2 to a win for the student that he recognizes as a win.

You do TR 3 to a win for the student that he recognizes as a win.

You do TR 4 to a win for the student that he recognizes as a win.

Now you come back to OT TR 0. Get the student better at OT TR 0. Then go through all the TRs again. It's kind of like running CCHs - they get a little bit of a win at it and you go on to the next one.

Each time the student cycles through the TRs he is coached in the direction of increasing the skills he has -- never in the direction of a lose or a flunk. It is very simple. You ensure that the student 1) knows the TRs HCOBs, 2) duplicates the drill, 3) does the drill, and then you always, always coach him to a win.

There is no reason or use in making the student wrong, he usually is about as wrong as you can get. Unreasonable as it may seem to some, the job of the coach and supervisor is to make the student right.

If you do that, you shorten considerably the time it takes to learn the TRs.

~~In other words, you approach this with a gradient scale.~~

We did learn about gradient scales many years ago and we should continue to apply that knowledge.

Eventually, when you use this approach to TRs the student will eventually be able to do a faultless 2 hour OT TR 0, a faultless 2 hour TR 0, a perfect TR 1, an incredibly good TR 2, an error-free TR 3 and an easy, satisfying, flawless TR 4 without Q and A or ARC breaking the pc, which just makes the session flow. And once his TRs are "in" they will stay in for life and he will be able to handle a communication cycle so smoothly and so effortlessly that nobody including himself even recognizes that he is doing it.

This is the way to fast, successful TRs courses, full passes and TR graduates with natural, easy, flubless TRs.

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