

B O A R D T E C H N I C A L B U L L E T I N

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Supervisors (Revision in Script)

Students

OO/Estos CANCELS

Central Orgs HCO BULLETIN OF JULY 26, 1963

Tech Depts SAME TITLE

TRAINING TECHNOLOGY

COACHING THEORY MATERIAL

All stress in the Theory Section of the Course is on duplicating and understanding the correct data.

The student must duplicate the data before he can understand it. However, simple duplication with the use of "a memory machine" does not mean that the understanding is present.

If the student understands the data, he will find that he has little difficulty in duplicating, retaining and applying it.

I have tried out a method of coaching theory on the Saint Hill Special Briefing Course that has gotten amazing results when it was correctly applied.

"WHAT DO YOU CONSIDER THAT MEANS?"

COACHING DRILL

The student and the coach sit opposite each other, each holding a copy of the material to be learned.

STEP ONE: The coach has the student read aloud the rule, axiom, definition, sentence or short paragraph to be learned. (The coach must ask for only one major thought at a time.) When the student has read what was asked for, the coach acknowledges. The coach repeats this step until the student reads the exact material as written.

STEP TWO: The coach asks the exact question, "What do you consider that means?" and always acknowledges whatever answer the student gives.

STEP THREE: Repeat Step One and Step Two until the student duplicates the material to be learned in response to the question, "What do you consider that means?" The coach then asks the question, "Do you understand what it means?" If the student doesn't or is not sure the coach gets the student to define each word on the line, clearing up any that he was not sure of or hesitated over - with a

good dictionary. The coach makes sure that all definitions of a word are cleared and gets the student to use them in sentences until he understands them. Then he repeats Steps One and Two until the student is able to duplicate the material and understands what it means.

The coach then takes up the next major thought.

SAMPLE "WHAT DO YOU CONSIDER THAT MEANS?"

COACHING SESSION

- COACH - Read the 1st ARC Break Rule aloud.
STUDENT - All ARC Breaks are caused by by-passed charge.
COACH - Good. What do you consider that means?
STUDENT - Well....(pause)....All ARC Breaks are caused by by-passed charge.
COACH - Thank you. Do you understand what it means?
STUDENT - Yes. All ARC Breaks are caused by BY-PASSED CHARGE.
COACH - VERY GOOD. Now read the 2nd ARC Break Rule.
STUDENT - To turn off an ARC Break find and indicate the by-passed charge. (Left out "correct".)
COACH - OK Read that again.
STUDENT - To turn off an ARC Break find and indicate theOh....CORRECT by-passed charge.
COACH - Thank you. What do you consider that means?
STUDENT - (Goes into an explanation.)
COACH - (When student is finished.) Thank you. Read the 2nd ARC Break Rule.
STUDENT - (Does so.)
COACH - Thank you. What do you consider that means?
STUDENT - (Shorter explanation.)
COACH - Thank you. Read it again.
STUDENT - (Does so.)
COACH - Thank you. What do you consider that means?
STUDENT - Let's see....In order to handle an ARC Break find and indicate the by-passed charge?
COACH - Thank you. Read it again.
STUDENT - To turn off an ARC Break find and indicate the correct by-passed charge.
COACH - Good. What do you consider that means?
STUDENT - To turn off an ARC Break find and indicate the correct by-passed charge.
COACH - Thank you. Do you understand what it means?
STUDENT - Yes.
COACH - Good. Read the next sentence.
STUDENT - Charge can be by-passed by, One, going later than basic on any chain without further search for basic.
COACH - Good. What do you consider that means?
STUDENT - Well...You can by-pass charge by going after something closer to present time than the basic on the chain and stopping there without further search for basic.

- COACH - (Exact word for word duplication not being necessary for something not in capital letters.)
Good. Do you understand what it means?
STUDENT - Yes.
COACH - Good. Read the next sentence. (etc.)

ANOTHER EXAMPLE

- COACH - Read the 1st ARC Break Rule.
STUDENT - All ARC Breaks are caused by by-passed charge.
COACH - Good. What do you consider that means?
STUDENT - All ARC Breaks are caused by by-passed charge.
COACH - Thank you. Do you understand what it means?
STUDENT - I'm not sure.
COACH - *Has the student define each word and clears up any word he is not sure of with a good dictionary. The coach makes sure that all definitions of a word are cleared and gets the student to use them in sentences until he understands them.*
STUDENT - (Does so.)
COACH - Good. What do you consider that means?
STUDENT - (Gives an explanation.)
COACH - Good. (Continues Steps One and Two until student gives exact duplication of the rule in response to "What do you consider that means?") Good. Do you understand what it means?
STUDENT - Yes.
COACH - Good. Read the 2nd ARC Break Rule. (etc.)

TIPS TO COACHES

The exactness of duplication required is dependent on the importance of the material. Axioms, rules, stable data in capitals and patter must be duplicated word for word and understood. Definitions must be closely duplicated and understood. General theory and examples must be understood. If you are in doubt whether the student has duplicated the data well enough continue the drill.

This coaching method works well only if it is tightly muzzled. Any extra questions or additives to the exact procedure of Steps One, Two and Three are destructive. The coach may understand and acknowledge student originations, but he must do nothing else not designated in the Drill.

Coaches will find that some students may spend some time on the first few bulletins coached in this manner. However, the student's ability to duplicate and understand will improve rapidly and his learning rate will come way up. If the student has too much difficulty doing this drill, run Reach and Withdraw on the material to be learned to a flat point and return to the drill.

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If you haven't done this drill you won't know that it works. Do it, do it exactly as written, and you'll be winning from there on out in learning theory.

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for the

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of the
CHURCHES OF SCIENTOLOGY

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