Word Clearing Series 7

IMPORTANT

STEPS TO SPEED STUDENT PRODUCT FLOW

(FOR SUPERVISORS AND TECH PRODUCT OFFICERS)

Let us consider each student who is tearing along successfully in his studies, to be an F/Ning student.

As a Supervisor you would want to handle anything that slowed or interfered with such a student's F/N.

Using dope-off as the only detection of misunderstoods is Supervising at a below F/N level. The F/N went off long before the student reached the point of dope off, so waiting for dope-off to occur before handling is waiting too long.

Let us look at this from the point of view of the tone scale.

If you consider that each student who is not at tone 5.0 during study has a misunderstood WORD - and if you do something about the misunderstood word - then you can drive up study velocity so that all students are flying along as F/Ning students.

(It's not a misunderstood phrase or idea or concept but a misunderstood WORD.) This always occurs before the subject itself is not understood.

In comparison with waiting for dope-off to occur before handling the misunderstoods, this method is like high level auditing where slowed F/Ns are taken as reads - rather than TA rise being the read.

An estimation of the tone level of students on one course showed them at about plus or minus 2.5.

This would mean many students had a very tight meter needle if we compare them to the F/Ning student who is flying along successfully.

This could be remedied.

If you had this problem of a group of students at tone 2.5 it could be approached this way.

1.   Put a meter on your desk.

2.   Use the R-factor "I am not auditing you." - so as not to in-session the students.

3.   Start with the faster study students.

4.   Meter check "In your recent study have you encountered any word you did not fully understand?"

5.   If you get a read send the student to make up a list of the words, from the first PL or tape onwards and -

        A. LOOK THEM UP AND

        B. USE THEM IN SENTENCES.

6.   Meanwhile meter check the next student.

7.   If a student has real BIs send him directly to a Word Clearing Session.

8.   Work on the students until their language is ironed out.

9.   Push the action back so it's done within the first few days on course for new students, once all existing students are handled.

10.   By eliminating all these slows (misunderstood WORDS) the students average points will rise and you will get all students flying along as F/Ning students.

These actions are organization steps to speed production flow - which can be done without shattering stops such as "all students off course onto TRs".

Quality will rise as well as speed.

From an LRH despatch to
Flag D of T 12 June 71
Training & Services Aide
Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY