

BOARD TECHNICAL BULLETIN

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STO  
Cramming Off

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SAME TITLE

WHY FINDING DRILL - TWO

NUMBER: WF-2

NAME: FIND A WHY ON A PERSON

PURPOSE: TO TRAIN STAFF MEMBERS TO BE ABLE TO APPLY THE DATA SERIES TO FIND A RIGHT WHY ON A PERSON.

POSITION: Coach and student sit facing each other across a table.

COMMANDS: As stated.

PROCEDURE: Each step is done in turn.

STEP ONE: Coach has prepared in advance a list of the following words and their dictionary and Scientology (R) definitions: Situation, Statistics, Data, Why, Ideal Scene, Handling, Project, Programme, Compliance, Analysis, Policy, Plans, Order, Debug, Evaluate, Evaluation. These are defined M6 style on each word or term. This step is usually only done once. It is done by the Coach and the student.

STEP TWO: The Coach drills the student on Data Series 23 Why Finding steps chinese school style until he can rattle them off effortlessly.

Coach says: "Repeat after me.  
This is the procedure.  
Policy  
Situation  
Stats  
Data  
Why  
Ideal Scene  
Handling"

1. Coach works out and writes a Situation and Why on a piece of paper. He puts this face down on the table. The Why must be consistent with the Situation.

2. The Coach says: "The Situation is...(same as on the piece of paper)..." Student writes this down.

3. Coach says: "Find the Why."

4. Student now questions the Coach by first taking up the statistics involved. He ascertains at this point whether it is an Up Situation or a Down Situation, as related to the statistics. He finds out when the stats were last up in a high range and what was being done at that time, if they are down now. He may find the stats have never been up. He verifies that the stats presented are true.

5. He gets the data, by two way communication, noting down any and all Out Points or Plus Points. The Coach must feed the student data relative to the Situation given.

6. The student narrows the target by selecting out the area of the biggest or most repeated Out Point, or missing scene, to reveal the basic Out Point which aligns and explains the other Out Points.

7. The student announces the Why to the Coach. It will be the Why for the Up Situation or Down Situation, as given by the Coach earlier. This should match up with the Why written on the piece of paper.

8. The Coach asks: "Is the Why consistent with the situation?" Student checks and answers Yes.

The Coach asks: "Is it a Why that is something to do with the person involved?" Student checks and answers Yes.

The Coach asks: "Is it a Why that the person can do something about?" Student checks and answers Yes.

If the answer is No to any of these questions, the Coach refers the student to the relevant Policy Letter and then has the student review his data and Out Points or Plus Points until he can find a Why which is correct.

M4 or M7 Word Clearing can and should be used where necessary to clear up confusion.

9. The Coach says, "Good," and lifts up the piece of paper and shows it to the student. The Why found by the student should be the same as or close to the Why on the piece of paper.

10. Coach asks: "What Policy are you operating on?" Gets answer.

11. The Coach says: "What is the Ideal Scene?" Student answers. Coach asks: "Is this Ideal Scene consistent with and a reverse statement of the Why?" If not, get this corrected.

12. The Coach says: "Good. What is the handling?"

13. The student quickly works out the handling. Give the student a little time to work this out.

14. Student says the Handling to the Coach.

Coach asks: "Does this handling actually handle the Why?" If the answer is Yes and the student is correct, the Coach asks: "Will this handling bring about a return to or approach towards the Ideal Scene?" Student looks at this and answers Yes or No.

Coach asks: "Does this handling contain a bright idea that will boost production?" Student looks at this and answers Yes or No.

The Coach asks: "Can this handling be done by the person involved?" Student answers Yes or No."

Finally Coach asks: "Is the handling consistent with the Situation and Why?" If the answer is No to any of these questions, the Coach refers the student to the relevant Policy Letter and then has the student review his handling. In the case of any undue difficulty, the Coach uses M4 and M9 word clearing.

TRAINING STRESS: This drill must be done on a gradient of wins. The first two or three times through the drill may take some time. The time will be well spent.

The standard operating procedure to correct a student who has not done a step correctly is:

1. Give the student a Flunk.
2. Refer the student to the relevant HCO PL.
3. Reclear the definition of the key term or terms involved and get a few examples given.
4. Use first M9 and then M4 Word Clearing on any Policy Letter to handle any persisting difficulty.
5. Go back and check the earlier step done to ensure correctness.
6. Rehandle the step that was flunked and take the student to a win and then proceed with the rest of the drill.

Start off with very very simple Situations and Whys and build these up as the student becomes more confident and in control of the technology.

The Qual Librarian should be standing by to give Policy references for students doing these Why Finding Drills.

If a student is having any difficulty on doing two way comm, he should be referred to Dianetics (R) 55 Chapters 7,8 and 9. He could be Word Cleared M9 on the Chapters and then demonstrate two way comm in practice.

It is very important in this drill not to get into discussions about the technical aspects of the drill. The Coach must must always refer the student to the reference material involved, or go to the Qual Librarian for the data.

The immediate reference material for the drill is:

HCO PL 17 Feb 72 Data Series 23 Proper Format and Correct Action

6 Apr 72 How to Find a Why on a Person and Handle

Reference material quoted on Why Finding Drill One. The remainder of the Data Series PLs.

HISTORY: Developed by L. Ron Hubbard at Flag in 1971 and 1972 in order to train up competent technical and administrative evaluators.

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CS-5

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