

BOARD TECHNICAL BULLETIN

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(This issue cancels and replaces "Drills Course for Auditors" - Basic Drills of 9 OCT 71 Issue I.)

Auditor Expertise Drills Series No. 1

BASIC AUDITING DRILLS

PURPOSE: To improve the quality of auditing by familiarizing Auditors with the exact procedure of each auditing action through the use of Drills.

HOW TO USE: These Drills are numbered as Expertise Drill - 1 (ED-1), Expertise Drill - 2 (ED-2) etc. The odd numbered Drills are unbullbaited. The even numbered Drills are bullbaited. If Coach upset occurs because of restimulation, fruit words should be inserted in place of the process Key Words on bullbaited Drills.

Simply start with the first actions and work through the Drills in the order given.

If a student has trouble on a Drill locate whether the student has a misunderstood or has skipped gradient and handle either or both with standard study tech. This can lead back to outnesses on basics such as TRs, codes or scales. Whatever it is, find out why and handle.

FORMAT FOR UNBULLBAITED DRILLS

NAME: Auditing on a doll unbullbaited.

COMMANDS: As for each separate process.

PURPOSE: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

POSITION: Student seated at a table with E-Meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the PC. (During the Drill the Coach is seated or standing beside the Auditor. He does not take the position of the doll.)

TRAINING STRESS: This Drill is coached. The student sets up the E-Meter and worksheets exactly as in a session - as follows:

1. Set up E-Meter as for E-Meter drills.
2. Set up shield (to prevent TA and admin being seen by PC - doll).
3. Have extra pens under the E-Meter.
4. Have C/S face down between the bottom of the E-Meter and the table.
5. Have W/S and Lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action. Coach watches Drill and points out any outnesses noted, giving a "That's it" and re start. Outnesses should be handled one at a time until none exist.

The Drill is done on a steeper and steeper gradient until the student can very quickly do the action correctly.

The Drill is passed when the student can do the Drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusions; ie. flublessly!

FORMAT TO BE USED FOR BULLBAITED DRILLS

NAME: Auditing _____ Bullbaited.

COMMANDS: As for each separate auditing action.

PURPOSE: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action in a Drill similar to a real auditing session and thereby become flawless in applying it.

POSITION: Student seated at a table with E-Meter and Auditor forms, as needed. In the chair opposite the Auditor is a doll, as the PC. Coach sits beside doll and is the bullbaiter and gives answers as PC, not about his own case.

TRAINING STRESS: The Drill is the same as for auditing on a doll except that the "PC" Coach bullbaites the student Auditor using "fruit" answers during the session in an attempt to throw the student off session. Where necessary, the Coach squeezes the cans to simulate reads. He still uses "fruit" answers (six apples, blue pears) when asked to speak.

The PC bullbaiter can throw in situations, originate troubles or gains, be tricky, etc. But he must never lose sight of HCOB 24 May 1968, "Coaching", especially the second paragraph, "Coach with reality".

Once the Coach throws out a situation, etc., he must allow the student Auditor to carry it out, and handle the situation before the Coach calls a new situation.

Stress is on training the student Auditor to have his TRs 0-4 IN on the bullbaiter.

The Coach (bullbaiter) does the "Start", flunking or "That's it". Flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session admin.

Each Drill is to be done thoroughly, building up the speed of Auditor commands and actions. ("It's the number of auditing commands per unit of auditing time which makes gains in a session." LRH)

The Drill is passed when the student can do the Drill flawlessly with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion.

These are the Drills that train the student Auditor to handle all the elements in a session, so be exact and be real.

<u>ED-1</u>	<u>HOW TO GET A PC</u>	<u>UNBULLBAITED</u>
<u>ED-2</u>	<u>HOW TO GET A PC</u>	<u>BULLBAITED</u>

REF: HCOB 5 March 1971 C/S Series 25 The Fantastic New HGC Line.

PURPOSE: To teach the student Auditor how to get a PC. The student Auditor must be able to get his own PC, on his own if necessary.

POSITION: Student Auditor and Coach seated at a table.

TRAINING STRESS: The Coach and student Auditor are seated opposite each other at a table. First the Coach has the student give him the steps in order until he thoroughly understands them and could use them. Then the Coach calls off situations, for example, the D of P says he doesn't have any PCs. Or, all PCs on lines need actions you cannot audit, etc. How will you get a PC? Keep throwing situations at the student Auditor until you are confident

he could get a PC no matter what barriers existed. Flunks are given for any mishandling, or failing to satisfactorily obtain a PC. The student is passed when he knows how to get a PC.

STEPS:

1. Inform the D of P that a PC is needed.
2. Hound the D of P to assign you a PC, if he hasn't.
3. Independently go through current PC folders looking for any ready for an action you can do, get their Auditor to complete them to where you can audit them, fast.
4. Hound the D of P if he won't prepare you a PC.
5. Study PC folders of PCs currently not on lines with your Org. Also study the person's CF folder, find out from the study:
 - A. What hasn't been handled.
 - B. What goals he has had for processing.
 - C. What the person's own statement is of what is wrong with him or what he wants handled or improved.
 - D. What person came into Dianetics (R)/Scientology (R) for. (Above are usually liberally stated through-out PC and CF file but almost always on first White Form or Letter Reg. questionnaire.)

Get in comm with the person through a letter and get him in to see the Registrar.

PC must sign up with the Registrar and pay the Cashier for processing. Reception provides the routing form. The D of P makes the PC available once the PC reaches that point on the routing form.
6. If a student, and Org PC folders are unavailable, get raw meat PCs by using the Dissem Drill for FSMs. Strictly laid down in HCO PL 23 Oct 65. Contact, handle, salvage, and bring to understanding.

ED-3 OBSERVING THE OBVIOUS UNBULLBAITED

ED-4 (No bullbaiting on this Drill.)

REF: BTB 26 Oct 70 Obnosis and the Tone Scale.

PURPOSE: To train an Auditor to see what is there without

additives or opinions.

POSITION: Coach and student seated at a table or ambulatory as required.

TRAINING STRESS: To train an Auditor "The art of observing the obvious. It's the only way you ever see anything. You look at the is-ness of something, at what is actually there." LRH

COMMANDS: "Start", "Flunk", "What do you see?".

STEPS:

1. Coach and student may be seated or standing in the class room to start with and may move around to other areas.
2. Coach says "Start", "What do you see?".
3. The student Auditor tells the Coach what he observes that is plainly visible.
4. The Coach accepts nothing that isn't plainly visible to the student Auditor.

Eg. The student is looking at another person in the room:

STUDENT: Well, I can really see he's got ears."

COACH: All right, but from where you are sitting, can you see both ears right now as you are looking at him?

STUDENT: Well, no.

COACH: Okay. What do you see?

STUDENT: I see he's got a left ear.

COACH: Fine.

5. After the student has caught on to what observing the obvious is, you flunk him for any tacit assumptions, conjectures, deductions of what might be there from what he does see there. (Something the bank says ought to go in company with what is there.)

The Coach only accepts what is visible and plain to the eye.

6. The student Auditor passes this Drill when he can obnose flawlessly.

HISTORY: Developed by L. Ron Hubbard in 1957 for the Advanced Clinical Course to help train students to observe the obvious. Reissued in BTB 26 Oct 70 Issue III "Ob-nosis and the Tone Scale".

ED-5 LEARNING THE TONE SCALE UNBULLBAITEDED-6 (There is no bullbaiting on this Drill.)

REFS: HCOB 25 Sept 71 Issue III, Rev. 15 Nov 71
 Tone Scale in Full
 HCO PL 13 May 72 Chinese School
 HCOB 21 June 72 Issue IV WC Series 41,
 Method 8
 The Book: Science of Survival

PURPOSE: To teach a student Auditor the full Tone Scale so he understands and knows it verbatim and can apply it.

POSITION: Student seated at a table.

TRAINING STRESS: Is on duplicating and understanding and learning the full Tone Scale "Chinese School" style. The first 3 parts are done with a twin coach. The last part can be done either singly - with a coach or in a group.

COMMANDS: No set commands.

STEPS:

PART 1 - METHOD 8:

1. Take a copy of HCOB 25 Sept 71 Rev 15 Nov 71, Tone Scale in Full.
2. Starting with bottom of the scale and going up towards the top - clear each word of the Tone Scale per Method 8 HCOB.

PART 2 - EXAMPLES:

1. The student Auditor tells his twin coach examples of actions that would indicate a person's tone level. (Note: The book Science of Survival is all about the Tone Scale and explains behavior on the different tone levels and should be read by all Auditors.)
2. When the student has done this to his and the coach's satisfaction, go on to the next part.

PART 3 - ACTING IT OUT:

1. The student now takes the Tone Scale HCOB and starts from the bottom up - dramatizing each different tone level. His twin coach tries to guess which one he is doing. The student does this over again and again until he feels confident he can duplicate the various tone levels. Then the coach takes a turn and dramatizes the different tone levels and the student guesses which one he is portraying. This part of the Drill is done to the satisfaction of both the student and coach. When this point is reached, go on to the next part.

PART 4 - CHINESE SCHOOL:

1. Read HCO PL 13 May 72 "Chinese School".
2. Take some big card board or paper and print the Expanded Tone Scale on it with a felt tip pen of heavy ink.
3. This Drill can be done by one student and coach or with a group.
4. Coach has a pointer and starts from the bottom of the Tone Scale and works up towards the top in the following manner:
 - A. The coach points and says: "Total Failure."
Student(s) says after him: "Total Failure."
Coach points and says: "Can't Hide."
Student(s): "Can't Hide."
And so on up to Serenity of Beingness.
5. This is cycled through several times until the student or group as a whole feels good about this step and is thoroughly familiar with the Tone Levels.
6. In this step the coach points to the Tone Level and says: "What is this?"
Student(s): "Total Failure."
Coach: "What is this?"
Student(s): "Can't Hide."
and so forth. Coach follows the Tone Scale from bottom up to the top of the scale until the student(s) is thoroughly familiar with it and can do it very fast.
7. When the student(s) gets very good at the above steps, you can have them recite the Tone Levels without looking at the chart.
In this way you can also tell how much more drilling may be needed in the event the Tone Levels are not yet known verbatim.

HISTORY: Developed by L. Ron Hubbard on 13 May 72 for use in study, learning languages and for ESTO use. See HCO PL 13 May 72.

ED-7 OBNOSIS AND THE TONE SCALE UNBULLBAITED

ED-8 (There is no bullbaiting on this Drill.)

REFS: BTB 26 Oct 70 Obnosis and the Tone Scale
BPL 7 Jan 72 Iss II PR Series 14 Creating

Survey Questions (Star-rate "Breakthrough" p.5 and "Spotting Tone" p. 17-18.)

PURPOSE: To train the student Auditor to gain proficiency in looking at the is-ness of people and spotting them on the Tone Scale.

POSITION: Ambulatory.

TRAINING STRESS: Is in the application of what the student Auditor has learned in the two preceding Drills by combining them and putting them into use.

COMMANDS: The following questions were designed to get a person "involved" so you can get an Emotional Reaction. (If you want to get real fancy, you can of course learn to do a proper Survey Question for the PL 7 Jan 72 Issue II, PR Series 14, "Creating Survey Questions".)

1. "What's the most obvious thing about me?"
2. "When was the last time you had your hair cut?"
3. "Do you think people do as much work now as they did fifty years ago?"

STEPS:

1. The student takes a clipboard and paper and pen and goes out of the classroom and into the public to talk to strangers.
2. The student can tell public persons he is a public-opinion poll-taker from the Hubbard Research Foundation.
3. The student is to keep in mind the real purpose of going out and talking to people at all times. (This is to spot persons on the Tone Scale, their chronic Tone and social Tone.)
4. To gain proficiency, this Drill is done on a gradient
 - A. Walk around and spot people on the Tone Scale. Just say to yourself what Tone Level each person is at until you feel confident that you can tell instantly where any person is on the Tone Scale, spotting their social Tone and actual Theta Tone.
 - B. Now, decide to look for someone at a specific Tone Level. Walk around until you find someone at that Tone. Then pick another and go from there. Do this until you feel confident, making sure you spot both their social Tone and actual Theta Tone Level.
 - C. Now take your clipboard and write your survey questions on it (if not already done) leaving a large space between questions. Mark the questions

1,2,3 or a,b,c.

The second sheet of paper under your question sheet is marked 1,2,3 or a,b,c - also leaving a large space between the numbers. On this sheet is where you will quickly note the Tone Levels, social and Theta, by number.

Now go up to someone and give them an R-factor that you are a public-opinion poll taker and you would like to ask him some survey questions.

Ask your questions (as given above) and very quickly note the Tone Levels and any useful info you may want to jot down.

Don't linger or fumble about with your papers - be efficient in your manner.

Do step C until you feel very confident in approaching people and spotting their Tones.

- D. Now interview at least 15 people. With the first five, match their chronic Tone as soon as you've spotted it and see what happens. Make brief notes after the interview.
With the next five, you drop below their chronic tone and see what happens. Make brief notes after the interview.
With the last five, as soon as you spot their chronic Tone, go a $\frac{1}{2}$ to one Tone higher than theirs and see what happens. Make brief notes after the interview.

Do this Drill until you feel very confident and have gained assurance in handling people and Tone Levels.

HISTORY: Developed by L. Ron Hubbard in 1957 to teach students how to obnose and use the Tone Scale. Tone Scale data is further expounded in LRH's book: "Science of Survival" and in BPL 7 Jan 72 Issue II, PR Series 14, "Creating Survey Questions" where further Tone Scale Drills were developed.

ED-9 THE IDEAL SESSION START DRILL UNBULLBAITED

ED-10 (There is no bullbaiting on this Drill.)

REF: BTB 16 June 1971 Issue III, Revised 10 April 1972 "The 'Ideal Session Start' Drill".

PURPOSE: To train the student to raise his awareness of the condition of the PC.

POSITION: As described.

TRAINING STRESS:

An Auditor must be able to see when a PC has not eaten or slept, or what his tone level is, or is the PC auditable?

1. Student must know the Tone Scale levels verbatim, from HCOB 25 Sept 1971R 15 Nov 1971 "Tone Scale in Full". Coach and student go around the Org. Coach has the student name the Tone Level of large numbers of persons until the student can spot a person's Tone Scale level instantly, and with certainty.

2. Then the coach has the student find someone who hasn't had enough sleep for a session. He must observe the physical and emotional aspects of the person and note these down. Do this on as many persons who haven't had enough sleep as possible. Coach then gets the student to tell him the characteristics of a person who hasn't had enough sleep. The Drill is done until the student can spot someone who hasn't had enough sleep instantly and with certainty.

3. Then the coach has the student find someone who hasn't eaten, with certainty. Do the same as in 2 above until the student knows the characteristics of a person who hasn't eaten, with certainty.

4. Then the coach has the student find persons who haven't had enough sleep and who have not eaten enough for a session. Write down these characteristics in combination. Student does the Drill until he can spot a person who hasn't slept enough nor eaten enough for a session.

5. NOTE: Both coach and student are expected to be familiar with the Hubbard Chart of Human Evaluation (Science of Survival), and to have a copy of this chart.

A disagreement between coach and student is not to develop into a Q&A session. It is handled by simple reference to this chart.

HISTORY: Developed in 1971 by L. Ron Hubbard.

ED-11 SESSION SET UP PROCEDURES UNBULLBAITED

ED-12 (No bullbaiting on this Drill.)

PURPOSE: To train the student in obnosis of preclears

and in session set up procedures.

POSITION: Student and coach seated at a table across from each other.

COMMANDS: No set commands.

TRAINING STRESS: The steps below are drilled until the student can do the whole procedure flawlessly. All actions, observations, notes made, steps 1-16 done in one minute. The coach gradually increases the stress, adds mannerisms which the student is to see and note down, and demonstrates an increasing degree of out points. The student is to see each single one and note it down. Flunks are given for incorrect procedure or out TRs. The Drill is passed when the student can do it flawlessly.

STEPS:

1. An E-Meter is set up on the table, shielded so coach can't see the TA.
2. Worksheets, auditing reports etc., are also behind the shield so the coach can't see what is written.
3. Under the E-Meter are reserve pens, minimum 3 extra blue (black) ones, a green one and a red one. (Reason - they may be needed for list corrections.)
4. E-Meter already switched on (having been trimmed and plugged in before coach arrives at table.
5. Coach sits down. Student may already be seated or sits down with coach.
6. A piece of paper with red writing on it (the current C/S) lies face down between the table edge and the bottom of the E-Meter.
7. Student observes coach when he comes in and sits down.
8. Student watches for indicators:
 - A. Skin tone.
 - B. Expression on face.
 - C. Tone level.
 - D. Mannerisms - twitching eyes, trembling, nail biting etc.
9. Student notes these down on W/S, very briefly.
10. Student observes characteristics of lack of sleep; if the slightest bit suspicious, asks coach: "How many hours of sleep have you had?" (Note: He does not ask: "Have you had enough sleep?" for obvious reasons.) Similarly obnozes for lack of food, drugs etc.

In this manner he assures that the Auditor's Code does not get broken.

11. Tells the Coach, "Pick up the cans, please."
12. Checks the coach's grip on the cans.
13. Student assures throughout the Drill that the cans are held in such a position that he can always see them.
14. E-Meter - worksheets are aligned so the student can see them and the coach (PC) at one time.
15. Student observes coach and sees whether or not the coach is ready to begin session.
16. Student then says: "This is the session." (Tone 40.)

ED-13 SPOTTING BAD INDICATORS UNBULLBAITED

ED-14 (No bullbaiting on this Drill.)

REFS: HCOB 29 July 1964 Good Indicators at Lower Levels
BTB 26 April 1969 Bad Indicators

PURPOSE: To train the student in obnosis of the PC as a continued action and to teach the student Auditor that auditing does not occur to the degree that the Auditor is not with the PC.

POSITION: Coach and student Auditor seated at a table across from one another with a full session set up.

COMMANDS: "Do birds fly?" or "Do fish swim?"

TRAINING STRESS: This Drill is done with perfect TR O-IV. Coach uses "fruits" for verbalizations (eg. "There is a banana on the table." etc.), and is not permitted to enter his own case into situations. Flunks are given for any failure to spot and note any bad indicator, or for any out TR. The Drill is passed when the student can flawlessly spot bad indicators.

STEPS:

1. Verifies session set up proeedures have been done.
2. Notes coach is ready to be asked the first question.
3. Both student and coach have a copy of HCOB 29 July 64 Good Indicators at lower Levels, and a copy of BTB 26 April 69 Bad Indicators.

4. The coach dramatizes one of the bad indicators. Student spots it and notes it down.
5. Student tells coach each time what it was coach did.
6. Coach dramatizes another, student spots it and notes it down. Coach gradually makes this step more difficult by becoming more subtle.
7. All that is being done in this Drill is as described above. This Drill is passed when the student can flawlessly and immediately spot bad indicators.

ED-15 CLEARING COMMANDS UNBULLBAITED

ED-16 CLEARING COMMANDS BULLBAITED

REFS: HCOB 7 Nov 68 Clearing Commands All Levels
HCO PL 4 April 72 Rev. 7 April 72 Ethics and
Study Tech
BTB 2 May 72R Clearing Commands

PURPOSE: To train a student Auditor to clear a processing command in session until both the "PC" coach and the student Auditor are satisfied that a full grasp of the meaning of the command (by the "PC") has been obtained.

POSITION: Student and coach seated at a table across from each other with a full session set up.

COMMANDS: No set commands. Student Auditor uses phrases from "Alice in Wonderland" with the "He said" omitted.

TRAINING STRESS: To train an Auditor to clear an auditing command fully with TRs O-IV in.

STEPS:

1. Just before the coach gives a "Start." the student Auditor takes a phrase from the book "Alice in Wonderland" with the "He said" omitted and writes it down.
2. The coach then gives a "Start." and the student Auditor gives an R-factor: "We are going to run a process called _____." Student makes up a name, using a fruit word(s) or a word(s) from "Alice".
3. The student also says: "We'll clear the command first."
- 3A. The Auditor makes sure the PC is holding the cans and watches the Meter for reads while clearing the words and the command.

4. The student then clears each word of the command, starting with the last word in the command. (In other words, clear the command words backwards.)
5. For any word the PC-coach does not know the definition of, the student Auditor opens the dictionary and finds each word to be cleared (one at a time of course). He has the "PC" read the definitions and use the word in sentences until the PC feels good about it and understands it.
6. The coach meanwhile is holding the cans in his lap and can simulate Meter reads by can squeezes.
7. When all the single words are cleared, the student then clears the whole command and watches the Meter for a read.
8. The student Auditor must be sure the "PC" coach fully understands the command.
9. The Drill is coached on a gradient, handling one thing at a time.
10. The coach throws in misunderstand word phenomena becoming more and more difficult until the student Auditor can handle the randomness of clearing words and commands. The coach then bullbait's him on a gradient to a flawless performance and a pass.

ED-17 INDICATION OF FN DRILL UNBULLBAITED

ED-18 INDICATION OF FN DRILL BULLBAITED

REF: HCOB 20 Feb 70 Floating Needles and End Phenomena

PURPOSE: To train student to correctly observe and handle End Phenomena.

POSITION: Student and coach seated facing each other across a table with a full session set up.

COMMANDS: "Do birds fly?" or "Do fish swim?"

TRAINING STRESS: The student Auditor is trained to see a process cycle to complete EP effortlessly and flawlessly.

STEPS:

1. Coach gives student a "Start" and student gives command "Do birds fly?" or "Do fish swim?".

2. Coach answers as in TR 4; he ensures that the student's TRs are IN.
3. When the coach has observed that the student's TRs are in, he proceeds to simulate an End Phenomena using a pen to simulate a small FN which is gradually being widened as the "PC" cognites.
4. Coach talks; looks at student, looks away, looks at student etc.
5. The student Auditor obnozes coach until he sees coach has said all, the needle is floating widely, coach has VGIs and is in PT, ie. no longer introverted.
6. Student Auditor then indicates the FN by saying as though agreeing with the "PC" - "Your needle is floating."

ED-19 HANDWRITING DRILL UNBULLBAITED

ED-20 (No bullbaiting on this Drill.)

REF: HCOB 3 Nov 71 C/S Series 66 Auditor's
Worksheets

PURPOSE: To train the student Auditor in handwriting so that he can write legibly and quickly in session.

POSITION: Student Auditor seated at a table. Coach seated opposite him.

COMMANDS: "Do birds fly?" or "Do fish swim?"

TRAINING STRESS: This Drill is to increase the speed and legibility of an Auditor's handwriting.

STEPS:

1. The coach gives a "Start" and the student Auditor says "Do birds fly?" or "Do fish swim?".
2. The coach answers the questions and talks about the rate of a slow "PC".
3. The student Auditor keeps adequate session admin.
4. When the student Auditor can easily keep up with the coach and maintain good session control, the coach increases his speed of talking until the student can keep adequate session admin even with a very fast PC.
5. Flunks are given for out TRs, illegible handwriting, or not getting important data written down.

6. The Drill is passed when the student Auditor can write quickly and legibly even with a very fast PC.

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