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CRAMMING ACTIONS

The particular areas of expertise a Cramming Officer has to have, in addition to being a proven Auditor and Supervisor to the level of the Org are:

- (1) TRs 0-9 & Rapid TR2
- (2) Metering
- (3) Axioms & Codes
- (4) Coaching
- (5) Mechanics of the Mind
- (6) Problems of Work
- (7) Word Clearing - M2, 3, 4, 6, 7 & 9
- (8) The Tech Materials to the level of the Org
- (9) 10 points of Keeping Scientology Working.

THE CRAMMING OFFICER'S PROCEDURE

The general procedure in use in handling Auditors sent to Cramming is as follows:

- A. Interview the Auditor with the folder and Cramming Order.
- B. Go over the folder locating all errors in sequence, earliest to latest.
- C. Find the Why for the goof on a meter.
- D. Ensure the Cramming Orders handles the Why, is short and written in sequence of gradient handling, including basics.

- E. See that the misunderstands are cleaned up back to the BASICS (i.e. errors handling out-Ruds traced back through Basic Auditing Series to the Auditor's Code). Always use WC 1, 2, 4, 6, 7 and 9 in addition to starrates and clay.
- F. Have the Auditor drill the procedure flubbed until flawless.
- G. Have the Auditor do TRs 0-4 (6-9 if necessary), debugging individual TRs on a gradient of perfection.
- H. If a chronic error, metering error or low hours, check over his meter position, eyes and his handling of the meter, and OT TR 0 and TR 0 particularly.
- I. Now, with the error corrected and basics in, interview the Auditor and verify that the Why is handled and send to the PC Examiner as a VGIs F/Ning student.
- J. If no F/N, check him over on the meter for by-passed why or misunderstands, isolate the area and get it corrected and Word Cleared M2 & 9 and starrated and drilled.
- K. Write up the "Why" and key actions of the handling for the C/S, attach the F/N Exam form and route to the C/S logged as complete.

Steps A & B have several parts:

- a. Show me.
- b. Tell me.
- c. Obnosis.
- d. What happened just before that?

SHOW ME

In many instances, if a person is asked what was done, he will not report exactly what was done, so a Cramming Off should get a person to SHOW him what he did.

A Cramming Off has to hand a Cramming Order. His first action is to get the person to demonstrate by going through the motions. In many cases, he won't have to go any further because the demonstration will immediately show what was wrong and requiring correction.

For example, an Interne is having trouble with assessment, but a simple demonstration shows that he does not know how to set up for a session. He has his Meter way over to the left, the worksheets in the center and the assessment sheet way over to his right, and thus cannot see the list, the Meter and the PC all in one field of vision. Such a demo can take one minute and save a Cramming Off 20 minutes of digging.

In Admin Cramming, show me can take the Cramming Off into the Staff Member's area.

TELL ME

When show me is not possible, have the person tell what happened. "Exactly what did you do?" is a stable datum. Get the exact sequence of events not a lot of ramble. If very confused have the person use a Demo Kit. Don't get caught up in reasons or explanations.

OBNQIS

The Cramming Officer must be able to pick out the outnesses in what is being said or shown. One doesn't have to be an expert to recognize and follow down something that doesn't make sense.

WHAT HAPPENED JUST BEFORE THAT?

In some cases, particularly in the Tech Cramming area, the Cramming Off will have to find out what happened just before the goof.

When checking for what happened just before a goof, the Cramming Off will find A. something he didn't understand, and/or B. something he couldn't control.

A new Interne flubs the commands of R3R. Now, if the Cramming Off doesn't ask what happened just before that, he may miss out on his Why. He will probably find out that the Interne realized he was running out of paper, or some such common incidence, which caused him to become flustered, TRs to go out, and he flubbed the commands. In this case, through his own lack of planning and set up actions, the Interne lost control of the session. So the Cramming Off will cram the Interne on session set up actions and strengthen his TR 0 through the use of TRs booklets and tapes and see that he continues daily TRs Training on the Internship.

When a look into a situation does not readily show up a Why, go earlier and find out what happened.

ETHICS

The only hidden barrier to real success in Cramming is non-participation, the indicator of Out Ethics. A Cramming Off must recognize Out Ethics and get it handled. He may be able to get the staff member to handle it on the spot, or he may have to send the person to Ethics or even to Integrity Processing. The point is to recognize the barrier to progress and get it removed.

SUPERVISOR CRAMMING

Unless Qual is also correcting Training where needful, Cramming will be overloaded with flubbed products who didn't get the data in the first place and are now goofing on their Tech or Admin post.

The Qual Sec should inspect Course rooms daily. Does the Super have his E-Meter set up on his desk ready for an M2 or M4? Is the Super moving around the class constantly, handling students, keeping them moving and F/Ning? Actual Super two way comm with students should be listened to and TRs and Supervisor or study tech correction written up.

Does the Super have a Qual OK to do Word Clearing M2 and 4 on his students?

Are there student graphs up and posted in PT? Are the Roll Books properly filled in and in PT?

Are all points of "What is a Course" in?

Are there any students on strange or irregular schedules?

Is the Supervisor at least a Mini Course Supervisor Course grad?

Are there other Supervisors training on HFCSC and post graduate Supervisor training (HSCSC) or schedules to go for such training?

Are Supervisor TRs poor or choppy? Do they do daily TRs?

Are blown students immediated contacted, brought in and handled?

Can the Supervisor "see" what is happening in the Classroom? Can he handle what he sees?

Any Supervisor with down stats, drop outs, blows or slow students must become bait for a continuing correction program until the standard is way up and into an acceptable level.

The value of a good Academy or HSDC Supervisor, who runs snap and pop courses, gets his students through rapidly and thoroughly is extremely high. In this case, he is personally worth about two times that of a top HGC Auditor in terms of beans into the Org. HAS and HQS Course Supers prove their worth in future beans and resignups in the Org. They help to create future business in the Academy and the HGC. Therefore, proven top Supervisors should not be ignored as areas of facility differential.

A Supervisor is handled in Cramming like any other person in for correction. The Situation is located, the Why found and the handling for that Why executed. There are many such Situations and Whys to be found on most to get them to a point of being flubless Supervisors. It is a no more lengthy cycle than getting an Interne through his Interneship.

A good Supervisor produces the org's future Auditors.

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