

# BOARD POLICY LETTER

Remimeo  
Course Super  
Courses and  
Hats  
Student Hat  
Courses  
Tech Hats  
Qual Hats

27 SEPTEMBER 1963RA  
Revised 9 January 1973  
Revised & Reissued 16 June 1974 as BPL  
(Revision in this type style)

CANCELS  
HCO POLICY LETTER OF 27 SEPTEMBER 1963R  
SAME TITLE

## TRAINING TECHNOLOGY PINK SHEETS

### INTRODUCTION

The Technology of issuing Pink Sheets was developed by LRH in 1963 at Saint Hill. On his order I piloted and wrote up the procedure on the original Saint Hill Special Briefing Course where most of today's training technology was developed.

The original Pink Sheet application was to the Saint Hill Co-Audit where all students audited in one big room. Later Pink Sheets were also issued to correct flubs in Coaching Sessions with great success as the supervision of coaching has always been one of the primary functions of a Course Supervisor.

Later, as recently pointed out by Herbie Parkhouse, HCO Policy Letter of 20 December 1970 was issued. This PL altered Pink Sheet procedure to make it a quickie, outpoint-correct, outpoint-correct type of action. From Herbie's experience this does not get the basic WHY for student errors, tends to invalidate and cause student upsets. This later PL also substituted Pink Sheets for Cramming Orders which are two distinct, separate functions.

The 1970 Pink Sheet PL is therefore cancelled and the original reissued with a few minor revisions to bring it in line with current procedure and terminology. Its text follows:

### WHY PINK SHEET?

All the study in the world isn't going to make an auditor or coach. Learning the data and the theory of auditing is vitally important. Perfecting your practical drills is essential. However, the final test lies with the question, "Are you getting results with your Pc?" Whether you are getting results or not is *totally* dependent on whether or not you are actually applying the data and theory you have learned, and are utilizing the practical skills you have developed.

The bridge between the learning of data and development of practical skills and their actual application in the auditing or coaching session can be mightily bolstered by the Pink Sheet system of Training Supervision. *A student's ability to apply Study Tech on himself and his twin can also be mightily bolstered by the Pink Sheet system of Training Supervision.*

### HOW TO ISSUE PINK SHEETS

1. Put two sheets of pink foolscap size paper on a clipboard with a carbon between.
2. At the top of the sheet write the name of the *student*, student auditor or coach being observed, the date and the name of the observer.

3. Head a wide column on the right-hand side of the sheet with "Observations", a narrow column to the left of center with "Theory and Practical Assignment" and two more narrow columns on the left-hand side with "Coach" and "Supervisor".

4. Take the above with your ball-point into the vicinity of *the student or the auditing or coaching session to be observed*, close enough to hear and see what is going on without intruding.

5. Write in the wide column labelled "Observations" exactly what is happening in the session, *coaching session, or while the student and his twin are studying*.

This is very difficult to do for most people (especially for someone at the case level of "only able to confront own evaluations"). Do not look for *study*, auditing and coaching errors. Just look and record what is happening. Do not write in evaluations. Do not write in invalidations. Do not attempt to correct or teach in the "Observations" columns. Simply observe the session and record what is happening.

6. After you have filled one or more pages of the "Observations" column, now is the time to evaluate. Study what you have observed taking place and see if anything actually diverges from the *Standard use of Study Tech or the correct theory and practice of auditing or coaching*.

7. Write in the column headed "Theory and Practical Assignment" the date and title of the exact bulletin or tape containing the correct data or the title of the exact practical drill which will correct the error recorded in the "Observations" column.

If a session observed was a complete shambles, it means that some basic, basic fundamental of auditing or coaching is absent in the student's repertory. Don't overload the student with tons of drills and theory assignments. Look over your "Observations" column carefully and it will suddenly dawn on you that this student hasn't a clue about the auditing cycle or doesn't note the difference between the needle and the TA on the meter. If you still can't find the main difficulty, you can always sit the student down and ask something like "What happens when you sit down in front of a Pc?", or "What's the meter for?" You'll be surprised with some of the answers you'll get.

On the other hand, you might find that you'll fill up a couple of pages of Pink Sheet without recording any errors. The student didn't happen to goof, *or the coaching drill is going well, or Standard Study Tech is being used*. That's fine—send it to him without any assignment. It will still help him.

8. Send the top copy of the Pink Sheet to the student and file the carbon copy in the student's Pink Sheet folder. When the completed top copy is returned by the student, with all the necessary signatures, throw away the carbon copy and replace it with the completed top copy.

#### PINK SHEET EXAMPLES

The following would be a poor Pink Sheet:

##### *THEORY AND PRACTICAL ASSIGNMENTS*

HCO B 26 July 63  
"Coaching Theory Materials"  
HCO B 24 May 68  
"Coaching"  
HCO PL 7 Feb 65  
"Keeping Scientology Working"

##### *OBSERVATIONS*

Doesn't know how to coach.  
Got angry with twin and  
tried to explain text.

In the above example the Supervisor has evaluated, invalidated and only made general comments. The above may all be true but the Coach is not helped by the

observations noted and the assignments do not pinpoint the major difficulty because the WHY for the upset has not been found.

The following would be a helpful Pink Sheet for the same situation:

**THEORY AND PRACTICAL  
ASSIGNMENTS**

**OBSERVATIONS**

BTB 7 Feb 72 (11)  
"Method 3 Word Clearing  
by the Student's Twin"

WC No. 4 by Super as needed.

Student became groggy. Coach had his twin find an MU and student brightened up but still had trouble understanding material. Coach had him demo it but when twin took a long time, coach became irritated and demoed the concept for student.

On 2WC with coach found he didn't know to continue clearing up Missed Us until twin has VGIs and can easily demo the material.

In this 2nd example of the same situation the Supervisor does not try to evaluate but simply observes and notes down his observations. He steps in and two-way comms with the coach to get more data and the *why* for the trouble becomes very apparent. It can then be corrected with an exact assignment of the correct material. He makes sure that the coach above has his own Missed Us cleaned up and the Supervisor may need to step in with some Method No. 4 Word Clearing to handle in the end.

The full procedure is as follows:

1. Straight observation with 2WC, if needed, to gain data.
2. Find the *why* behind the *misapplication or non-application of Study Tech, the goof or upset* (if a goof or upset is actually present).
3. Handle effectively the *why* found with assignment of the material needed to correct.
4. Method No. 4 Word Clearing may be required.
5. Trace down who originally coached or *checked out* the student receiving the Pink Sheet and straighten him or her out.
6. Continue the above and you will have an FNING and rapidly progressing course room full of students.

**COACHING PINK SHEETS**

Pink Sheets should be coached in both Practical and Theory. The coach first reviews the observations thoroughly with the student, finds and clears up the misunderstood words, and goes over and over the bulletin or drill with the student until the correct data is completely learned and understood or until the student can perfectly execute the drill.

Once this is done, the coach signs his name opposite the assignment notation on the Pink Sheet in the coach's column. The student is then ready to have a checkout on the assigned material.

**CHECKING OUT PINK SHEETS**

In checking out the assigned material on a student's Pink Sheet, the Supervisor should carefully go over the "Observations" with the student and have the student spot the specific errors he has made, then have the student give the correct data from the

assigned bulletin or tape or show by doing the practical drill that he has now mastered the skill that was poorly applied *while studying or* in the auditing or coaching session.

The whole bulletin or drill should be reviewed by the Supervisor but specific attention should be paid to points that the student was observed to be weak in applying to his *study*, auditing or coaching. Be doubly strict on these points to be sure the student doesn't continue to make the same errors again and again. If each Pink Sheet thoroughly corrects only one gross error, really knocks it out, the student's *study*, auditing or coaching ability will improve markedly in a very short time.

### CONCLUSION

Pink Sheets are never used as punishment or to make the student wrong. They are used to improve the student's *study*, auditing or coaching ability by having him thoroughly learn data and practical skills he is weak in.

A student's weakness in data and skills often will not show up under the normal conditions of theory and practical testing but it will stick out like a sore thumb when he has to apply them in an actual auditing or coaching session *or while actually studying*. Therefore, a Pink Sheet Assignment does not mean that the student hasn't learned the material if he has already passed it in Theory or Practical. It does mean that he hasn't learned it WELL ENOUGH to utilize it *while studying or* under the duress of an actual Auditing or Coaching Session.

If a student has gone a few days without receiving a Pink Sheet, he should start screaming. If his auditing or coaching is not being observed and his weak points picked up, how does he expect to improve. So, make a fuss, Student, if you are not receiving Pink Sheets. And, Supervisors, keep a tabulation of when a student is issued a Pink Sheet so that you are sure to observe each student often.

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