

HUBBARD COMMUNICATIONS OFFICE
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TRAINING TECHNOLOGY PINK SHEETS)

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Students
Supervisors
Student Hat

PINK SHEETS

A Pink Sheet is a study assignment given to a student when he has missed something he should have learned earlier. It calls for restudy and checkout of the specific materials he missed. It is called a Pink Sheet because it is issued on a pink sheet of paper.

I developed the technology of Pink Sheets in 1963 at Saint Hill. It was piloted on the Saint Hill Special Briefing Course where much 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 the use of Pink Sheets was extended 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. Then still later the use of Pink Sheets was extended as a corrective action for all study.

The technology on Pink Sheets is being re-issued here in HCO PL form, with some revisions, to give you the entire up-to date use of Pink Sheets.

WHY PINK SHEET?

All the study in the world isn't going to make a professional. Learning the data and the theory of a subject is vitally important. Perfecting your practical drills is essential. However, the final test lies with the question, „Are you getting results with the data?“ 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 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.

The student is responsible for all the materials and courses he has studied earlier. If he is unable to apply or use any of this material then a Pink Sheet is issued to handle the situation. A Pink Sheet is not a substitute for retreading or retraining. It is a quick and precise remedy.

A Course Supervisor or Case Supervisor who is C/Sing student auditing should keep a good supply of Pink Sheets on hand. Their application encourages fast precise training. They are for use.

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 it 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 to the left of center headed „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. (Or in C/Sing student auditing have a number of Pink Sheets to hand.)
5. Write in the wide column labeled „Observations“ exactly what is happening in the session, coaching session, 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 S 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. Find the main error or difficulty and write your Pink Sheet to get him corrected on that.
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 Pink Sheet folder. When the completed top copy is returned by the student, with all the necessary signatures, throw away the carbon copy and file the completed Pink Sheet in the student's folder.

PINK SHEET EXAMPLES

1. The following would be an INCORRECT Pink Sheet:

Theory and Practical Assignment	Coach	Super-visor	Observations
TRs OT TRO-TR4 Meter Reading M4, starrate: Tape 6307C25 COMM CYCLES IN AU-DITING			Poor TRO. Auditor can't read the meter. Lousy handling of auditing cycle.

In the above example the observer has evaluated, invalidated, only made general comments. The above may all be true but the student auditor is not helped by them and the assignments don't pinpoint his major difficulty.

2. The following would be a HELPFUL Pink Sheet:

Theory and Practical Assignment	Coach	Super-visor	Observations
M9, starrate Tape 6307C25 COMM CYCLES IN AUDITING TRs OT TR0-TR4			Auditor leaning on table toying with the TA and pen. Running „Look around the room” and „find something you could have “ After saying „the chair,” pc said „I don't think that answered the question.” Auditor: „Look around the room and find something you could have.” PC: „That's an interesting picture on the wall.” Auditor: „OK.” and gives next command. Auditor misses the F/N when pc says he can have the entire room and continues running the process.

In the above example the observer states exactly what is happening in the auditing session. The majority of observations noted show an inability to complete an Auditing Cycle. (Even the Missed F/N was an incomplete cycle.) The student is therefore assigned material that will help him learn and apply the auditing cycle. There may be other things that can help him like Meter Drills. However, adding these to the Pink Sheet will only disperse his attention which should be applied to learning and using the Auditing Cycle.

3. The following would be an INCORRECT Pink Sheet.

Theory and Practical Assignment	Coach	Super-visor	Observations
M9, starrate: HCOB 24 May 68 COACHING M9, starrate: HCO PL 7 Feb 65 KSW Series 1 KEEPING SCIEN- TOLOGY WORK- ING			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.

4. The following would be a HELPFUL Pink Sheet for the same situation:

Theory and Practical Assignment	Coach	Super-visor	Observations
Restudy, M4, starrate: Tape 6407C09 Study Tape 2, STUDYING: DATA ASSIMILATION and Tape 6408C06 Study Tape 4, STUDY- GRA- DIENTS & NOMEN- CLATURE M9, starrate and drill: HCOB 7 Oct 81 W/C Series 31RC, METHOD 3 WORD CLEARING			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 trouble becomes very apparent. It can then be corrected with an exact assignment of the correct material.

THEORY AND PRACTICAL ASSIGNMENT

The Pink Sheet should be done with a twin in both Practical and Theory. The twin first reviews the observations thoroughly with the student, finds and clears up the misunderstood

words, starrates him on the issues as assigned and drills the student until the correct data is completely learned and understood and until the student can perfectly execute the drill.

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

SUPERVISOR CHECKOUT

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.

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 they will stand out very plainly 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.

L. RON HUBBARD
FOUNDER

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