



MGE Executive Seminar Series

ORG BOARD & TEAMBUILDING SEMINAR



Based on the works of L. Ron Hubbard

MGE: Management Experts, Inc.

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CONFUSION AND THE STABLE DATUM

By L. Ron Hubbard

As one looks at the many factors which might derange his life and undermine his security, the impression of "confusion" seems well founded. And it can be said, with truth, that all difficulties are fundamentally confusions. Given enough menace, enough unknown, a man ducks his head and tries to swing through it blindly. He has been overcome by confusions.

Enough unsolved problems add up to a huge confusion. Every now and then, on his job, enough conflicting orders bring the worker into a state of confusion. A modern plant can be so poorly managed that the entire thing appears to be a vast confusion to which no answer is possible.

Luck is the usual answer one resorts to in a confusion. If the forces about one seem too great, one can always "rely on his luck." By luck we mean "destiny not personally guided." When one turns loose an automobile wheel and hopes the car will stay on the road, by luck, he is often disappointed. And so it is in life. Those things left to chance become less likely to work themselves out.

One has seen a friend shutting his eyes to the bill collectors and gritting his teeth while he hopes that he will win at the races and solve all his problems. One has known people who handled their lives this way for years. Indeed, one of Dickens' great characters had the entire philosophy of "waiting for something to turn up." But luck, while we grant that it *is* a potent element, is only necessary amid a strong current of confusing factors. If one has to have *luck* to see him through, then it follows that one isn't any longer at his own automobile wheel. And it follows, too, that one is dealing with a confusion.

A confusion can be defined as "any set of factors or circumstances which do not seem to have any immediate solution."

More broadly:

A CONFUSION IN THIS UNIVERSE IS RANDOM MOTION.

If you were to stand in heavy traffic, you would be likely to feel confused by all the motion whizzing around you. If you were to stand in a heavy storm with leaves and papers flying by, you would be likely to feel confused.

Is it possible to actually understand a confusion? Is there any such thing as an “anatomy of confusion”? Yes, there is.

If, as a switchboard operator, you had ten calls hitting your board at once, you might feel confused. But is there any answer to the situation?

If, as a shop foreman, you have three emergencies and an accident all at the same time, you might feel confused. But is there any answer to that?

A confusion is only a confusion so long as *all* particles are in motion. A confusion is only a confusion so long as *no* factor is clearly defined or understood.

Confusion is the basic cause of stupidity. To the stupid, all things except the very simple ones are confused. Thus, if one knew the anatomy of confusion, no matter how bright one might be, he would be brighter.

If you have ever had to teach some young aspirant who was not too bright, you will understand this well. You attempt to explain how such-and-so works. You go over it and over it and over it. And then you turn him loose and he promptly makes a complete botch of it. He “didn’t understand,” he “didn’t grasp it.” You can simplify your understanding of his misunderstanding by saying, very rightly, “He was confused.”

Ninety-nine percent of all education fails, when it fails, on the grounds that the student was confused. And not only in the realm of the job, but in life itself. When failure approaches, it is born, one way or another, from confusion. To learn of machinery or to live life, one has to be able either to stand up to confusion or to take it apart.

We have a certain doctrine about confusion. It is called:

THE DOCTRINE OF THE STABLE DATUM.

If you saw a great many pieces of paper whirling about a room, they would look confused until you picked out *one* piece of paper to be *the* piece of paper by which everything else was in motion. In other words, a confusing motion can be understood by conceiving one thing to be motionless.

In a stream of traffic, all would be confusion unless you were to conceive *one* car to be motionless in relation to the other cars and so to see others in relation to the one.

The switchboard operator, receiving ten calls at once, solves the confusion by labeling – correctly or incorrectly – *one* call as the first call to receive her attention. The

confusion of “ten calls all at once” becomes less confusing the moment she singles out one call to be answered.

The shop foreman, confronted by three emergencies and an accident, needs only to elect his *first* target of attention to start the cycle of bringing about order again.

Until one selects *one* datum, *one* factor, *one* particular in a confusion of particles, the confusion continues. The *one* thing selected and used becomes the *stable datum* for the remainder.

Any body of knowledge, more particularly and exactly, is built from *one datum*. That is its *stable datum*. Invalidate it and the entire body of knowledge falls apart. A stable datum does not have to be the correct one. It is simply the one that keeps things from being in a confusion and on which others are aligned.

Now, in teaching a young aspirant to use a machine, he failed to grasp your directions, if he did, because he lacked a stable datum. *One fact* had to be brought home to him first. Grasping that, he could grasp others. One is stupid, then, or confused in any confusing situation until he has fully grasped *one fact* or *one item*.

Confusions, no matter how big and formidable they may seem, are composed of data or factors or particles. They have pieces. Grasp *one* piece or locate it thoroughly. Then see how the others function in relation to it and you have steadied the confusion. And relating *other* things to what you have grasped, you will soon have mastered the confusion in its entirety.

In teaching a boy to run a machine, don't throw a torrent of data at him and then point out his errors – that's confusion to him, that makes him respond stupidly. Find some entrance point to his confusion, *one datum*. Tell him, “This is a machine.” It may be that all the directions were flung at someone who had no real certainty, no real order in existence. “This is a machine,” you say. Then make him sure of it. Make him feel it, fiddle with it, push at it. “This is a machine,” tell him. And you'd be surprised how long it may take, but you'd be surprised as well how his certainty increases. Out of all the complexities he must learn to operate it, he must know *one datum* first. It is not even important *which* datum he first learns well, beyond that it is better to teach him a *simple basic datum*. You can show him what it does, you can explain to him the final product, you can tell him why *he* has been selected to run this machine. *But you must* make one basic datum clear to him or else he will be lost in confusion.

Confusion is *uncertainty*. Confusion is *stupidity*. Confusion is *insecurity*. When you think of uncertainty, stupidity and insecurity, think of confusion and you'll have it down pat.

What, then, is *certainty*? Lack of confusion. What, then, is *intelligence*? Ability to handle confusion. What, then, is *security*? The ability to go through or around or to bring order to confusion. Certainty, intelligence and security are *lack of or ability to handle* confusion.

When *all* particles seem to be in motion, halt one and see how the others move according to *it* and then you will find less confusion present. With *one* adopted as a *stable datum*, others can be made to fall in line. Thus an emergency, a machine, a job or life itself can be viewed and understood and one can be free.

DEVELOPED TRAFFIC

By L. Ron Hubbard

The entire, complete and only major source of dev-t* is ignorance or failure to grasp CONFUSION AND THE STABLE DATUM as covered fully in *Problems of Work** (and lectures I did in 1956).

Unless an executive or staff member fully grasps the basic principles of confusion and a stable datum then the org board is completely over his head, the reason for posts is not understood and dev-t becomes routine.

A post on the org board is the STABLE POINT. If it is not held by someone it will generate confusion. If the person that is holding it isn't really holding it, the confusion inherent in that area on the org board zooms all over the place near and far.

Any executive getting dev-t knows at once what posts are not held because dev-t is the confusion that should have been handled in that area by someone on post. With that stable terminal not stable, dev-t shoots about.

Excessive transfers in an organization promote fantastic dev-t as the posts do not really get held as people are on them too briefly. "Musical chairs" (excessive transfers) can destroy an organization or area.

The remedy is to get people trained up to handle their posts, to get people on post who do handle their posts.

An essential part of such training is a *study of Problems of Work* and a full grasp of how a stable terminal handles and prevents confusion. If the person cannot fully grasp this principle, he is below the ability to conceive of terminals and barely able to perceive lines. He cannot communicate since there are no terminals to him.

REMOTE AREAS

If an area remote from an executive does not contain a stable point to which he can send his communication and get it handled, then his communication only enters dev-t into the area and he gets back floods of despatches and problems but no real handling. The area is not organized and does not have people in it who have grasped *Problems of Work* or how it applies to an org board or even why there is an org board.

Communicating into a disorganized area without first organizing it to have at least one stable terminal is foolishness.

An org board is that arrangement of persons, lines and actions which classifies types of confusions and gives a stable terminal to each type. It is as effective as its people can conceive of terminals and understand the basic principle of confusions and stable data.

A good executive arranges personnel and organization to handle types of actions and confusions. He does not broadly communicate into disorganized areas except to organize them.

Any area which gives an executive excessively developed traffic (dev-t) is an area where the persons supposed to be the stable terminals in that area are *not* holding their posts and do NOT understand what they are or why and do not know what an org board is and have never understood the fundamental of confusion and the stable datum. They are NOT doing their post or organizing their areas.

An executive's evidence of this is the receipt from there of dev-t.

The executive's action is to get somebody THERE, get him to understand confusion and the stable datum and how it applies to posts as stable terminals, get him trained up and use that now stable point to handle further confusions.

If an executive goes on handling dev-t of people who are not stable terminals that handle their areas, HE WILL BE FORCED TO WORK HARDER THAN IF THE POST WERE EMPTY. At least if it were empty, he would get only the confusion of that area. As it is, if the post is improperly held and wobbly he gets not only the area confusion but also the enturbulation* of the wobbly incumbent.

Volumes could be written about this subject. But there is no reason whatever not to be able to grasp the fundamentals concerning confusion and stable data, confusion and stable terminals, apply it to org boards, to areas and to expansion.

Chaos is the basic situation in this universe. To handle it you put in order.

Order goes in by being and making stable terminals arranged to handle types of action and confusion.

In organizing units, sections, divisions, departments, organizations or areas of organizations, you build by stable terminals.

You solve areas by reinforcing stable terminals.

Executives who do not grasp this live lives of total harassment and confusion.

The whole secret of organization, the whole problem of dev-t, the basic ingredient of all expansion is contained in this.

L. Ron Hubbard

Dev-T (short for Developed Traffic): Developed traffic does not mean usual and necessary traffic. It means unusual and unnecessary traffic. Additionally needless, inhibitive actions are called dev-t. These would include non-compliance, alteration, no report, false reports and off-origin statements.

Enturbulation: State or condition of being turbulent, agitated and disturbed.

Problems of Work: A book written by Mr. Hubbard in 1957.

DEV-T GRAPHED

By L. Ron Hubbard

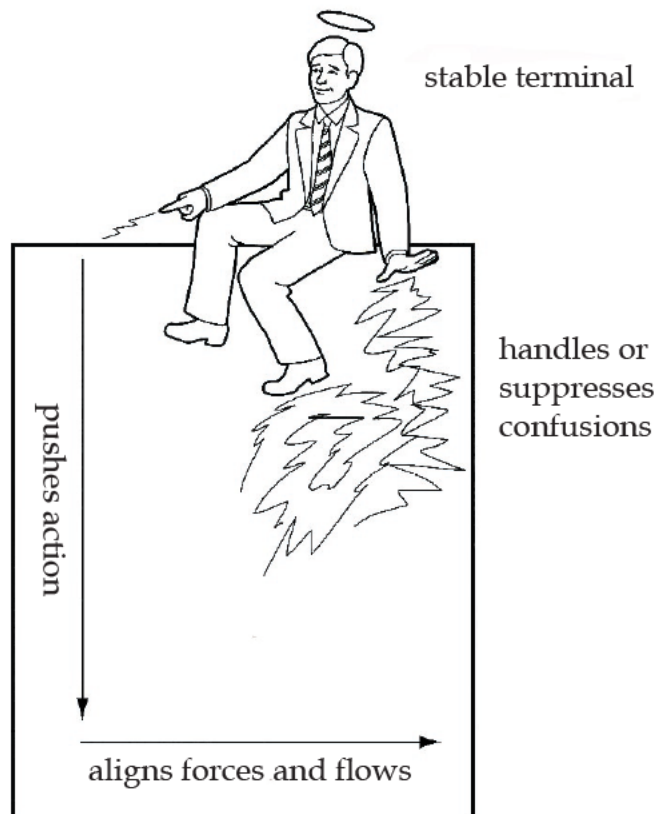
Confusion and the stable datum is graphed on every org board.

The stable terminals are at the top of every section, department, division or portion of the organization, as seen on the org board.

If you consider each area small or large as a BOX CONTAINING PUSHED ACTIONS AND RESTRAINED CONFUSIONS and its in-charge or executive the stable terminal that makes this happen, you will really grasp what dev-t is. Dev-t occurs when the stable terminal of a box on the org board is not stable but is itself a confusion.

There are five major conditions on an org board, one right and four wrong.

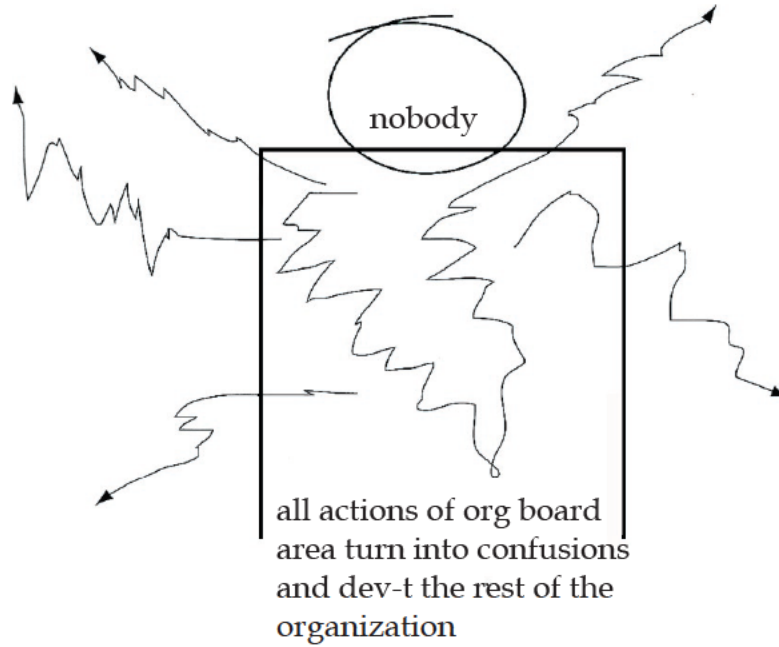
1. CORRECT:



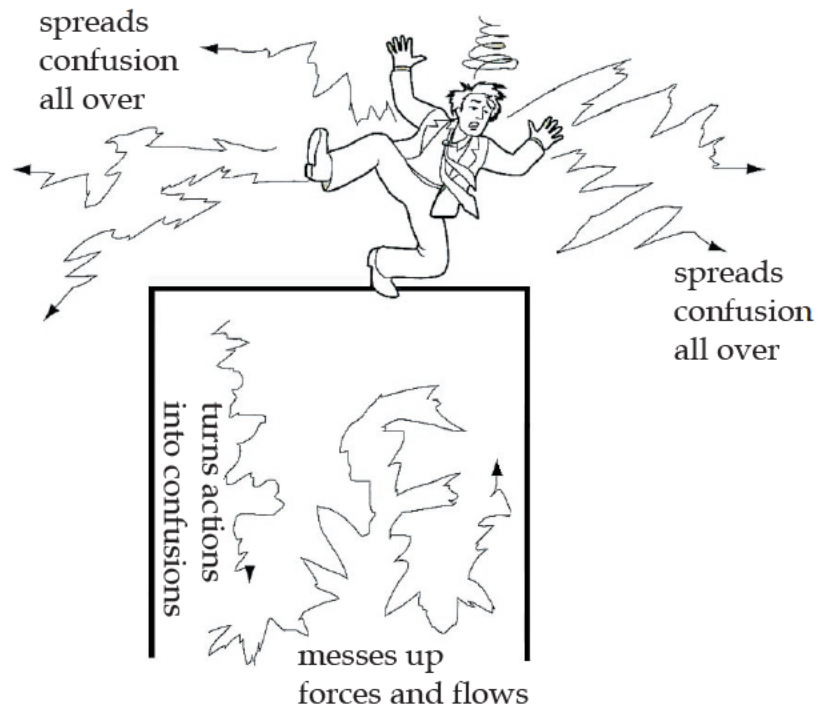
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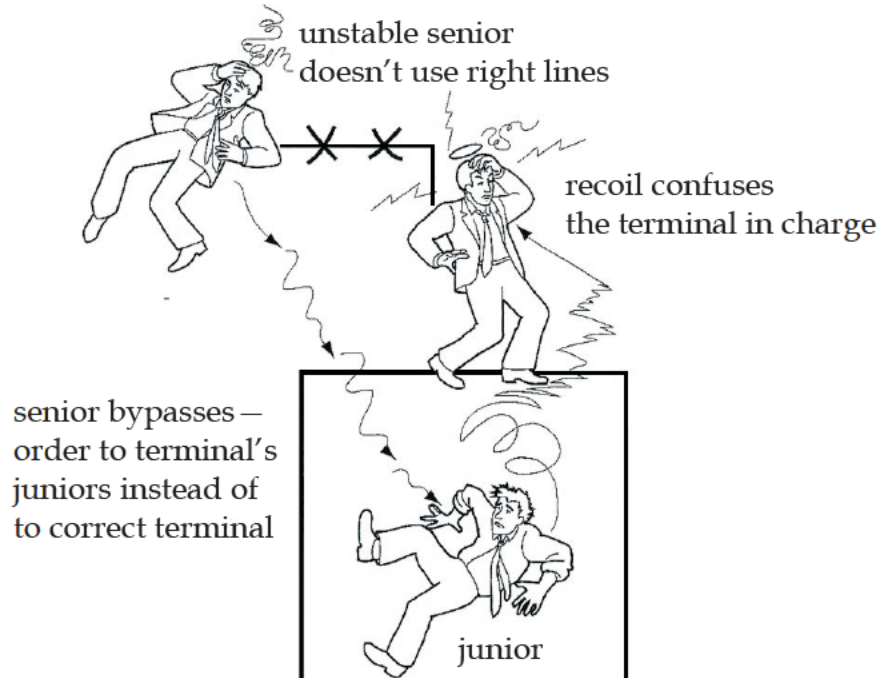
2. MISSING TERMINAL:



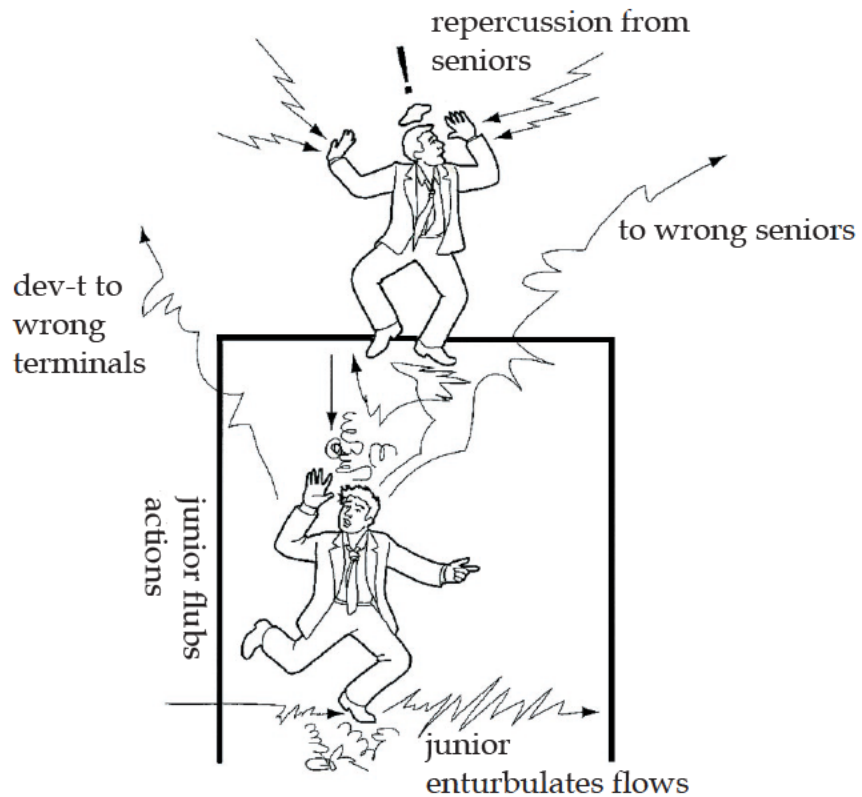
3. UNSTABLE TERMINAL:



4. UNSTABLE SENIOR TERMINAL:



5. UNSTABLE JUNIOR TERMINAL:



The *actions* that should be pushed in any box on the org board are labeled on the org board as belonging to that box. The confusions that are supposed to be handled in that box are easily deduced.

A stable terminal pushes the actions that belong to his area on the org board and handles or suppresses the confusions of that area or aligns them with the correct flows.

Many people do not relate an org board to reality or understand that it itself is a pattern which handles flows and actions and dispenses with confusions. However its stable points must be stable and held as stable terminals or the org board gets into confusions and develops dev-t.

All dev-t is a result of the above violations of staff members being stable terminals.

If you study this and really understand it, you will have made a big breakthrough in grasping the science of organization.

HELD FROM ABOVE DOUBLE-HATTING By L. Ron Hubbard

There are two types of double-hatting.

One of these, we all know about and is very common and quite permissible. This is what might be called "*level*" double-hatting. In this, for example, Mimeo* Files is also Mimeo Files Equipment. So long as one does not have a hat in each of separate divisions and the hat is all in one division (and in a large org all in one department) not too much strain and trouble will result.

The other type of double-hatting can be called "*vertical*" double-hatting. In this, the head of an area *also* holds an I/C hat in his own area.

We see this in "HFA" on org boards. "Held from above" is very common. The Technical Executive is also head of a department in the Technical Division.

Well, in a small organization that isn't making any money and isn't delivering, this would be usual.

But we are talking here about busy areas that produce where we condone too much "HFA."

Vertical double-hatting is a sure way to be under stress.

Example: The Artillery Officer, I/C of all artillery, takes on the hat of "Ammunition Inventory I/C." Well, he's so tied up in counting shells he omits to notice—as he should as Artillery Officer I/C—that they just lost their guns. Result—lost battle, court-martial. And all because he was vertical double-hatted.

When a person occupies two points of different level on a command channel he is asking for trouble. He is busy on the lower point, usually because it is a full-time doingness, and so neglects many other sectors that should be supervised from the higher point.

When I see a department head in the Technical Division marked as HFA by the Executive Director, I don't have to look at stats or future Ethics Orders* for that

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organization. I know exactly what they will be. The department head post might be being done but the organization will be in a shambles for lack of active supervision.

Yes, one can do it for a week – even a month at times. BUT if one does not straighten it out he'll be on the aspirin route.

Advice to any I/C who is vertical double-hatted is:

1. Recruit
2. Train
3. Hat

the lower post quick and see that it produces.

CRAWL BACK UP THE ORG BOARD.

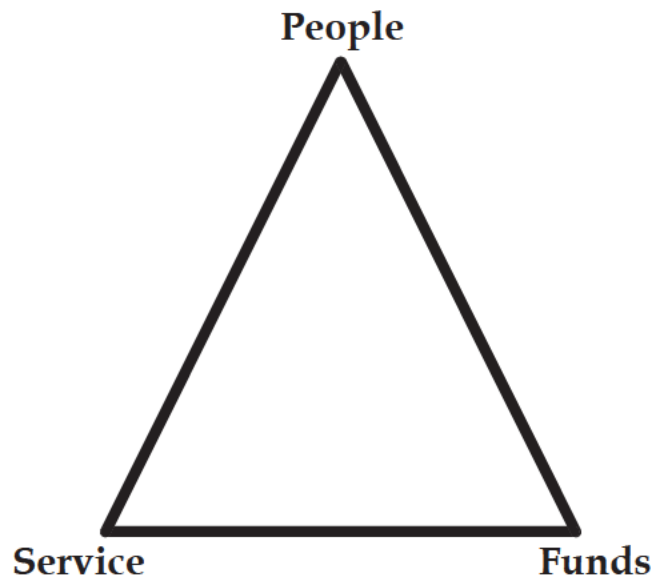
Ethics Order: An issue dictating some type of disciplinary action due to unethical behavior, non-performance or severe violation of company policy by an individual staff member, organization or section of an organization.

Mimeo: A machine used for printing copies of material.

THE "GROUP" TRIANGLE

By L. Ron Hubbard

I wonder if there isn't a triangle for groups like the ARC Triangle that goes:



Maybe People are A (affinity), Service is R (reality) and Funds is C (communication). Sort of a solid ARC triangle. Seems to work that when you drop out people you drop out service you drop out funds. An organization that dismisses staff to save money drops service and winds up with a high debt. In an organization when I manage one directly, I always push up numbers of staff, push up service and the money rolls in. There is a contrary fact. Governments use tons of people, absorb tons of funds and give no service and are largely out of ARC. So it isn't just numbers of people that made the A. "People" probably needs a special definition. It may be "beings" or "productive individuals" or "people in affinity with each other."

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SPEECH TALKS/SPEECH LISTENS

By L. Ron Hubbard

4.0	Strong, able, swift and full exchange of beliefs, ideas.
3.5	<u>Will talk of deep-seated beliefs and ideas.</u> Will accept deep-seated ideas, beliefs and consider them.
3.0	<u>Tentative expression of limited number of personal ideas.</u> Receives ideas and beliefs if cautiously stated.
2.5	<u>Casual, pointless conversation.</u> Listens only to ordinary affairs.
2.0	<u>Talks in threats. Invalidates* other people.</u> Listens to threats. Openly mocks theta* talk.
1.5	<u>Talks of death and destruction only. Hate.</u> Listens only to death and destruction. Wrecks theta* lines.
1.1	<u>Talks in apparent theta but vicious intent. Lies.</u> Listens little but mostly to cabal or gossip. Lies.
0.5	<u>Talks only in apathetic tones. Very little.</u> Listens little, mostly to apathy or pity.
0.1	<u>Does not talk.</u> Does not listen.

Invalidates: Make less of or nothing of.

Theta: Characterized by reason, serenity, stability, happiness, cheerful emotion, persistence, and the other factors which man ordinarily considers desirable.

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SAMPLE HELP-WANTED AD

(Position Name)

Needed for Doctor's Office

Are you looking for a position that allows you to use all of your skills with room for advancement? Our busy, rapidly expanding office needs a new ___(Position Name)___ and you may be the person we are looking for! The position entails _____/ _____/ _____/ _____(duties). No (Dental) experience necessary, we will train. A desire to work with a lot of people a must. Contact...

OBNOSIS AND THE TONE SCALE

By L. Ron Hubbard

Somewhere in your possession, in your desk, or tucked into a bookcase, are two large pieces of paper. They are covered closely with invaluable data. They are, of course, the Chart of Human Evaluation and the Chart of Attitudes.

But how about getting the data off the charts and applying it to life, to some real person? It's not hard to do casually, for some acute tone. "Joe was on a 1.5* kick last night." Sure, he turned red as a beet and threw a book at your head. Simple. Mary breaks into sobs, and grabs for the Kleenex. Couple of trained people on the scene exchange looks, nod sagely. "Hmm. Grief!" But how about chronic tone, with that thin, shiny veneer of social tone slicked over it? How sharp and how certain are you about that? Now, take a person that you are familiar with. What, exactly, is his chronic tone? If you don't know, you had better read on. If you do, read on, and learn more about it.

The title of this article starts with an odd word: obnosis. It's been put together from the phrase, "observing the obvious." The art of observing the obvious is strenuously neglected in our society at this time. Pity. It's the only way you ever see anything; you observe the obvious. You look at the isness* of something, at what is actually there. Fortunately for us, the ability to obnose is not in any sense "inborn" or mystical. But it is being taught that way by people outside of the organization.

How do you teach somebody to see what is there? Well, you put up something for him to look at, and have him tell you what he sees. That is what is done in an advanced training class, the earlier in the course, the better. A student is asked to stand up in the front of the classroom and be looked at by the rest of the students. An Instructor stands by, and keeps asking, "What do you see?" The first responses run about like this: "Well, I can see he's had a lot of experience." "Oh, can you? Can you really see his experience? What do you see there?" "Well, I can tell from the wrinkles around his eyes and mouth that he's had lots of experience." "All right, but what do you see?" "Oh, I get you. I see wrinkles around his eyes and mouth." "Good!" The Instructor accepts nothing that isn't plainly visible. A student starts to catch on and says, "Well, I can really see he's got ears." "All right, but from where you're sitting can you see both ears right now as you're looking at him?" "Well, no." "Okay. What do you see?" "I see he's got a left ear." "Fine!" No conjectures, no tacit assumptions will do. Nor are the students permitted to wander in their minds. For example, "He's got good posture." "Good posture by comparison with what?" "Well, he's standing straighter than most people I've seen." "Are they here now?" "Well, no, but I've got pictures of

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them." "Come on. Good posture in relation to what, that you can see right now." "Well, he's standing straighter than you are. You're a little slouched." "Right this minute?" "Yes." "Very good." You see what the goal of this is? It is to get a student to the point where he can look at another person, or an object, and see exactly what is there. Not a deduction of what might be there from what he does see there. Not something the mind says ought to go in company with what is there. Just what is there, visible and plain to the eye. It's so simple, it hurts.

Along with this practice in observing the obvious about people, the students receive a lot of information about particular physical and verbal indications of tone level. Things very easy to see and hear, by looking at a person's body and listening to his words. Look at the person, the body, and listen to what's coming out of it. You don't want to get mystical about this and start relying on "intuition." Just look at what's there.

As examples: You can get a good tip on chronic tone from what a person does with his eyes. At apathy, he will give the appearance of looking fixedly, for minutes on end, at a particular object. Only thing is, he doesn't see it. He isn't aware of the object at all. If you dropped a bag over his head, the focus of his eyes would probably remain the same. Moving up to grief, the person does look "downcast." A person in chronic grief tends to focus his eyes down in the direction of the floor a good bit. In the lower ranges of grief, his attention will be fairly fixed, as in apathy. As he starts moving up into the fear band, you get the focus shifting around, but still directed downward. At fear itself, the very obvious characteristic is that the person can't look at you. Terminals are too dangerous to look at. He's supposedly talking to you, but he's looking over in left field. Then he glances at your feet briefly, then over your head (you get the impression a plane's passing over), but now he's looking back over his shoulder. Flick, flick, flick. In short, he'll look anywhere but at you. Then, in the lower band of anger, he will look away from you, deliberately. You know, he looks *away* from you; it's an overt communication break. A little further up the line and he'll look directly at you all right, but not very pleasantly. He wants to locate you — as a target. Then, at boredom, you get the eyes wandering around again, but not frantically as in fear. Also, he won't be avoiding looking at you. He'll include you among the things he looks at.

Equipped with data of this sort, and having gained some proficiency in looking at the isness of people, the students are sent out into the public to talk to strangers and to spot them on the Tone Scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to

spot them on the Tone Scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: "What's the most obvious thing about me?" "When was the last time you had your hair cut?" "Do you think people do as much work now as they did fifty years ago?" At first, the students merely spot the tone of the person they are interviewing – and many and various are the adventures they have while doing this! Later, as they gain some assurance about stopping strangers and plying them with questions, these instructions are added: "Interview at least fifteen people. With the first five, match their tone, as soon as you've spotted it. The next five, you drop below their chronic tone, and see what happens. For the last five, put on a higher tone than theirs."

What does a student gain from these exercises? A willingness to communicate with anyone, for one thing. To begin with, students are highly selective about the sort of people they stop. Only old ladies. No one who looks angry. Or only people who look clean. Finally, they just stop the next person who comes along, even though he looks leprous and armed to the teeth. Confrontingness has come way up, and he's just somebody else to talk to. They become willing to pinpoint a person on the scale, without shilly-shallying.* They say, "He's a chronic 1.1. Social tone 3.5, but real phony." That's the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a comm lag* in an informal situation. At sorting out apparencies from realities. The rise in certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every class is "Can't we please have more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the Instructors because these same students said at the beginning, "If you make me go out there, I'll walk out on this course.") Obnosis is quite important, and should be learned as thoroughly as possible by everyone.

1.5: The numerical value assigned to the Tone Level of Anger on the Emotional Tone Scale.

Comm Lag (short for Communication Lag): The length of time intervening between the asking of a question by someone and the reply to that specific question by another.

Isness: Something that is. Reality.

Shilly-shallying: Hesitating or acting unsure.

STATE OF POSSESSIONS SCALE

By L. Ron Hubbard

4.0	In excellent condition.
3.5	In good condition.
3.0	Fairly good.
2.5	Shows some neglect.
2.0	Very neglected.
1.5	Often broken. Bad repair.
1.1	Poor. In poor condition.
0.5	In very bad condition generally.
0.1	No realization of possession.

TWO-MINUTE PSYCHOMETRY

By L. Ron Hubbard

Psychometry: Tests and processes aimed at the measurement of mental traits and abilities.

1. Announce something creative and constructive and see whether the person responds in kind.
2. Give forth some casual conversation, perhaps about sports and see if the person responds to that.
3. If still no response, start talking antagonistically about things about which the person knows (but not, of course, about the person) to see if he achieves a response at this point.
4. Give forth with a sentence or two of anger against some condition.
5. Indulge in a small amount of discreditable gossip and see if there is any response to that.
6. If this does not work, then dredge up some statements of hopelessness and misery.

Somewhere in this range the person will agree with the type of conversation that is being offered, that is, he will respond to it in kind.

RECRUIT IN EXCESS

By L. Ron Hubbard

I have always followed a doctrine of hiring or recruiting in excess.

There is a heavy turnover in personnel. There are many stresses in human society.

You lose people from all ranks, particularly toward the top. Early on, for instance, I never could keep a secretary. Because she'd been *my* secretary, she could get a big-pay job from a bigwig. Or some young man had to marry her (and divorce her when she was no longer so glamorously placed). Anyway she *was* trained and had become an executive secretary. The only one I know of who didn't go UP had a commie husband making sure she went down.

So the higher they go:

- A. The more altitude they have that has market value, and
- B. The more stress that hits them and blows them apart.

LINEAR RECRUITING

A firm hires a girl to write their letters. After 60 days they find she doesn't do her job. So they get rid of her and hire another. And in 90 days find she can't do her job. So they fire her and hire another. . . . That's 150 days of no correspondence. It's enough to ruin any firm. It's costly.

SIMULTANEOUS HIRING

A firm hires 3 girls feeling they need 1.

At the end of 150 days they have one girl.

But they had 150 days of correspondence. And a profit.

The economical answer in terms of saved profit is *keep up the production*. Don't fixate on personnel. Always do multiple personnel procurement.

In actual practice when you do this, you seldom fire anyone. They blow off or they were actually needed.

Modern society is *very* loose-footed. The state pays them not to work (apparently only). The society is suppressively oriented. The push and pull of personal relationships is poor.

You are edged in upon a society of dying cultural values, encroaching drugs, threatened annihilation.

No one out there feels very safe.

This insecurity leaks into the organization and people get pushed around or push people around.

Real or fancied wrongs occur.

People are rather timid really.

And the more the society buys the idea it's a world of tooth and claw, the more it becomes so.

All this reflects into the picture of personnel.

You have to really work to keep organizations manned and trained up.

You do this by:

- A. Running a very good organization,
- B. Delivering an excellent product,
- C. Keeping a steady inflow of new personnel,
- D. Training well those you have.

As the INCOME OF THE ORGANIZATION DEPENDS WHOLLY ON GDSes (Gross Divisional Statistics*) and as these are wholly *under the control of the organization*, then it's obvious that the only finance trouble or pay trouble an organization can have is by undermanning, undertraining and underproducing.

No great income slump has ever occurred unless there has been a long GDS slump. So it's obvious that an undermanned organization is asking for a cave-in.

Gross Divisional Statistic (GDS): A statistic on which each whole division (a specific portion of an organization) is judged as to condition. While this gross divisional statistic does not cover all the statistics of the division, it is the primary divisional statistic.

“GROUP” INTERVIEWS

NOTE: This document is being provided to you as a basic guideline, and does NOT constitute legal advice. Before implementing anything discussed in this document, you should be familiar with your state’s labor and employment laws. MGE is not responsible for any claims, real or otherwise associated with this write-up or any part thereof. As always, you are responsible for following the employment and labor laws (both Federal and state) applicable to your practice.

Group Interviews can be an efficient way to quickly locate qualified staff. The suggested procedure for doing it is rather simple:

1. When you place your “help wanted” ad, you should not specify salary, etc. When you do this, applicants will usually call in and ask for specifics. Instruct your receptionist NOT to get into this with people over the phone. Instead, have her politely let the applicants know that you will be having a Group Interview (or possibly, you may wish to just say an “interview” – the idea being that when the applicant shows up for their interview, you just put them into the group interview) at ___ time and _____ location.
2. Have your Group Interview at 6:00 PM in the evening. Tell people they should expect to be there until 8:00 PM.
3. To prepare for the Group Interview, ensure you have the following items:
 - At least one blank pad and clipboard per applicant.
 - Plenty of job applications.
 - A large space capable of seating all of your applicants.
 - Some space off to the side to interview applicants one on one.
 - You may wish to have some coffee and refreshments.
 - A sign in log for applicants.
 - You will need two people for this interview process. Doctor and OM are best. If no OM, the doctor’s spouse or assistant will suffice.
4. Place the sign-in log near the door. People should sign in with both their name and TIME OF ARRIVAL and be given an application. You will use this to check for tardiness. Once all of the applicants have gathered and are seated, the OM should come out and welcome them all to the interview and give a description of the position(s) that are to be filled. DO NOT COLLECT RESUMES. Have the applicants hold onto these until the end. The description of the position would include salary, hours, benefits, etc. At the end of this description, he/she should let them know that anyone still interested in the job should stick around. If anyone is not interested, they may leave now (do this with high affinity).

5. Take a ten minute break.
6. Once this is complete, have the doctor come out and tell the remaining applicants a bit about himself or herself. Where he or she went to school, how long he or she has been in practice, what the purpose of his or her practice is, etc.
7. Once this is done, the OM comes out and hands each applicant a pad of paper and asks them five questions pertaining to what the doctor discussed: e.g., where did the doctor go to school, etc. The applicants put their answers on the pad of paper. You will be checking for *duplication* skills here. At the end of the questions, have each applicant write a paragraph on how they feel they would contribute to the practice if they were hired. They should put their name and the date at the top of the page with their answers.
8. After this is complete, take a break and have all of the applicants hand in their quiz answers and resumes.
9. During the break, review the data handed in. You may wish to disqualify any applicant who:
 - Does not have ANY references.
 - Gets two or more questions wrong on the quiz.
 - If the position requires writing skills, review the grammar in their paragraph about how they would contribute to the practice. If it is way off then this could be a problem.
10. Go to the front of the room and ask the people that you wish to still interview to stay. It could go something like this: "I am going to read off some names of people we would like to have stay for an interview. If your name is not called, thank you very much for coming and we appreciate your time." Then read off the names. The people you are not interviewing will leave at this point.
11. Now do quick interviews with each applicant you asked to stay as covered in the Org Board and Teambuilding Executive Seminar. You are looking for past production and stats in previous employment that are verifiable with references.
12. Pick the ones that you might be interested in hiring and get a time when they can be contacted the next day.
13. Call their references.
14. Call back in for a second interview.
15. Hire the one(s) you want to hire.

PUTTING NEW PERSONNEL ON THE JOB AND TAKING OVER WHEN PEOPLE QUIT OR ARE TRANSFERRED

By L. Ron Hubbard

The first action, without deviation, in placing a person newly on post is to find *a specific and unalterable place* for them to sit and where they can store their things and where they aren't in another person's road.

The second action is a *basket* (one per person) in the *Comm Center*.

The third action is a *three basket stack* for "In," "Pending," and "Out."

The fourth action is providing the new person with a *hat** (no matter how brief until a real one is written up).

The fifth action is they should meet the organization's executives.

The sixth action is check-over by the Personnel Department on what new person should know as a *staff member*.

Further actions are obvious, and most important of these is to get the new person to do some specific work.

Most of these actions are prepared *before* the person enters the organization – the day before at the latest.

Putting a new person in order is to have a new staff member. To neglect him is to invite a disorderly future for him or her.

These apply to changes in post as well as new people on post.

If a new person hasn't gripped it in a week, is still begging for help from all, he's a Dev-T* Merchant. Unload. He won't be any better in ten weeks and the organization will be a lot worse. Such a person can't be at cause over the job and will only destroy the post (as witness the way you have to do his work as well as your own – dead post). Don't ever fill a post because it's empty. Fill it only to get more work done. If more work isn't done, you are ten times worse off having it filled with a Dev-T Merchant than having it empty. You have to have three staff members extra for every Dev-T Merchant you have on staff. Why? Because the coin has "efficient" on one side and "destructive" on the other – and it never stands on edge.

REMOVAL OF PERSON FROM POST

When a person is removed from a post, the executive in-charge of the area must capture all post materials, papers and move the removed person's despatches* back onto the lines, and Personnel must recapture the hat.

Posts are not turned over from Leaving A to Arriving B without the executive and Personnel pitching in on it. The executive dusts the removed person off and puts the new person on. Don't leave it up to the old person to break in the new person exclusively.

A change of post always means a review of post.

If Leaving A were to be the only person to groove in Arriving B, the whole organization would begin to slide into strange new patterns.

So capture a post being vacated even if the new arrival was coached for a week or two by the departing person. At the moment of departure the executive grabs the post, the materials, the work; the Personnel Department grabs the pending basket, the files, the hat. Everything is put in order by these two. *Then* the new person is formally grooved in by the applicable executive and Personnel. *These* present the new person with his post, his instructions, his work, his hats.

It need only take a few minutes. But it makes havoc when it's not done.

Here's when you find all the secretly closeted skeletons, the long-lost despatches, the reason why Zilch never wrote again. So don't deny yourself the gen available in a post transfer and don't deny a new person the security of getting his hat from the most important people in the place.

Things work better this way.

Dev-T: Developed traffic does not mean usual and necessary traffic. It means unusual and unnecessary traffic. Additionally needless, inhibitive actions are called dev-t. These would include non-compliance, alteration, no report, false reports and off-origin statements.

Dispatch: A memo from another staff member in your organization.

Hat: A hat is really a folder containing the write-ups of past incumbents on a post plus a checklist of all data relating to the post plus a pack of materials that cover the post.

MISTAKES

By L. Ron Hubbard

He who cannot be hatted will not learn by mistakes.

REPEATING MISTAKES

It isn't making mistakes that is actionable; it is failing to learn from them and repeating them.

A failed student is apparently somebody who can't be hatted either and he is detected by somebody who makes the same mistake over and over and doesn't correct himself.

Thus it's possible to detect a failed student by somebody who makes the same mistake.

We are not unduly concerned with somebody who is unhatted. We are only concerned with people who cannot be hatted and these are easiest to detect by observing when they make the same mistakes without correcting themselves. This person is not only dangerous on lines but also frankly can't be utilized.

This could be classified as a new phenomenon, part of the cultural mess that has caught up with us.

This is a new view of a failed student – it wasn't whether they studied, it was just that they couldn't be hatted and kept repeating the same mistakes, even some new one, and they couldn't learn about their equipment.

This also connects with disassociation phenomenon in that the person does not connect the mistake he just made with the last time he made that mistake or why or what effect it created or how and why to prevent it occurring again.

SUMMARY

Where you have someone who does not learn from his mistakes and cannot be hatted, it is better to replace the person rather than just hope.

HATS

By L. Ron Hubbard

HAT – A term used to describe the write-ups, checksheets and packs that outline the purposes, know-how and duties of a post. It exists in folders and packs and is trained in on the person on the post.

HAT TECHNOLOGY

“Hats” developed in 1950 for use in organizations as a special technology. The term and idea of “a hat” comes from conductors or locomotive engineers, etc., each of whom wears a distinctive different type of headgear. A “hat” therefore designates particular status and duties in an organization.

A “hat” is a specialty. It handles or controls certain particles* in various actions and receives, changes and routes them.

A “hat” designates what terminal in the organization is represented and what the terminal handles and what flows the terminal directs.

Every hat has a product.

The product can be represented as a statistic.

Any job or position in the world *could* have its own hat. The reason things do not run well in a life, an organization, a group, nation or the world is an absence of hats.

The reason why an organization runs well when it does is hats.

Any protest of anyone against things not running right can be traced to lack of hats.

Any slump an organization goes through can be traced directly and at once to an absence of one or more hats being worn.

HAT CONTENT

A hat must contain:

- A. A *purpose* of the post.
- B. Its relative position on the organizing board.
- C. A write-up of the post (done usually by people who have held it before relief and when so done it has no further authority than advice).
- D. A checksheet of all the policy letters, bulletins, advices, manuals, books and drills applicable to the post. (As in a course checksheet.)
- E. A full pack of the written materials or tapes of the checksheet plus any manuals of equipment or books.
- F. A copy of the organizing board of the portion of the organization to which the post belongs.
- G. A flow chart showing what particles are received by the post and what changes the post is expected to make in them and to where the post routes them.
- H. The product of the post.
- I. The statistic of the post, the statistic of the section, the statistic of the department and division to which the post belongs.

STAFF HAT

There is also a general staff hat.

This hat contains:

- a. The overall purpose of the organization, its aims, goals and products.
- b. The privileges or rewards of a staff member such as training on post, general training availability, pay, vacations or leave, etc.

- c. The penalties involved in nonproduction or abuse of post privileges or misuse of the post contracts.
- d. The public relations responsibilities of a staff member.
- e. The interpersonal relations amongst staff members including courtesy, cleanliness, attitudes to seniors and juniors, office etiquette, etc.
- f. The physical objects of posts generally, its papers, despatches, files, equipment.
- g. The communication and transport system of the organization.

GRADIENT SCALE OF HATS

A “gradient scale” means “a gradual increasing degree of something.” A non-gradient scale would be telling someone to enter a skyscraper by a 32nd story window.

Thus there is a gradient scale of organizing.

A key to this is found in *The Problems of Work's** theory of confusion and the stable datum.*

One in actual practice has to cope while organizing.

COPE means to handle whatever comes up. In the dictionary it means “to deal successfully with a difficult situation.” We use it to mean “to handle any old way whatever comes up, to handle it successfully and somehow.”

IF YOU REMAIN IN COPE, THE DEMAND TO COPE INCREASES.

In that you have the key to “exhausted executives” or staff members. You have why the president of the US ages about 20 years in one term of office as you can see by comparing dated photographs of past presidents. He is totally on cope. His government has an organizing board that looks like a pile of jackstraws.* He has no hat. His staff have no hats. His government departments have no hat. The technologies of economics, law, business, politics, welfare, warfare, diplomacy have been lost or neglected (they *do* exist to some extent).

The guy is on total cope. And the post has been on total cope since it was created as an afterthought by the Constitutional Congress* that began the post in the 18th century. Even what it says in US civics textbooks is not found in practice.

So “difficult situations” are the order of the day and are handled by special actions and appointments.

The people who *should* handle them haven’t got real hats.

This is all catching up with the country at this writing to such a degree that the citizen cannot benefit from a stable society or social order. The country looks more like a war of insurgency.

In other words departures from hats has led into total cope and it is steadily worsening.

Any organization put in by one political party is knocked out by the next incumbent, and who could totally organize a country in 4 years? (The term of a president.)

Yet it is hanging together some way and some way meeting increasing demands and pressures.

I have stated this in a large example so that it can be seen in a smaller unit.

To handle this one would first have to want to straighten it out and then assemble the technology of administration to straighten it out. And then one would have to begin on a gradient scale of organizing board and hats.

A cope sort of hat would be tossed-off* orders to some other people on staff who have some title of some sort.

Along with this would be a posted organizing board that has little to do with duties actually performed and used by a staff that doesn’t know what it is.

One begins to move out of cope (as given in other series) by putting an organizing board together that labels posts and duties and getting people on them to handle the types of particles (bodies, mailings) of the organization.

The next action would be brief write-ups of the posts and their duties and checking people out on them.

Actually if you only got to the middle of the last paragraph with an organization the executives would remain in cope. So much know-how would be missing in the organization's staff that every rough bit would shoot up to the executive for special handling. And that is *cope*.

Hats only in this far is not good enough as it still takes a genius to run the place.

The next gradient scale is to get the hat to contain:

- i. The post write-up itself.
- ii. The theory and practical necessary to run it.

This is done by a preparation of checksheets of data and a pack matching it for key posts.

Naturally the organizing board now has to become more real and staff has to be checked out on it.

Then hats as post checksheets and packs are extended to the rest of the staff.

The mechanisms of training have to exist by this time.

Seniors have to be made responsible that every junior below them has a hat consisting of write-up, checksheet and pack.

Meanwhile one continues to cope.

Gradually, gradually staff begin to know (through checkouts) their hats.

New staff coming on are grooved in better.

Cope begins to diminish and the organization tends to smooth out.

Here and there competent handlings begin to show up brightly.

Now we find a new situation. With everyone throwing together checksheets and packs for staffs we find nonstandard checksheets.

So a central authority has to standardize post checksheets and survey and put in overlooked bits of data.

But that is way up the line. The organization long since has become smooth and prosperous.

So that is the gradient scale of getting in hats.

EXPERTS

Here and there you find an area of special expertise in an organization where the expertise is so expert in itself that it obscures the fact that the person does not also have a full post hat.

A lawyer would be a case in point. It takes so long to learn law in some law school that an organization executive can overlook the fact that the *post* hat is missing. Organization policy on legal matters and staff hat remain unknown to this legal post AND JAM IT UTTERLY. This came to light when a whole series of cases was being neglected because the legal staff member, an excellent lawyer, did not know how to make out a purchase order* or that one could or should. Investigation found *no* post or staff hat. Only a legal degree.

Organizations continually do this with technical staff. They are technical experts. So they get assigned to posts in the Technical Division WITH NO HAT. Backlogs occur, things goof up. Tech fails. All because it is overlooked that they are PART OF AN ORGANIZATION and need staff and post hats and need to be trained on them.

Worse than that, a highly trained technician is often put on an administrative post without hat or training for it.

You would not take an administratively trained person and without further training make him or her a technician. So why take a technician and tell him to handle an administrative division?

Without his post write-up, checksheet and pack FOR THE POST and without training on it, the person just isn't qualified for it no matter what *other* line he is expert in.

It is great to have an expert who has been specially trained in some profession. But lawyer, engineer or public relations, he must have his hat for the *organization* post and be trained on it or he will goof! Yet one won't suspect why that area is goofing because "he's a highly trained engineer isn't he?"

UTILIZATION

Personnel* can recruit madly, answering every frantic demand for personnel and yet HAVE THEM ALL WASTED for lack of full hats and full training on those hats.

An investigation of blows (desertions) from organizations shows that lack of a grooved-in hat was at the bottom of it.

People come on a job. It is at once a great mystery or an assumption of total know – one or the other.

Either one continued leads them into a state of liability to the organization.

People who don't know what they are doing and people who don't but think they do are both NONUTILIZED PERSONNEL.

Pay and prosperity for the rest of the staff will go down unless this is remedied.

The whole organization can sag and even vanish under these conditions.

So Personnel has a vested interest in hats being complete and staff trained on them. For Personnel people cannot possibly cope with "no pay so can't hire anyone" and "no people so can't produce."

The answer is H-A-T-S.

And a hat is a write-up, a checksheet and a pack.

And the staff member trained on them.

ETHICS

When a person has no hat he lacks purpose and value.

When he has no purpose and value he not only goofs, he will commit crimes.

It is apparently easier to hit with ethics than to program* and give someone a full hat and get him trained on it.

Police action is not a substitute for having purpose and value.

This is so fundamental that one can even trace the unrest of a nation to lack of purpose and value. A huge welfare program guarantees crime and revolt because it gives handouts, not hats.

By doing only this over the world we would own the planet, as in an expanding population, individual purpose and value are the most vital and wanted commodities.

If there are no real hats there will soon be no money of any value and no bread!

SUMMARY

ANY HAT IS BETTER THAN NO HAT according to the way an individual seems to think.

But be that as it may, the downfall of any organization can be traced directly and instantly to no recruiting or no organizing board, no hats or unreal hats or no training on hats.

The sag of an organization can be traced directly to lack of hats and lack of training on hats.

The overload of any post can be traced directly to lack of an organizing board and lack of hats and no training on hats.

The way out is to organize the organizing board and hats while you cope.

If you do not, your cope will become an overwhelm. If you do, your burden will lighten and your prosperity increase.

It took 13 months of hard work and 20 years of organization experience to learn that, given a product, lack of HATS was *the* WHY* of departures from the ideal scene* and that working toward providing full complete HATS was the way to get back toward the ideal scene.

Constitutional Congress: The gathering of statesmen who drafted the United States Constitution in 1787.

Ideal Scene: The state of affairs envisioned by policy or the improvement of even that.

Jackstraws: A game where thin sticks or straws are dropped in an unorganized pile and players have to remove them without disturbing the others. The sticks are called jackstraws.

Particle: Body, dispatch, raw materials, whatever.

Personnel: The administrative department of an organization concerned with employees and employment matters.

Post: An assigned area of responsibility and action which is supervised in part by an executive.

Problems of Work: A book written by Mr. Hubbard in 1957.

Program: A program is a plan of study for an individual student over a given period. To program would be to work out this plan for use in hatting staff.

Purchase Order: A form which gives staff approval to purchase items for a company.

Stable Datum: A datum which keeps things from being in a confusion and around which other data align.

Toss-off: To say or write quickly.

Why: The real basic reason for a situation which, being found, opens the door to handling. The *real* Why when found and corrected leads straight back to improved statistics.



MGE Power Program Executive Seminar

**Based on the works of
L. Ron Hubbard**

ORG BOARD & TEAMBUILDING

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Organizing Board

- “ 1 A board that shows what functions are done in the organization, the order they are done in, and who is responsible for getting them done.
- 2 The org board shows the pattern of organizing to obtain a product. A board then is a flow chart of consecutive products brought about by terminals in series. The result of the whole board is a product.”

L. Ron Hubbard

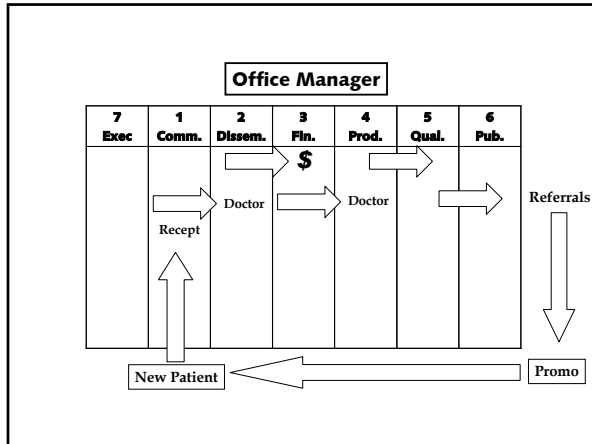
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Terminal

“A post or terminal is an assigned area of responsibility and action which is supervised by an executive.”

L. Ron Hubbard

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DRILL

1. List out any areas of your organization that have recently given you an excessive amount of dev-t.
2. Determine who (if anyone) is responsible for these areas.
3. Now work out what you are doing to handle these areas in accordance with the reference just covered.

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DRILL

1. Using a blank org board (which we will provide) mock up a rudimentary copy of your org board (i.e. who is doing what in your office)
2. Review your org board, and see if there are any functions missing or that have not been expressed which occur in your organization. List these functions on the org board in their respective area.
3. Now, take another blank dental org board and with what you have learned in the seminar thus far, work out any changes you would make to align lines or flows more efficiently for expansion.
4. Share this with your twin.

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Team Defined

By L. Ron Hubbard

"A team has a tendency to know what the other team members are doing and thinking and coordinates thereby and therewith. It is people who cooperate one with another to push forward a common purpose and they normally get along great."

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Team-mate Defined

By L. Ron Hubbard

- "1. Someone who assists in the overwhelming of the enemy.
2. Fellow members of a group banded together in a common cause, goal, purpose, game or activity."

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Definition of Income

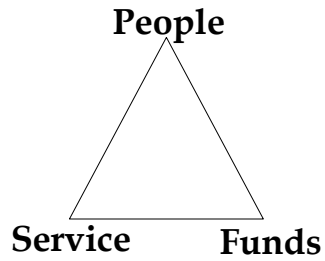
By L. Ron Hubbard

"What is made by the cooperative coordinated efforts of a group in exchange for their delivered goods or services. Often done by the group beating the head in of guys who goof and insisting on quality hat wearing in the group."

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The Group Triangle

From the works of L. Ron Hubbard



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The Tone Scale

By L. Ron Hubbard

“An individual best responds to his own tone band.”

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The Tone Scale

By L. Ron Hubbard

“So far as life is concerned, everything above the 2.0 level is survive and everything below the 2.0 level is succumb. Above the 2.0 level, the organism tends toward life. Below the 2.0 level, the organism tends only toward death.”

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Past, Present, Future

By L. Ron Hubbard

“The severely aberrated gives his attention mainly to the past. The neurotic is giving his attention mainly to the immediate present. The acceptable is giving his attention to the future.”

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Aberrated Defined

By L. Ron Hubbard

“**ABERRATED:** a departure from rational thought or behavior. From the Latin *aberrare*, to wander from; Latin *ab*, away, *errare*, to wander. The word is also used in its scientific sense. It means departure from a straight line.”

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Past, Present, Future

By L. Ron Hubbard

“There is a basic rule that a psychotic person is concerned with the past, a neurotic person is barely able to keep up with the present, and a sane person is concerned with the future.”

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Avoidance of Work

By L. Ron Hubbard

“The avoidance of work is one of the best indicators of a decayed state on the part of a personality.”

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Motion* and the Tone Scale

By L. Ron Hubbard

“Now, I want to show you something about that Tone Scale. It is tolerance to motion, that is all that it is. It’s the whole scale, from top to bottom, it’s simply tolerance of motion. Individual’s ability to tolerate motion places him at once on this Tone Scale and decides his emotional tone.”

*MOTION: a change of position in space.

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Formulating a Help Wanted Ad

Points you could have in a help wanted ad:

- 1 It would be creative and constructive – i.e. uptone.
- 2 It could indicate that the job or position had a future attached to it (i.e., potential advancement, growth, etc.).
- 3 It should not *only* stress what is in it for the applicant or what the employer is going to do for the applicant if they were to be hired.
- 4 It would be worded in such a way to indicate that the job would require handling motion.

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Formulating a Help Wanted Ad

Points you could have in a help wanted ad, continued:

- 5 It should include what the job is, what the duties are, if it is full time/part time, where office is located, etc.
- 6 What level of experience required.
- 7 It should indicate if travel is required.
- 8 Salary, compensation, benefits, if you so choose.

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DRILL

1. Write an ad for a position you are currently looking to fill (If you have no position to fill right now, write an ad for the next position you will be looking to fill in the future).
2. Review your ad with your twin.

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"Two-Minute Psychometry"

By L. Ron Hubbard

Psychometry: Tests and processes aimed at the measurement of mental traits and abilities.

- "1 Announce something creative and constructive and see whether the person responds in kind
- 2 Give forth some casual conversation, perhaps about sports, and see if the person responds to that
- 3 If still no response, start talking antagonistically about things about which the person knows (but not, of course, about the person) to see if he achieves a response at this point"

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"Two-Minute Psychometry" Continued

By L. Ron Hubbard

- 4 Give forth with a sentence or two of anger against some condition
- 5 Indulge in a small amount of discreditable gossip and see if there is any response to that
- 6 If this does not work, then dredge up some statements of hopelessness and misery
Somewhere in this range the person will agree with the type of conversation that is being offered, that is, he will respond to it in kind "

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Product Defined

By L. Ron Hubbard

"PRODUCT: 1. a completed thing that has exchange value within or outside the activity. **2.** a product is a finished high quality service or article, in the hands of the being or group it serves, as an exchange for a valuable. That's a product."

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Product Examples

Some examples of a **product**:

- a. **Receptionist** - A properly routed phone call.
- b. **Scheduling Coordinator** - A patient who shows up on time for their appointment for the correct amount of time.
- c. **Collections Person** - All funds collected for services rendered.
- d. **Cook** - A dinner that tastes good and is worth paying for.

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Sample Questions to Determine Production Record

- a. **Front-desk person:** How many people would you schedule per day for an appointment? What was your percentage of appointments kept? How many patients would you check out in a day?
- b. **Collections:** What was your collection percentage? What was your collections volume?
- c. **Assistant:** How many procedures did you assist for in a day? What part of these procedures were you responsible for doing?

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Sample Questions to Determine Production Record

- d. **A student:** Grades, projects they were responsible for Awards they won
- e. **A salesperson:** How much did you sell on an average week/month/quarter? You can also have them compare this with their colleagues in the same firm; for example With your sales volume how many people sold more/less or where did you rank amongst salespeople in your firm?

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Additional Points

Based on the works of L. Ron Hubbard

- A The person seems eager to contribute, has contributed to the groups he/she has been a part of in the past and does not display any indicators that they would avoid work
- B They can survive financially on what the job pays, or they do not have financial issues that would pull them off post or out of the organization
- C The person appears clean and presentable
- D The applicant's conversation is sequitur
- E The person has ambition, wants to succeed and advance themselves in their career

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Criticism

Based on the works of L. Ron Hubbard

What about the applicant who is extremely critical of their last employer? What could this mean?

Mr. Hubbard explains in the following quotes:

“When a person has committed an overt act and then withholds it, he or she usually employs the social mechanism of *justification*. By ‘justification’ we mean explaining how an overt act was not really an overt act.”

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Overt Act Defined

By L. Ron Hubbard

- “1. An intentionally committed harmful act committed in an effort to resolve a problem.
2. That thing which you do which you aren’t willing to have happen to you.”

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Criticism

Based on the works of L. Ron Hubbard

“In view of these mechanisms, when the burden became too great, man was driven to another mechanism – the effort to lessen the size and pressure of the overt. He or she could only do this by attempting to reduce the size and repute of the person against whom the overt was committed.”

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Criticism

Based on the works of L. Ron Hubbard

"Hence, when a man or a woman has done an overt act, there usually follows an effort to reduce the goodness or importance of the target of the overt. Hence, the husband who betrays his wife must then state that the wife was no good in some way. Thus, the wife who betrayed her husband had to reduce the husband to reduce the overt. In this light, most criticism is justification of having done an overt."

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Criticism

Based on the works of L. Ron Hubbard

"This does not say that all things are right and that no criticism anywhere is ever merited. Random, nagging criticism when not borne out in fact is only an effort to reduce the size of the target of the overt so that one can live (he hopes) with the overt. Of course, to criticize unjustly and lower repute is itself an overt act and so this mechanism is not in fact workable."

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Tone Level 1.1 Traits

By L. Ron Hubbard

"Persistence on a Given Course at 1.1:

Vacillation on any course. Very poor concentration. Flighty.

Ability to Handle Responsibility at 1.1:

Incapable, capricious, irresponsible."

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Interview Points

- a. Review resume/application. Ensure no major out-qualifications (i.e., looking for part time only, wants to be a hygienist but is not a hygienist). Determine any questions you might want to ask prior to meeting them (i.e., erratic or short history of employ, etc.)
- b. Have a controlled (distraction free) interview space and set-up
- c. Determine tone level

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Interview Points Continued

- d. Ensure the person is presentable and their communication is sequitur.
- e. Describe the position you are looking to fill, you may include hours, compensation, etc.
- f. Ask the simple questions you may normally ask about previous jobs, their goals work-wise, check their work history, etc.
- g. Determine if they can PRODUCE. Review what the person's ambitions are.

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Interview Points Continued

- h. Look out for people who are harshly critical of previous employers.
- i. You may wish to get more data if any job "bouncing" is noted.
- j. Ensure the person fits the basic qualifications for gaining employ in your office.

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Technical Staff

When interviewing technical staff (assistants and the like) that have prior experience, you may wish to ask some additional questions such as

What type of procedures they used to assist for, what materials they used (cements and the like) for each procedure and other such questions (i e., tray set-ups, etc.), to determine their knowledge on the subject

You may wish to develop a questionnaire with questions like this that would help you to learn more about the applicant

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Treatment Philosophy

With any potential staff member you interview, you should discuss the treatment philosophy for your office.

With experienced technical staff applicants, you will be able to get into more detail as there will be a higher level of understanding.

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Associates

Two key factors to keep in mind during the associate hiring process (in addition to the ones we have covered) are

- 1 clinical skill and
- 2 clinical philosophy

With an associate doctor, you *usually* face the problem of no personal experience working with *this particular* doctor. If you have worked with him/her before then you are in luck and you know what to expect to some degree

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Associates

If you have *not* worked with this doctor, and wish to gain some insight, prior to hiring, you may wish to (as a part of the interview process):

- A. Have the associate review a few of your charts with the TX plan removed but with applicable charting and x-rays. Then have the associate prospect tell you how *they* would treatment plan that patient. From this you might see if their philosophy is in alignment with yours.

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Associates

- B. To check clinical skill, you may ask for models, examples of previous work, etc.

To be completely certain of clinical skill will ultimately require personal observation. Any time you add a new provider, their work-ethic, ability to relate to patients and most importantly clinical skill should be monitored closely.

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DRILL

- 1 For this drill you will be handed an index card that is folded **DO NOT OPEN IT YET!!**
- 2 If your card has a number 2 or 5 on it, you will be a **NON-PRODUCTIVE APPLICANT**. Anyone with any other number is a **PRODUCTIVE APPLICANT** (someone who can get a product)
- 3 Quickly open your slips and look at them without letting anyone else see or sharing the number
- 4 Now, twin up with another student and each perform a quick job interview on the other **The 2s or 5s are not to tell their twin that they are a 2 or 5.**

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Summary

- A Establish a standard interview process for your office based on what you have learned
- B Have an employment attorney for consultation in this process It will eliminate any questions as to what you legally can and cannot discuss with prospective employees
- C Have some additional questions, etc for technical staff
- D Don't be "afraid" of hiring the wrong person - focus on hiring the right one!

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Personnel Requirement

By L. Ron Hubbard

" An organization must be at CAUSE over the environment and public.

Whenever it has gotten into trouble it has slipped to effect.

It is only the negligence or alterations or noncompliance on the part of *certain* persons on staff or in the professional employ of organization (such as attorneys, accountants) that gets the organization in trouble."

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Personnel Requirement

By L. Ron Hubbard

"The more of these type of people you employ or retain as professionals 'to fill a post' or 'need a lawyer' or for any other reason, the more the org will be at effect

These are the people who get you and your organization in trouble

Their characteristic is alteration of tech, alteration of policy and noncompliance with tech, policy and orders

Where these characteristics are spotted in a person hired on staff, they MUST NOT BE RETAINED ON STAFF or as a professional contact "

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