

**MGE Power Program**  
**Executive Seminar**

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

**CONDITIONS & STATISTIC  
MANAGEMENT**

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**EXERCISE**

1. List out three examples or instances where a person was promoted, rewarded, penalized or dismissed *wrongly* based on statistics.
2. Now list out three examples or instances where someone was rewarded, penalized or dismissed *correctly* based on statistics.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "statistics" in the chat.

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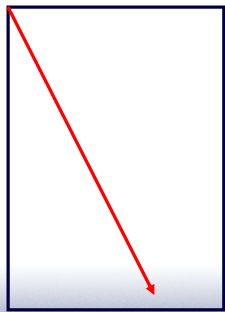
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**Non-Existence**



Steep near  
vertical down

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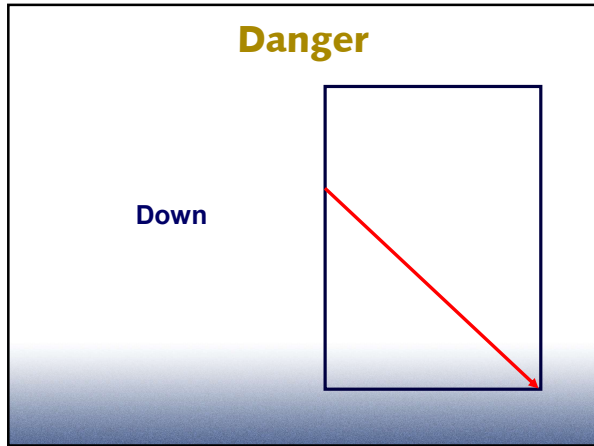
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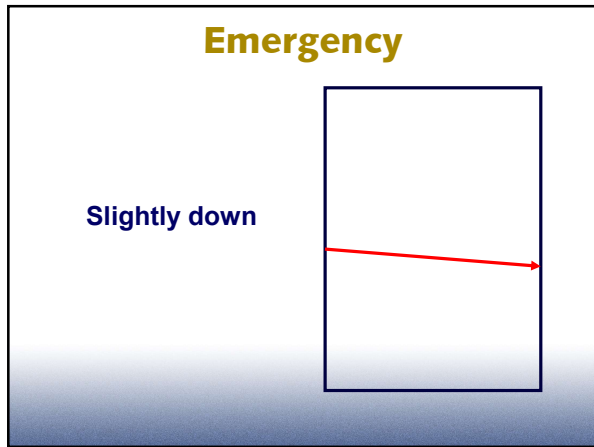
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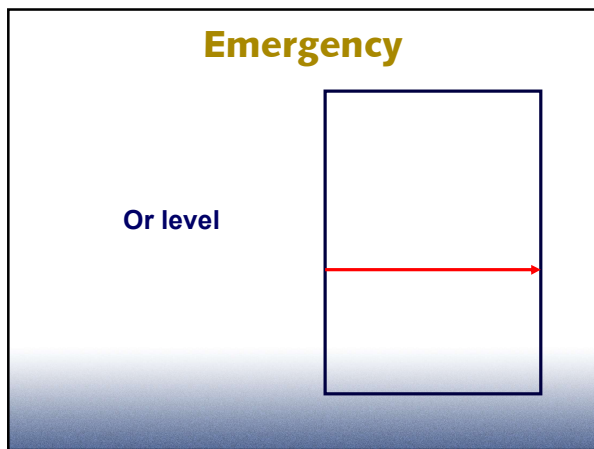
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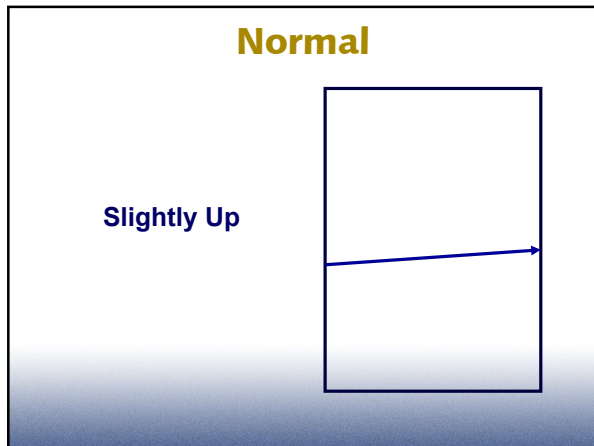
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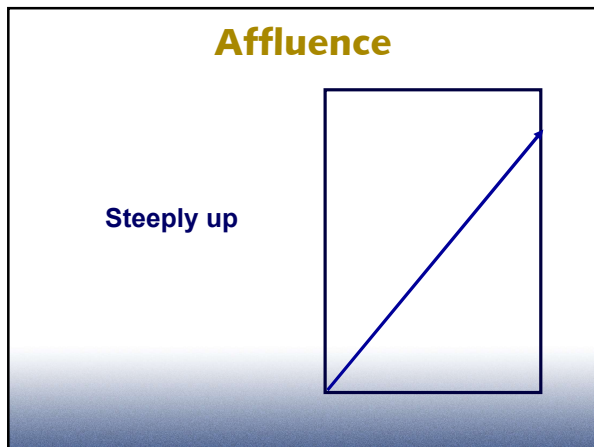
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**EXERCISE**

1. Think up a scenario where someone is starting a new post in Non-Existence.
2. Now, work out how steps 1-4 of the Non-Existence Formula would be applied to move this person up through the condition.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "NE" in the chat.

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## EXERCISE

1. Think up a scenario where someone's statistics have gone into Non-Existence.
2. Now, work out how steps 1-4 of the Non-Existence Formula would be applied to move this person up through the condition.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "NE1" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Junior Danger.
2. Now, work out how steps 1-5 of the Junior Danger Formula would be applied to move this person up through the condition.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Danger" in the chat.

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## EXERCISE

1. Think up a scenario where someone is applying the condition of Senior Danger.
2. Now, work out how steps 1-5 of the Senior Danger Formula would be applied to move the area up through the Danger condition.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Danger2" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Emergency.
2. Now, work out how steps 1-5 of the Emergency Formula would be applied to move this person up through the condition.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Emergency" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Normal.
2. Now, work out how steps 1-4 of the Normal Formula would be applied to this situation to continue its improvement.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Normal" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Affluence
2. Now, work out how steps 1-4 of the Affluence Formula would be applied to keep the scenario described above improving.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Affluence" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Action Affluence
2. Now, work out how steps 1-4 of the Action Affluence Formula would be applied to keep the scenario described above improving.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Action" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Power.
2. Now, work out how the Power Formula would be applied to this scenario.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Power" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Power Change.
2. Now, work out how the Power Change Formula would be applied to this scenario.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Power Change" in the chat.

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## EXERCISE

1. Think up a scenario where someone should apply the Power Change Violation Repair Formula.
2. Now, work out how this would be applied to this scenario.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "PCV" in the chat.

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## Conditions Handlings

*By L. Ron Hubbard*

"Whatever her condition at the end of the week, she did a weekly Conditions Formula write-up, worked out how she would apply the formula steps in relation to her post, and added those actions at the beginning of her battle plan. Other battle plan targets would also be included, but the weekly condition handling steps were always a part of it. This brought good results statisticwise."

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## Example: Beginning of a Condition Application

Production is in Emergency. Appointment Coordinator applies this formula:

1. Promote/Produce...
  - a. Get 200 recall/reactivation letters out by Wednesday. Follow up with personal contact.
  - b. Call anyone with outstanding work and set up consult with Dr. or a checkup if due.
  - c. Work out that any patients needing a consult come in the following day rather than putting it off, etc.

And so on with the rest of the condition.

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## EXERCISE

1. Work out what statistic you should be monitoring for your own personal production in the office.
2. (THIS IS AN EXAMPLE) Your condition for the week is Emergency. Work out how you would apply each step of the Emergency condition to your statistic.
3. When finished, write "application" in the chat.
4. Email a copy for us to review at [seminar@mgeonline.com](mailto:seminar@mgeonline.com). If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department

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## Weekly Batteplans

Now the Appointment Coordinator's weekly Battleplan would start off with the targets from his or her condition:

### Weekly Battleplan

1. Get 200 recall/reactivation letters out by Wednesday. Follow up with personal contact.
  2. Call anyone with outstanding work and set up consult with Doctor or a checkup if due.
- This would follow with any other steps of the condition.  
You would also get targets like:
14. Call software company to learn how to fix appointment book.

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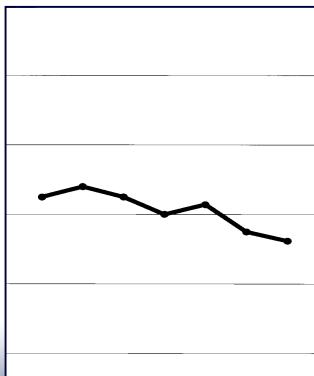
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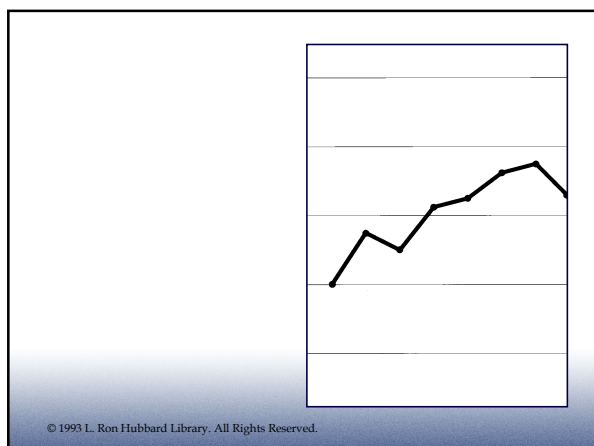
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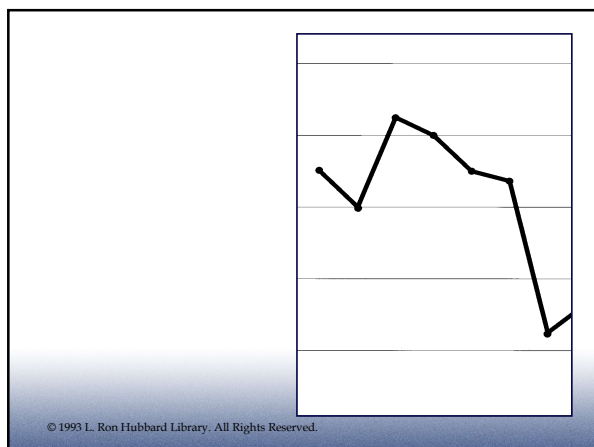
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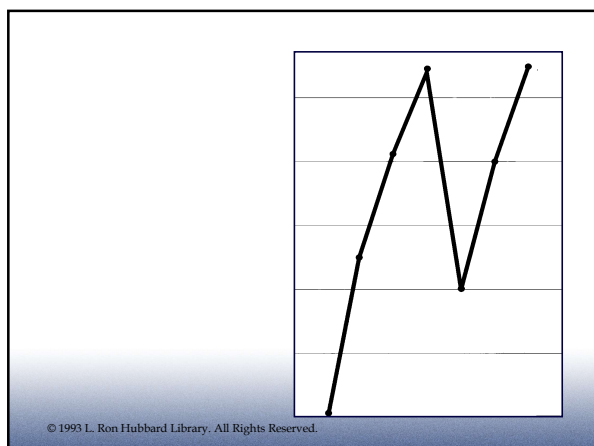
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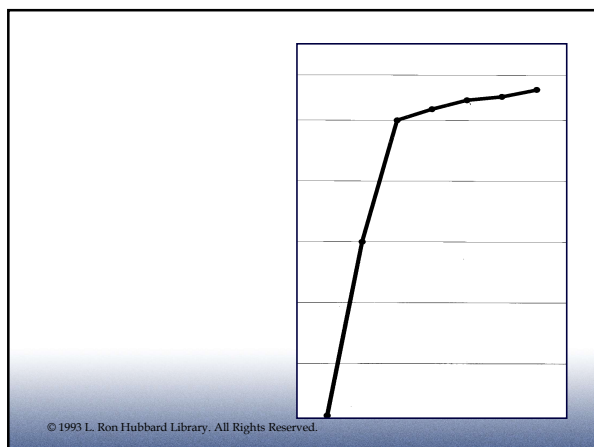
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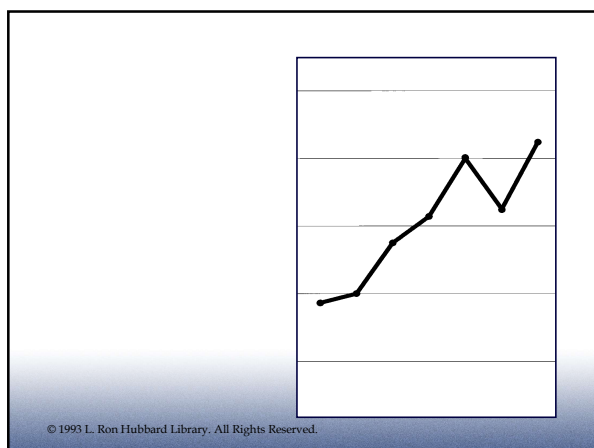
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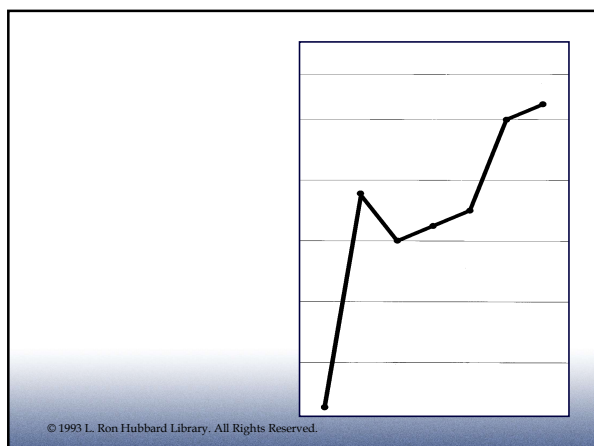
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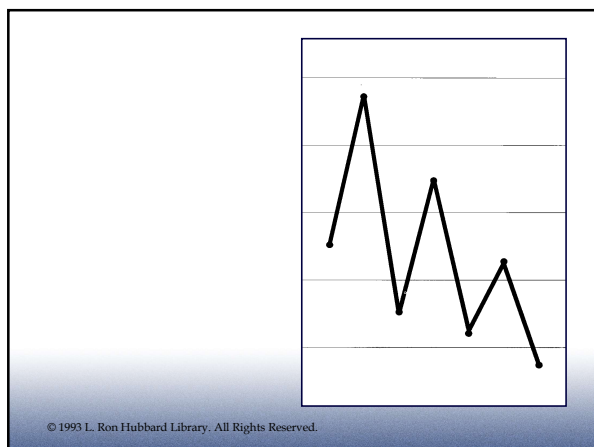
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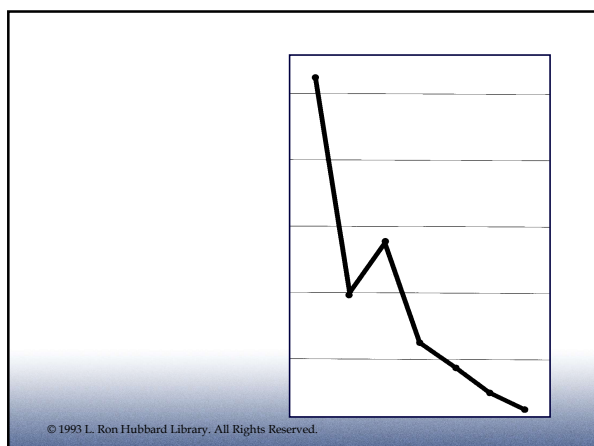
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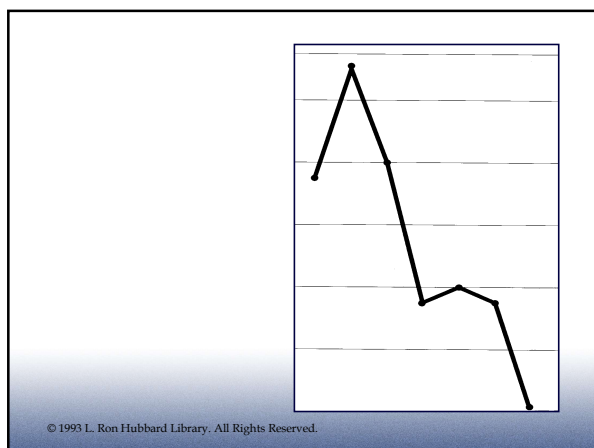
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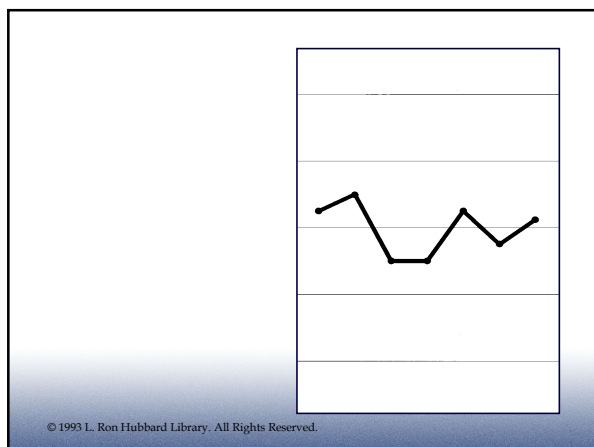
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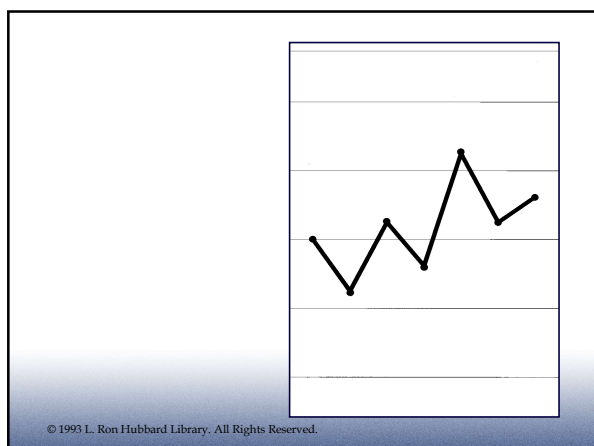
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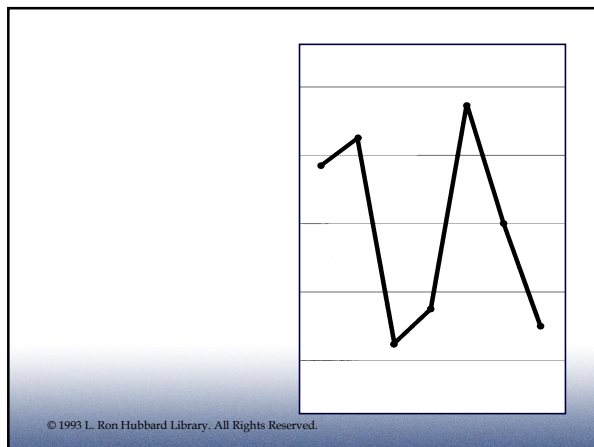
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## EXERCISE

1. For each of the following, note three examples that would constitute a shift of:
  - Comm lines in your office.
  - Functions in your office.
  - Policy in your office.
  - Duties in your office.
2. When finished, write "change" in the chat.
3. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review. If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

39

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## Comparing Stats - Examples

1. High collections with low production = non delivery and refund potential.
2. High outflow statistics should forecast increased income.
3. New patients going up, compared to unchanged production statistics would indicate an issue with the sales area and could forecast problems there.
4. \$ value of treatment presented and accepted has dropped should forecast decreased production and collections.

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40

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## Comparing Stats - Examples

5. High volume of treatment accepted should indicate a production increase in the near future.
6. Interesting one to track: lower number of *recall patients* while hygiene production going up or the same could mean your perio program is working at the expense of your recall programs. Could also forecast lower future productivity for the office as a whole.
7. High volume of new patients with no increase in the hygiene area (especially in numbers of patients seen) could indicate mishandling of patients or a poor recall system.

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41

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## EXERCISE

1. For your office, work out what would be considered "causative statistics," in accordance with the reference just covered.
2. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
3. When finished, type "causative" in the chat.

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## EXERCISE

1. For your office, work out five combinations of one or more statistics that you could use to predict what might happen in the future.
2. When finished, write "combo" in the chat.
3. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

43

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## EXERCISE

1. Review points 1-5 from the article just covered "Flows and Expansion the Fast Flow System."
2. Work out a list of actions you can take to apply each of these points in your office.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "Fast Flow" in the chat.

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## EXERCISE

1. Based on the reference we just covered, work out three examples you've observed of a "safe environment," where production could occur, and service could be given. Note in each instance how productive the organization or scene was or is.
2. Now, work out three examples you've observed of an environment that was not safe for production to occur and service to be given. Note what elements seemed to make the environment unsafe.
3. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
4. When finished, type "production" in the chat.

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## EXERCISE

1. Based on the reference "Ethics Officer, His Character," work out five examples of someone (an executive, etc.) being reasonable.
2. Examine how being reasonable in each of these examples allows oppression to continue.
3. Now look at the potential outcome for each of these examples if this person involved (executive, etc.) was *not* reasonable.
4. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
5. When finished, write "reasonable" in the chat.

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46

## EXERCISE

1. Work out three examples for each of the actions (that result in a particular condition assignment) from the article "Conditions."
2. If you are watching this seminar with someone else, you may wish to compare notes as to what you came up with.
3. When finished, "conditions" in the chat.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Confusion.
2. Now, work out how the Confusion Formula would be applied to move the person up through this condition.
3. When finished, write "Done" in the chat.
4. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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48



## EXERCISE

1. Think up a scenario where someone is in a condition of Treason.
2. Now, work out how the Treason Formula would be applied to move the person up through this condition.
3. When finished, write "Done" in the chat.
4. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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49

## EXERCISE

1. Think up a scenario where someone is in a condition of Enemy.
2. Now, work out how the Enemy Formula would be applied to move the person up through this condition.
3. When finished, write "Done" in the chat.
4. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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## EXERCISE

1. Think up a scenario where someone is in a condition of Doubt.
2. Now, work out how the Doubt Formula would be applied to move the person up through this condition.
3. When finished, write "Done" in the chat.
4. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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51

## EXERCISE

1. Think up a scenario where someone is in a condition of Liability.
2. Now, work out how the Liability Formula would be applied to move the person up through this condition.
3. When finished, write "Done" in the chat.
4. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

52

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## Definitions

*By L. Ron Hubbard*

**Off-line:** A communication or dispatch is off-line when it is sent to the wrong person.

**Off-policy:** Not knowing, or not applying policy.

**Off-origin:** Things originated by a post that aren't the business of that post.

**Roller Coaster:** To better and worsen - a person gets better, gets worse, gets better, gets worse.

**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 developed traffic.

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## Definitions

*By L. Ron Hubbard*

**Alter-is:** A composite word meaning the action of altering or changing the reality of something. *Is-ness* means the way it is. When someone sees it differently he is doing an alter-is; in other words, is altering the way it is.

**Entheta:** En=enturbulated; theta=Greek for thought or life. Especially referring to communications, which, based on lies and confusions, are slanderous, choppy or destructive in an attempt to overwhelm or suppress a person or group.

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## Ethics Reports

By L. Ron Hubbard

"Tech and Qual personnel are peculiarly liable to covert, off-line, off-policy annoyances which in time turn them into PTSes. They will then Roller Coaster and begin to go off-line, off-policy and off-origin (see Dev-T policies) themselves."

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## Ethics Reports

By L. Ron Hubbard

"This results in a technical breakdown and an apparency of busyness in those divisions which does not in fact produce anything, being Dev-T."

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## Ethics Reports

By L. Ron Hubbard

"The policy then is:  
No Tech or Qual personnel may omit giving Ethics Reports to Ethics on any incident or action covered in Dev-T Policy or which indicate SP or PTS activity."

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57

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## Ethics Reports

By L. Ron Hubbard

"This means they may not 'be decent about it' or 'reasonable' and so refrain.

This means they must know their Ethics and Dev-T Policy.

This means they may not themselves act like Ethics Officers or steal the Ethics hat."

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58

## Ethics Reports

By L. Ron Hubbard

"It means that they must report public who ask for unusual solutions; they must report *all* discourteous conduct; they must report instances of roller-coaster; they must report all suppressive actions observed; they must report snide comments; they must report alter-is and entheta; they must report derogatory remarks; they must report all Dev-T. Anything in violation of Ethics or Dev-T Policy must be reported."

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59

## Ethics Reports

By L. Ron Hubbard

"Ethics will find then that only two or three people in those areas are causing all the upset. This fact routinely stuns Tech and Qual personnel when it is called to their attention – that only two or three are making their lives miserable."

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60

## EXERCISE

1. Write a sample report as covered in the article "Staff Member Reports." The report can be for any of the categories listed in the article.
2. When finished, write "Done" in the chat.
3. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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61

## EXERCISE

1. Write an example of an order directed to someone in your office.
2. When finished, write "Done" in the chat.
3. Email a copy to [seminar@mgeonline.com](mailto:seminar@mgeonline.com) for review at If you're attending the seminar live, the Seminar Director can make a copy for the Practical Department.

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62