MANAGING BY STATISTICS

Based on the works of L. Ron Hubbard

NAME _____ SCHOOL _____

DATE STARTED_____ DATE COMPLETED_____

PREREQUISITES: Basic Study Manual course (Effective Education Publishing, 11755 Riverview Dr., St. Louis, MO 63138, 800-424-5397), Basics of Organization course; Improving Conditions course.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means get a pass (and an initial) from another student (or your Academic Supervisor if it says that). A * means get a checkout. Essays are turned in to the Academic Supervisor. The Define instruction means to look the word up in the glossary for the course.

PURPOSE: Learn to manage an activity by the use of statistics.

ESTIMATED TIME: 20–25 hours. Note: The final application section requires five course days to complete.

MATERIALS NEEDED FOR THIS COURSE

Study booklet, *Managing by Statistics*, with these data sheets (DS):

6659 6660 6661 6662 6663 6664 6665 6666
6667 6668 6669 6670 6672 (glossary)

Exams: 5135, 8919 (answers), 6671 (review), 8920 (answers)

A. MANAGING BY STATISTICS

1. DEFINE: statistic _____

*2. READ: Data Sheet (DS) #6659 Rewards and Penalties—How to Handle Personnel and Ethics Matters. ____ ____

3. DEMONSTRATE: Show the faults of each of the "isms" listed in relation to the treatment of up statistics and down statistics. (5 demonstrations) _____

4. ESSAY: Read the following two rules:

   "We award production and up statistics and penalize nonproduction and down statistics. Always.

   "Also we do it all by statistics—not rumor or personality or who knows who. And we make sure everyone has a statistic of some sort."
   L. Ron Hubbard, *Organization Executive Course*, Vol. 0 (quoted in DS #6659 Rewards and Penalties—How to Handle Personnel and Ethics Matters)

   Think of three examples from history where these rules were violated. What were the long-term effects of these violations? _____

5. READ: DS #6660 Statistics, Management By. _____

6. DEMONSTRATE: Show why the Gross Income is not the most important statistic in an organization. _____

7. DEMONSTRATE USING CLAY: Show managing by statistics and managing by rumor. ____ ____

*8. READ: DS #6661 Statistic Rationalization. ____ ____

9. PRACTICAL APPLICATION: List five examples of times when you have heard people rationalize their down statistics. Note which rationalizations were fixed ideas. For each example, think of a way that person could have raised his statistic and write that down. Turn your list in to the supervisor. _____

10. READ: DS #6662 Statistic Interpretation—Statistic Analysis, to heading "The Dangerous Graph." _____

11. ESSAY: List five examples of statistics in your school which can be pushed up regardless of the rest. _____

12. DRILL: Graph each pair of statistics on the same graph: student points down, points/hour up; student points up, points/hour down; both student points and points/hour down; both student points and points/hour up. Look at each graph and tell another student what you conclude from it. Continue until you can evaluate each pair correctly. ____ ____

13. DEMONSTRATE: Make up and draw graphs that would show there is a backlog of student completions. _____

14. READ: DS #6662 Statistic Interpretation—Statistic Analysis, sections "The Dangerous Graph" and "False Combinations." _____

15. DEMONSTRATE: Make up a graph and show how to look at the trend the graph is taking. _____

16. DEMONSTRATE: Show with graphs how combining the statistics of a central organization with a branch office could obscure the branch office or inactive management. _____

17. READ: DS #6662, section "The Biggest Mistake." _____

18. ESSAY: If production in a factory were down around a holiday, why would it be being reasonable to accept the fact that it was holiday time and it was expected the statistics would be down? Offer a possible solution for keeping statistics up during the holiday. _____

*19. READ: DS #6662, section "Gross Reasons" to the end. ____ ____

20. PRACTICAL APPLICATION: Look at some graphs in your school. Find a graph that is either severely down or sticky. Look into the cause of this in terms of what you just read. Write a report of what you found and turn it in to the supervisor. _____

21. READ: DS #6663 Statistic Mismanagement. _____

22. DEMONSTRATE: "The only thing that could go wrong is not establishing, collecting, computing, posting and using the statistics to establish a nearer and nearer approach to the ideal scene." L. Ron Hubbard, *Organization Executive Course,* Vol. 7 (quoted in DS #6663 Statistic Mismanagement) _____

23. DEMONSTRATE: Show "reasonability." _____

24. ESSAY: Think of a group you have observed which was not very organized. If you can't think of one, invent one. How would the use of statistics help to prevent the group from having to only cope? _____

B. ETHICS AND STATISTIC TRENDS

1. READ: DS #6664 The Conditions. _____

2. DEMONSTRATE: Why someone would fail if they were in one condition and operating on the formula of another. _____

3. READ: DS #6665 Reading Statistics. _____

4. ESSAY: Invent an organization.

   a) Explain why, in the organization, this would be true: "If statistic declines for the week are brushed off, the organization will shrink, become less stable, will demand more work by fewer and will be a burden." ___

   b) Explain why, in the organization, this would be true: "Only if you use the single week [to assign conditions by statistic] can you properly, locally manage. If you keep it up, the organization will start to occupy more space, need more people, need more equipment. Stability and viability increase." ___

   Quotes by L. Ron Hubbard, *Organization Executive Course,* Vol. 0 (quoted in DS #6665 Reading Statistics). _____

5. READ: DS #6666 Statistic Interpretation. _____

6. DEMONSTRATE: Draw six graphs, each displaying a different trend. ____ ____

7. ESSAY: Imagine you are the manager of an organization. How would your statistic analysis differ from the statistic analysis of the individual workers in the organization and why? _____

8. READ: DS #6667 How to Correctly Determine a Statistic Trend. _____

9. READ: DS #6668 Vital Data: Power and Affluence Conditions. _____

10. DEMONSTRATE USING CLAY: Show why it is called Power. ____ ____

11. ESSAY: Invent an organization that has gone into Affluence. Describe exactly how you would apply the formula (invent the details) in order to maintain and strengthen your condition. _____

12. DEMONSTRATE: Draw a graph of Affluence going into Power. _____

13. DRILL: Do the Statistic Recognition Drill, graphs 1 to 17 of DS #6667 How to Correctly Determine a Statistic Trend, until you can quickly and correctly recognize the trend. ____ ____

14. DRILL: Drill trend recognition with the statistics from your class until you can quickly and correctly recognize the trends. ____ ____

*15. READ: DS #6669 The Basics of Statistics and Management. ____ ____

16. DRILL: Go look at three graphs with different scaling. Decide if each of these is scaled correctly. _____

17. ESSAY: Explain the relationship between statistics, conditions and judgment when managing yourself or a group. Give an example of how they would relate in a specific situation. _____

18. READ: DS #6670 Statistics, Actions to Take—Statistic Changes. _____

19. DEMONSTRATE: Show an example of

    a) What to do if a statistic changes radically. ___

    b) How to improve something. ___

    c) How to unjam a paused statistic. ___ ____ ____

20. PRACTICAL APPLICATION: Find out the products of the Upper School and the main statistics used to manage Upper School production. Look at the graphs and determine how they are related and affect each other. After you have worked this out, recommend in a written report to your supervisor how the Upper School should operate over the next week to month to increase production. Support your recommendations.

    The supervisor should flunk any errors or omissions in the student's reasoning. The practical application is passed when the student can evaluate the data and recommend a correct course of action (taking into account the data the student has about the area). **Supervisor pass.** ____ ____

21. DRILL: Work out the purpose, products and ideal scene for yourself as a person. Work out a statistic you might use to measure that on a daily basis. Turn it in to your supervisor. _____

22. PRACTICAL APPLICATION: Work out and write down the purpose and ideal scenes for these: yourself as a student; your classroom; the entire Upper School. Work out statistics that could be used to measure production in each of these areas toward the ideal scene you envision.

    After you have done this exercise, find out the ideal scene used by the supervisor and Upper School Head for their areas and the statistics based on them. Compare them to what you worked out. Include this data in an overall report to your supervisor. **Supervisor pass.** ____ ____

C. FINAL APPLICATION SECTION

All three practical applications may be done during the same five-day period. Each practical application requires that the student can keep and graph statistics correctly, can assign conditions correctly based on statistics and can carry out the appropriate steps of the conditions assigned.

1. PRACTICAL APPLICATION: Graph the personal statistic you worked out in item B. #21 above for five days. Assign and apply conditions daily per the graph. Write up what you did each day. Turn your write-up in along with your graph. If the statistic becomes unmanageable, work out the reason and changes needed to make the statistic usable. **Supervisor pass.** ____ ____

2. PRACTICAL APPLICATION: Evaluate your statistics as a student for a week and operate by a daily conditions assignment. Write up what you did and turn that in with your graphs. **Supervisor pass.** ____ ____

3. PRACTICAL APPLICATION: Evaluate your classroom statistics for a week and daily recommend to the supervisor the condition that applies. Help the supervisor apply the correct condition for the classroom day by day for a week. **Supervisor pass.** ____ ____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Academic Supervisor _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

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