CRASH EDUCATION

Creating Common Lucidity

**TRAINING UNIT
TACTIC 2**
Cadre

A tactic geared to quickly mature the cadre through an intense educational program that deals with the inclusive vision, theoretical images, operating methods, and practical tools for church renewal.

Transmitting the Basic Objectives	Today's World	post-modern times	global gridding	suburban man	5th city model
	Religion's Function	primordial humanness	universal church	state of church	renewal forces
	Spirit Movement	movement history	basic documents	movement structures	global network
	Local Church	document three	local dynamics	tactical model	group clergy
Creating the Common Mind	Minor Catechism	weekend courses	review sessions	short courses	guided conversation
	Common Vision	crucial symbols	primal stories	visionary constructs	missional dynamics
	Operating Methodology	intellectual methods	social methods	spiritual methods	movement methods
	Background Studies	basic curriculum	quarterly book	bedside reading	particular reports
Communicating the Corporate Method	Corporate Polity	consensus method	task assignment	rotating leadership	disciplined accountability
	Common Life	group learning	economic relations	para vocation	coordinated time
	Symbolic Ground	common liturgy	enlivening rituals	spatial signs	group style
	Meeting Dynamic	structure rationale	time design	intentional space	children enablement
Developing the Practical Skills	Leadership Practice	course building	teaching practice	engineering meetings	personal relations
	Pastoral Prowess	cultic functions	spiritual insights	guru experience	prior training
	Religious House	ecclesiola exchange	collegium visitation	ceremonial participation	live-in experience
	Movement Engagement	regional service	presidium representation	academy member	summer program

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This tactic in crash education was developed in order to create common lucidity in the cadre. It is a tactic geared to mature the cadre quickly through an intense educational program that deals with inclusive vision, theoretical images, operating methods, and practical tools for church renewal. This is accomplished by transmitting objectives through an understanding of todays world crisis, re-looking at the power of the religion as related to the lives of all men, concentrated study of the spirit movement and the cruciality of the local church in creating new operating images for modern man. Minor catechism, common vision, operating methodology, and background studies help create a common mind. The cadre grows in understanding corporateness through corporate polity, the ordering of its life together, the continued enactment of its self understanding symbolically and the creation of enabling structures. Practical skills are developed through advancing leadership practice, role delineation and implementation, affiliation with the religious house and participation in the spirit movement year through regional and national structures. The cadre needs to be brought to an understanding of the basic objectives and corporate wisdom of the total global experiment. It provides an opportunity to achieve unity of purpose and a common framework enabling an effective corporate thrust in a minimum amount of time. This tactic is directed toward cadre members who have decided to be a corporate force for renewal of the church. Crash education is accomplished thru corporate study of basic objectives, the creation of a common mind, living out a corporate style and development of practical methods and skills. Crash education provides a way to establish and maintain a common mind for the cadre by sharing basic theoretical insights and practical tools.

other tactics	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
implemented																																				

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The procedural steps for implementing this tactic are the following:

1. Build entry evaluative consultation model, collecting cadre's resources and blocks, create evaluation workshop for corporate reflection, conduct corporate methods workshops, build and conduct polity workshops, and develop short courses and workshops on enabling congregational responsibilities.

2. Build study model for Ur cultures, universal-historical church, the local church dynamic and spirit movement; create model for pedagogue enlistment and assignment for study, and build operational model with pedagogue and establish study evaluation procedures.

3. Create a role-playing workshop model on cultic, ritual, and clerical functions; assign meal conversations on consensus and care, build workshop on establishing consensus polity and accountability structures with absolution, and build operational model with pedagogue and establish study evaluation procedures.

4. Build a timeline for sequence of workshops on training the cadre, and build a master time design chart to schedule corporate and individual regional or movement experiences, as well as study of published material.

5. Brainstorm and gestalt agenda for each meeting, create sample models of the meeting agenda including songs, worship, rituals, specific and symbolic accountability, study and task assignments; and build the agenda timeline for cadre meetings.

6. Build short courses on covenanting; assign reading and charting on the history and theory of covenants; build a model for a workshop on writing a cadre covenant and on designing an accompanying cadre symbol and a cadre myth.

7. Build workshop models for gridding, problematting, structure analysis, model building, and timelining; create methods short courses and build timeline for implementing workshops; assign qualified leaders to workshops and establish evaluation structures on cadre's progress.

8. Assign cadre members to plan and conduct cadre meetings; conduct workshops on pedagogical methodologies; build and implement a model for practice teaching labs; and establish evaluation procedure for teachers own development and group critique of pedagogical development.

1. TODAY'S WORLD		2. RELIGION'S FUNCTION		3. SPIRIT MOVEMENT		4. LOCAL CHURCH	
Post-Modern Times	cultural study	Primordial Humanness	study urs	Movement History	historic context	Document Three	imaginal aids
	times image		symbols research		twentieth century		study plan
	future possibilities		discover contributions		third-order experiment		contextual background
	humanness crises		archaic forms		research training		internal dynamics
Global Gridding	corporate workshop	Universal Church	historic reality	Basic Documents	movement declaration	Local Dynamics	spirit problemat
	multi-level grid		dynamic functions		curriculum construct		denominat'l relations
	imaginal design		historic manifestations		movement strategy		key leadership
	symbolic division		appropriate gifts		local church		ecumenical represent'n
Suburban Man	life-style collapse	State of Church	historic context	Movement Structures	base house	Tactical Model	context. consciousness
	appropriate gifts		understand perversions		regional structures		timeline implementation
	urban-sub'n relation'ps		liturgical development		religious house		rational framework
	designate imperatives		determine imperatives		polity construct		electric grid
Fifth City Model	study presuppositions	Renewal Forces	historic analysis	Global Network	global grid	Group Clergy	historic rules
	analyze methods		recognize symbolism		penetration timeline		other experiments
	study timeline		secular saints		international grads		role workshop
	comp. reduplication		corporate clerics		missional objectives		vision creation

TRAINING UNIT TACTIC 2
Cadre

I. TRANSMITTING THE BASIC OBJECTIVES
PROCEDURES

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1. Create cultural shift study with documentary movies and books, build and present a contextual lecture, assign cadre to record reflections and questions in a journal, and build and implement workshop for global grid of contemporary man.

2. Build and implement comprehensive study program on Ur cultures, create seminars on Ur articles and books, build art form conversations on Ur symbols and artifacts, and build and implement model for research, timeline, and enablement of Ur celebrations.

3. Create and implement a comprehensive study program on the historical and contemporary church; build contextual lectures and seminars on the latent church, liturgical development in historical church, and gifts and perversions in the church throughout history.

4. Create seminar study program on the global spirit movement, assign readings and reports on international regions and training programs, and assign cadre members to research and report back on parish and global missional activities and signs.

5. Create and implement a study program on the spirit movement, the development of the Order and Order life, the movement, strategies, summer programs and yearly councils of the movement, and the research done at the Ecumenical Institute: Chicago.

6. Create and implement study program on Document I, II, and III, build and implement presentation model on the 5th City model; and build and implement model on regional dynamics and the establishment of and relationship to Religious Houses.

7. Create lecture series model on workshop as a theological exercise, electric grid, dynamic sociology, and Research Assembly tactical system; and build problemat workshop model on suburbia and local church; and build charting workshop for existential grounding.

8. Create and implement meal conversations on mission undergirding (i.e. the Word), create and conduct mini-workshops on sending-out and accountability rituals and on creating short courses; build and conduct an intensive workshop for producing corporate symbol and myth.

5. MINOR CATECHISM		6. COMMON VISION		7. OPERATING METHODOLOGY		8. BACKGROUND STUDIES	
Weekend Courses	curriculum selection	Crucial Symbols	missional image	Intellectual Methods	charting technique	Basic Curriculum	periodic repetition
	course scheduling		consistant exposure		seminar orchestration		select resources
	participant enablement		contextual story		battle plan		develop studies
	recruitment plan		movement symbology		gestalting technique		assign pedagogues
Review Sessions	symbolic rituals	Primal Stories	movement memory	Social Methods	group consensus	Quarterly Book	evaluate needs
	corporate conversation		visual expressions		workshop method		choose books
	study plan		historical grounding		corporate assignments		study methods
	time scheduling		local/regional memory		corporate financing		corporate imperative
Short Courses	comprehensive 4x4's	Visionary Constructs	presentation model	Spiritual Methods	common worship	Bedside Reading	assign literature
	internal relatedness		back-up stories		spirit journeys		group conversation
	external relatedness		written descriptions		corporate pastorate		book review
	informal address		inclusive archives		covenantal acc'tability		decide imperatives
Guided Conversation	participation plan	Missional Dynamics	people-of-God model	Movement Methods	corporate writing	Particular Reports	chart presentations
	conversation rationale		local church model		consultation construct		model sharing
	indirect priesting		movement timelines		visitation construct		mov't comm'cations
	conversation construct		civilizt'l timelines		network systems		personal concerns

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II. CREATING THE COMMON MIND
PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Prepare and present a model for evaluating the present symbolic life of the cadre, plan a conversation on the consensus making procedure, and compile a comprehensive "must read" library list for the cadre and congregation.

2. Create a format for the cadre meetings which will include times for such activities as worship, guided conversations, rehearsal of the common story, corporate writing, the review of weekend course, solitary brooding, rituals, and accountability.

3. Create and use contextual short course; build story workshop model on cadre history, the local church vision, and common myth; and build and present teaching model on charting methodology; and build and implement social methods workshop on sociality.

4. Build and implement forty year timeline workshop; create and structure vision conversation on future possibilities; build and conduct workshop for the past history of local congregation; and create present history short course workshop.

5. Build and conduct research workshop on gridding, problematting, and structural analysis; create and implement corporate workshop for making cadre symbol and story, enlist workshop leaders; and create assignment model and structured workshop of evaluation procedures.

6. Create timeline for schedule of all weekend courses, build and implement assignment model for course attending, course enablement, and visitations; create and use recruitment short courses, and build and implement model for quarterly cadre consultation.

7. Build a corporate assignment model for child care structures, and financial responsibility; pedagogy training and study; recruitment and follow-up program; representation at metro and regional meetings, and at continental presidium; and corporate solitary offices with journal.

8. Build and implement "spirit journey" model, create corporate reading list of spirit books; build and conduct model for solitary office; create and use short courses on "144's" charts; and build and implement model for recruitment of corporate odyssey.

9. CORPORATE POLITY		10. COMMON LIFE		11. SYMBOLIC GROUND		12. MEETING DYNAMIC	
Consensus Method	formal instruction	Group Learning	curriculum adoption	Common Liturgy	schedule rhythm	Structure Rationale	priority listing
	periodic reflection		methodology definition		office selection		symbolic rationale
	rationale development		time-lining studies		liturgist rotation		scheduled planning
	practical implementation		story rehearsal		rubric establishment		recording system
Task Assignment	comprehensive planning	Economic Relations	financial model	Enlivening Rituals	understand context	Time Design	missional demands
	specific tasks		missional budget		designate occasions		agenda timeline
	accountability structure		functional practics		group celebrations		accountability structure
	enablement scheduling		cadre funds		create rituals		imaginal agenda
Rotating Leadership	assignment rationale	Para Vocation	assignment context	Spatial Signs	decor variation	Intentional Space	intentional decor
	clarify roles		missional discontinuity		group symbol		planned location
	intentional assigning		care structure		journeying symbolism		related facilities
	symbolic context		missional procurement		art form variation		functional arrangement
Disciplined Accountability	specific accountability	Coordinated Time	individual timelines	Group Style	covenant articulation	Children Enablement	planned curriculum
	symbolic rites		corporate calendar		church enbracement		qualified personnel
	absolution ritual		experimental time-design		symbol adaptation		location facility
	external assignments		imaginal symbols		intentional celebrations		care structure

The procedural steps for implementing this tactic are the following:

1. Make an imaginal time-space design, select adequate locale and facility, make file of recruits to be contacted personally by phone, letter, or visit; secure duplicating equipment for documents, study papers, models and charts.

2. Structure the agenda of cadre meetings, experiment with symbolic rituals, worship, and Eucharist service; make work and study assignments, create symbolic and actual accountability rites, appoint cadre members to lead corporate writing sessions, and rehearse common story.

3. Create short course construct to set context for the building of corporate wisdom, and a common memory, lead discussions on the blocks, goals and struggles of corporate work, and institute the problematting methodology in the cadre.

4. Organize rotating schedule for liturgist roles in the Daily Office, experiment weekly with the corporate solitary office, plan a workshop for the creation of a cadre songbook, and initiate decor renewal with imaginal montages, centerpieces, and banners.

5. Set up workshops to examine polity structures on international, national, local, and family levels; formulate group spirit evaluation model to insure correct timing when introducing consensus methodology, and initiate cadre stew with the rationale of consensus.

6. Lead corporate reflection on conscious and unconscious covenants and timelines occurring in everyday life, lead corporate study of model covenants, and plan a workshop for the cadre to create its own covenant and timeline.

7. Set up training sessions to role play the dynamics involved in corporate decision making and consensus, suggest a leadership rotation plan, and build a structure for periodic group reflection and evaluation of its own corporateness.

8. Build a corporate economic and transportation model to enable full participation, set up functioning child care structure to include study and recreation timeline, devise rotation of nitty gritty task assignments, and create a corporate study curriculum.

13. LEADERSHIP PRACTICE		14. PASTORAL PROWESS		15. RELIGIOUS HOUSE		16. MOVEMENT ENGAGEMENT	
Course Building	develop curriculum	Cultic Functions	renew symbolic	Ecclesiola Exchange	determine purpose	Regional Service	micro network
	gather resources		set context		develop plan		enablement training
	choose methods		perform ceremonies		schedule exchange		financial responsib'ty
	determine needs		appropriate style		review results		regional leadership
Teaching Practice	prepare lesson plans	Spiritual Insights	situation sensitivity	Collegium Visitation	global context	Presidium Representation	policy preview
	actual experience		spirit study		expand vision		delegation rationale
	develop style		attend odyssey		task accountability		meet colleagues
	teacher evaluation		depth question		workshop skills		acquire imperatives
Engineering Meetings	schedule time	Guru Experience	contemplate art forms	Ceremonial Participation	special celebrations	Academy Member	participant recruitment
	notify group		solitary office		daily office		financial enablement
	plan agenda		study contemplatives		celebrate eucharist		child care
	arrange facility		symbolic obedience		corporate solitaries		accountab'ty structures
Personal Relations	use consensus	Prior Training	leadership assignments	Live-in Experience	participation timeline	Summer Program	intentional recruitment
	employ members		communicate insights		financial enablement		participation models
	membership follow-thru		course teaching		family decision		enablement planning
	missional distance		team leadership		missional vision		accountability mode

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IV. DEVELOPING THE PRACTICAL SKILLS
PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Prepare and lead a workshop evaluating the cadre meeting format, give short courses on the rationale for spirit care in the cadre structure, and create a rationale and timeline for cadre workshops and leadership role evaluation.

2. Conduct a pedagogy workshop for cadre members in which they develop a locally appropriate course curriculum, prepare lesson plans, practice teaching methods and critique each other; gather resource material, and create and practice a corporate style.

3. Build and give lecture to the cadre on the relation of spirit life corporateness, prepare and lead a workshop on the roles of guru and prior; and create a model to enable a corporate weekend odyssey.

4. Develop a rationale for cadre assignment to movement councils and presidiums; create a construct for reports to cadre on wisdom gathered from movement meetings, construct a timeline for cadre members participation in academy and summer programs and assigned for participation.

5. Develop lecturettes on the role of the religious, assign an experienced person to plan a workshop for timelining ecclesiola exchange and mutual celebrational participation with the nearest house and assign individuals to collegium visitation and monk-for-a-month.

6. Create an imaginal time chart of local and regional leadership training opportunities, workshop them into priorities, evaluate the leadership skills of each cadreman and create the rationale and the timelines to enable all members to participate.

7. Assign cadre members to course note taking and study of pedagogy such as manuals, develop and implement a critique model on short courses presentation, lead evaluation sessions, and create a rationale and timeline for upgrading pedagogues.

8. Set up format for cadre study of movement documents, the grid, symbols, calendar and dynamic model of the region, formulate region and cadre communication system, and prepare an assignment model of members to regional courcils and tasks.

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I. TRANSMITTING THE BASIC OBJECTIVES
SENTENCES

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1. TODAY'S WORLD

The crisis of humanness in our world demands a comprehensive study program on the post-modern world which would expand parochial viewpoints, by gridding the globe, giving attention to the spirit problems of the urban man, and by familiarization with the experimental models and spiritual insights that have been developed in the spirit movement, such as 5th City, Chicago.

a. Our *post-modern times* have culturally been shifting, and thereby demand of the local cadre the understanding of new religious images that reveal the futuric possibilities of the local congregation in the midst of today's human crisis, which exists the world over.

b. *Global gridding* educates the cadre members regarding today's world and is done best in a corporate workshop on multi-level gridding (global, continental, national, regional, etc.), using stylized symbolic divisions of the areas and imaginal designs.

c. An objective look at *suburban man,* including the collapse of his life-style and the examination of urban-suburban relationships; including appropriating his gifts to our culture, and designating imperatives for the future, is imperative for educating the cadre.

d. Educating the cadre includes an examination of the *5th city model,* studying pre-suppositions of the project, analysing the imaginal methods used, studying the timeline, and studying ways to reduplicate comprehensively the project in other geographical areas.

3. SPIRIT MOVEMENT

The task of educating the cadre in the basic objectives of the spirit movement involves giving them a background in the history of the movement during the twentieth century, especially the Ecumenical Institute's experiment in research and training; the basic documents I, II, and IV; the curriculum construct; the movement's national and regional structures; and the global network construct.

a. Educating the cadre members in *movement history* involves giving them an historical context, with emphasis on the twentieth century, and orienting them in the third-order experiment and the key role of research and training.

b. *Basic documents* within the life of the movement are critical tools for educating cadremen; they are the manifesto that unite men in a common global task, a statement of the singlemindedness of thousands of colleagues and the raw symbol of cruciform lives.

c. Educating the cadre members in the spirit *movement structures* involves describing the base-house in Chicago; the complex of the regional structures, organization, and responsibilities; the concept and location of religious houses; the movement's polity construct that enables shared responsibility.

d. Educating the cadre members in the *global network* of the spirit movement involves explaining the global grid and timeline for penetrating different parts of the globe; giving information on the international colleagues; and explaining the missional objectives of the movement.

2. RELIGION'S FUNCTION

Religion's function today is vital for the renewal of the local church, therefore its interpretation by the local cadre must be clearly understood; and the study of primordial humanness is an aid to interpreting today's human crisis; the demands of a universal church raise up new possibilities for the historic church at the grassroots level; and the enlistment of renewal forces to carry out such demands.

a. The cadre's inquiry into *primordial humanness* is necessary to probe religion's function, and is accomplished by grounding the meaning of humanness in the past, studying the ur cultures, doing symbol research, and discovering the archaic forms and contributions therein.

b. The gifts of the *universal church* must be appropriated by the cadre to understand religion's function, and this is done by envisioning the historic manifestations of such gifts so that their impact upon the functions of the local church be radicalizing.

c. An objective look at the *state of the church* educates the cadre in the function of religion when it includes studying the historic context, examining the church's perversions, viewing liturgical developments, along with a determination of its imperatives.

d. *Renewal forces* provide clarity on the historic functions of religion through analysis which enables cadre members to recognize the significance of religious symbolism, and use study and meditation on secular saints as part of the programs to develop corporate clerics.

4. LOCAL CHURCH

Educating the cadre members in the basic objectives of the local church involves a study of Document III in the local church; analyzing the dynamic of their particular church; its spirit state, leadership, denominational and ecumenical relationships   ; analyzing the tactical model created by the cadre for their church, including its electric grid and timeline; and the historic concept of corporate pastorate.

a. Necessary to the study of *Document III* (working papers of Council IV) is a contextual background, a study plan created for the cadre, imaginal aids to enliven the sessions, and an outline of the internal dynamics of the document itself.

b. Educating the cadre members in the *local dynamics* of the church involves a comprehensive lay-out of the spirit issues of the congregation, and relationship to and representation on ecumenical bodies.

c. Educating the cadre about the *tactical model* for the local church involves consciousness of its context; and understanding of implementation of its timeline; a clear chart and grid of its rational framework and an electric grid of its inter-relatedness.

d. Educating the cadre members in the tactic of the *group clergy* includes setting the context in terms of historic rules, outlining other experiments, conducting workshops on possible roles the group clergy might play, and creating a vision of its possibility.

I. TRANSMITTING THE BASIC OBJECTIVES

Transmitting the basic objectives of an intensive educational program requires the cadre of a local congregation to deal with an inclusive visionary image to answer today's human crisis; to analyze and understand the religious functions of the local congregation, through intentional building of models, constructs, symbols, rituals; and studying of materials of the international scope of the spirit movement; as well as building of models, constructs, symbols, rituals; and studying of materials of the international scope of the spirit movement; as well as appropriating the spirit insights discovered at the local church experimental level.

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II. CREATING THE COMMON MIND
SENTENCES

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5. MINOR CATECHISM

The use of the secular religious contemporary curriculum to develop the common mind of the cadre requires weekend courses which may be the basic theology or advanced courses, review sessions following the courses to rehearse the common understanding, short courses that are used at appropriate times throughout the cadre's life, and intentional conversations that deal with relevant issues.

a. *Weekend courses* are the direct imparting of the minor catechism and will include the assessing of the needs of the cadre to determine curriculum selection, the course time schedule, the recruitment plan needed and the participant enablement that is necessary.

b. *Review sessions* are the scheduled follow-up to the minor catechism courses that utilize symbolic rituals, corporate converstaions and a continuing individual and corporate study plan designed to rehearse and increase the common understanding all related to a study timeline.

c. *Short courses* are used informally to address a given situation in the lives of the members, and are constructed so that each short, concise discourse has behind it a comprehensive 4 x 4 construct internally and externally related to the curriculum.

d. *Guided conversation* grounds the minor catechism through a plan to involve all members in conversations following a developed rationale which includes the intentional creation of a common understanding through a construct aimed at indirect priesting and increasing intellectual understanding.

7. OPERATING METHODOLOGY

The common mind of the cadre is created by the development, teaching and the use of common methodologies: intellectual methods that deal with study, planning and teaching; social methods that develop corporate polity, workshop techniques, assignments and enablement; spiritual methods that intensify individual and corporate journeys into the spirit; and movement methods that enable corporate sharing of insights, methods and models.

a. The *intellectual methods* are: charting which enables a rapid, comprehensive grasp of a volume of material; seminar orchestration to synthesize group wisdom and experience in the paper-pedagogue-group triologue; battleplans which concretize practical insight; and the gestalting technique to order brainstorming data.

b. *Social methods* create the common mind by using consensus decision making to develop total group participation in decisions, workshop methodology to corporately approach problem solving, corporate assignments realizing community power through common discipline, and corporate financing effecting corporate economic capability.

c. *Spiritual methods* undergird the operating methodology through both solitary and corporate worship, enabling the spirit journeys of each person, structuring spirit care in the corporate pastorate, and establishing covenantal accountability that holds the cadre before its decision to be mission.

d. *Movement methods* are operating methodologies developed as a means to create the common mind of the Movement and include corporate writing, a construct for local church consultations and regular visitation of churchmen as part of a network throughout the region.

6. COMMON VISION

The common vision of the cadre is enlarged by creating a common vision of the past, present and future of humaness through the intentional use of crucial symbols and primal stories that call forth the memory of the church, and the use of movement symbols, rituals and images that provide visions of global mission, models, timelines and missional dynamics.

a. *Crucial symbols* intentionalize the common vision of the cadre by constant exposure to the images of global, regional and local mission, and by use of movement symbols developed and grounded in the contextual story that illumines their power and scope.

b. *Primal stories* develop the common memory in relation to the movement in the local parishes, the region and the area by historically grounding through lively anecdotes, image preservation and imaginal presentations of past, present and future time constructs.

c. *Visionary constructs* that enhance the common vision are presented through a planned model that includes relevant symbols and images, written descriptions, back-up stories and inclusive archives, in order to support and hold the comprehensive vision of the movement.

d. *Missional dynamics* create common vision by grounding the dynamics of humaness through the People of God model and the Local Church model as well as the imaginal presentation and appropriation of the movement and civilizational timelines.

8. BACKGROUND STUDIES

Background studies expand and enrich the common lucidity of the cadre members through the periodic repetition of studies of the basic movement curriculum, the corporate study of a signal book during each quarter, a bedside reading program that provides a corporate model for the solitary reading of cadre members, and special reports on books, models and issues of current concern.

a. *Basic curriculum* enables comprehensive background studies through periodic repetition of a planned curriculum using corporately selected resources with an emphasis on continuing development of the level of theoretical and practical competence of the cadre using members as pedagogues, by assignment.

b. *Quarterly book* study for the cadre is planned from an evaluation of the needs and a corporate selection of books with study methods based on a clear statement of the imperative on the cadre and each member for each quarter.

c. *Bedside reading* is a means whereby background studies for the cadre are continued by each individual preparing a book review or conducting a group conversation on an assigned piece of literature which has been individually assumed on behalf of all.

d. *Particular reports* on movement communications, regional plans and personal concerns are needed in creating the common mind, and they help to present the historical development of the movement as well as informing cadremen on recent happenings; and projecting future plans.

II. CREATING THE COMMON MIND

Creating the common mind is a dimension of crash education, which articulates the rational, imaginal, and methodological milieu for the corporate process as it particularizes each cadre group, and requires: extended exploration of the minor catechism which yields a broad theological and cultural exposure; a common vision of mission which gives to the cadre a reason for existing; an operating methodology for effective training and work; and a program of background studies to add depth to its creative and initiatory capability.

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III. COMMUNICATING THE CORPORATE METHOD
SENTENCES

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Creating Common Lucidity

9. CORPORATE POLITY

Corporate polity enables the communication of the corporate method by involving every cadre member in the process of making decisions and taking responsibility for carrying them out, utilizes the consensus method for finding the common mind, a comprehensive task assignment system for distribution of tasks, a rotating leadership plan for involving different people in leadership roles, and future oriented accountability rituals to enable corporateness.

a. To use the *consensus method* for decision making requires the cadre to have formal instruction in corporate methodology coupled with periodic reflections on what blocks the group mind; in addition the method depends on development of its rationale and how this decision making rationale is to be practically implemented.

b. *Task assignments* complement the corporate polity of the cadre and necessitate a comprehensive plan for specific tasks to be completed, a future oriented accountability structure, and a schedule which enables the necessary deeds.

c. The corporate polity is given depth by *rotating leadership* roles and requiring consideration of the assignment rationale, the clarification of these roles, and use of intentional assignment procedures, all of which must be set in a symbolic context.

d. *Disciplined accountability* is incorporated into the corporate polity by symbolic and specific accountability rituals for information on the state of the task, and must be accompanied by an absolution ritual; this accountability should include accounting for external as well as direct missional tasks.

11. SYMBOLIC GROUND

Helping to bring about communication of the corporate method to the cadre is the special educational program of symbolic grounding which is realized in the following ways: creating the common liturgy, enlivening the rituals that hold the cadre present to its intended mission of embracing the local church; using spatial signs that symbolize the journey; and developing group style.

a. *Common liturgy* comes out of the communication of a corporate method to mature the cadre through intentional selection of daily and weekly offices which are scheduled on a rhythm judiciously chosen to permit rotation of liturgists while establishing meaningful rubrics.

b. The *enlivening of rituals* which in turn intensifies the educational program of the cadre evolves out of understanding the particular context for the use of all rituals, designating the occasions for their use, holding group celebrations, and creating needed rituals.

c. *Spatial signs* provide powerful tools for the task of maturing the cadre's symbolic grounding, by forging out their group symbol, meaningfully varying the decor of meeting places and homes, developing ways to symbolize their journey and practicing variations of art-forms.

d. *Group style*, an enabler of the cadre's communication of corporate method, is brought about by the articulation of missional covenant, intensification and adaptation of symbols and intentional celebrations, and an embracement of the total situation of the local church

10. COMMON LIFE

Enabling the common life of a cadre involves the coordination of all aspects of cadre life, particularly the group learning and study time, the economic relations both of individuals, and the whole cadre budget, the para-vocation time, which includes missional enablement and discontinuity assignments, and the overall coordination of all time both as individuals and as a group.

a. Crucial to communicating the common life is the *group learning* experience which builds a common mind by studying a curriculum which has been commonly adopted, using a common methodology, developing common timelines, and rehearsing a common story.

b. To create *economic relations* in the cadre, adoption of commonality, financial models of family missional budgets, organization of common cadre funds, and utilization of various functional practices such as sharing costs on the basis of ability to pay, is necessary.

c. The *para-vocation* stance of cadremen strengthens the common life of the cadre and broadens the context for accepting missional assignments, particularizing in missional procurement, working through care structures and engaging in missional discontinuity for the sake of effective work.

d. *Coordinated timelines* is essential to hold the common life in being, through the development of individual timelines, building a corporate calendar, trying an experimental time design and using imaginal symbols such as "all the time belongs to all."

12. MEETING DYNAMIC

Programs which help to create corporate meeting dynamic methods evolve out of functional operating methods well grounded in carefully conceived and understood structure rationale, which is held before the group in their use of facilities, space, decor, time, and personnel; while enabling structures intentionally free cadre parents by providing missional planned child care under the guidance of qualified personnel.

a. The *structure rationale* of a meeting is revealed through a rationale for listing the agenda priorities; arranging items in a symbolic manner; planning schedules on weekly, quarterly and yearly basis, including regular evaluation sessions; and having an adequate recording system.

b. *Time designs* may be enriched through the cadre's dynamic meetings with an imaginal agenda, which symbolically states the cadre's missional demand, provide for maturing of the cadre through accountability structures, and holds cadre meetings to an agenda timeline.

c. *Intentionalized space* enables the cadre meeting dynamic by having effective missional meetings through using meaningful decor and intentional furnishings in a well planned and orderly location with adequate facilities, and using functional arrangements of furniture for different kinds of meetings.

d. *Children enablement* to implement meeting dynamics is possible through cadre structures including rigorously trained and qualified personnel who are capable of teaching planned imaginal curriculum at a location which facilitates the freeing of the cadre parents for their missional work.

III. COMMUNICATING THE CORPORATE METHOD

Communicating the corporate method to quickly mature the cadre, through an intense educational program, is accomplished by creating a corporate polity which uses the consensus method, assigns tasks, rotates leadership and accepts accountability; creating the common life through group structures, for making economic decisions and choosing vocation; establishing symbolic grounding by means of common liturgical forms, enlivening rituals; varying decor and intentionally articulating the group style by use of symbolic rationale, imaginal time design, intentional arrangement and planned children enablement structure.

TRAINING UNIT TACTIC 2
Cadre

IV. DEVELOPING THE PRACTICAL SKILLS
SENTENCES

CRASH EDUCATION
Creating Common Lucidity

13. LEADERSHIP PRACTICS

The leadership skills of the cadre are developed by building courses designed to meet their needs; by providing instructional opportunities in teaching, which include lesson plan preparation, style development and adequate evaluation; by the planning and execution of intentional meetings; by maintaining personal relations through the use of the consensus method, and structures that honor the gifts of all members.

a. *Course building* is basic to the leadership training of the cadre members, and involves determining particular leadership skills which need to be strengthened; gathering of all the available resources; choosing the methods to be used; and developing a special curriculum.

b. *Teaching experience* enables leadership to develop through the intentional preparation of lesson plans, with actual experience in teaching, and the disciplined practice of continued evaluation, so that a corporate and yet distinctive pedagogical style is developed for each cadre member.

c. The *engineering of meetings* improves leadership practics through the planning of intentional meetings, which include arranging and scheduling of the facilities, planning the agenda and time schedule for each phase, and notifying and encouraging all participants preceding the meetings.

d. *Personal relations* within the cadre will enhance leadership when the gifts of all members are employed, the consensus method is used in decision making, accountability and absolution are held, and missional distance is maintained for the sake of the task.

15. RELIGIOUS HOUSE

The religious house serves as a resource for the development of practical skills through the Ecclesiola exchange, which coordinates cadre and religious house models and plans; collegium visitation in which the cadre shares in the movemental vision; participation of the cadre in the religious house ceremonial life; and "live-in" experiences which ground the cadre in the corporate religious life.

a. The *ecclesiola exchange* with the religious house will be effective to the cadre by determining the purposes and developing the essential models of tactical operations through scheduled exchanges for planning and periodic reviews of the results from the expanded efforts.

b. *Collegium visitation* by cadre members at the religious house is brought about by expanding the limited vision of the cadre by providing a global context, developing workshop skills, and providing the structures for task accountability in regional and area settings.

c. *Ceremonial participation* with the religious house is established by deepening the symbolic life through participation and involvement in symbolic activities such as special collective celebrations and the eucharist, also regular participation in the daily office and the coordinated corporate solitary.

d. *Live-in experience* at the religious house for cadre members is intensified by enlarging the missional vision of the cadre members; requiring a family time-line for missional assignment, making a family decision to participate, and establishing financial enablement structures where necessary.

14. PASTORAL PROWESS

In order for the cadre to develop the practical skills of a responsible pastorate, the pastoral concern of each member can mature when the authentic cultic functions and the symbolic life of the congregation are regularly corporately celebrated, by searching out spiritual insights, by developing a stance of the guru and by accepting leadership assignments as a prior.

a. Renewing the congregation's authentic *cultic functions* enables the cadreman's pastoral concern and skills to mature, and comes out of setting a context for all ceremonies performed, embodying the life style of the man of faith, and reviewing the symbolic life.

b. *Spiritual insights* develop the cadre's pastoral maturity by increasing sensitivity to all situations through spirit study, attending week-end odysseys and continually raising and dealing with the depth questions of the spirit edge of both the cadre and the local congregation.

c. The *guru experience* pushes in depth each cadre member's pastoral maturity through developing the spiritual life by the study of the religious modes in history and by practicing contemplation of art forms and rehearsing the solitary office and symbolic obediences.

d. *Prior training* increases the pastoral prowess of the cadre, by improving leadership skills through special assignments in teams for leadership tasks within the cadre and congregation, as well as teaching courses, and communicating of insights gained by all cadre members.

16. MOVEMENT ENGAGEMENT

Movement engagement expands the developing practical skills of the cadre through regional service which provides direct experience in the operation of the region; presidium representation which enables development of polity skills; academy attendance which includes comprehensive training in movement theory and practics; and summer program attendance which places the cadre members on the edge of the movement's thinking and planning.

a. *Regional service* in movement engagement, is enabled through involving cadre members in establishing and working in the network of micros within the region; providing both instructional training and experience as well as maturation; and undergirding the region in financial matters.

b. *Presidium representation,* to enlarge movement expansion, is revealed by engaging colleagues to meet, review, and make policy decision; gaining an understanding of the imperatives of the movement in a comprehensive context; and requiring a delegation rationale to involve members.

c. An *Academy member* related to the movement enterprise, is grounded in movement theory and practics by participation in the academy program, which requires both financial and child care enablement, and participation in an adequate intentional follow-up accountability structure.

d. The *summer program*, equipping the cadre with the skills to become movementally engaged, is greatly enhanced by intentionalized and inclusive recruitment of all cadre members; participation models, including cadre timeline; enablement planning, including child and financial enablement; and accountability reporting.

IV. DEVELOPING THE PRACTICAL SKILLS

The development of practical skills required for educating the cadre includes: developing leadership practics through course selection, teaching experiences, intentional meetings, and corporate practice; developing pastoral prowess through renewal of authentic ceremonies, sensitizing spiritual insights, deepening the guru experience, and providing prior training; establishing a religious house with ecclesiola and collegium exchange and visitation; celebration enrichment models and a "live in" experience in the Religious House; and grounding them in the movement through regional services, attendance at presidiums, academies, and summer programs.

TRAINING UNIT TACTIC 2
Cadre

I. TRANSMITTING THE BASIC OBJECTIVES
INSTRUMENTS

CRASH EDUCATION
Creating Common Lucidity

1. TODAY'S WORLD	2. RELIGION'S FUNCTION	3. SPIRIT MOVEMENT	4. LOCAL CHURCH

Post Modern Times
123 movement songs
142 room decor kit
211 cs-i shift charts
214 art form conversation construct
214 urban world short course
221 boulding, "meaning of 20th century"
222 documents i and ii

Primordial Humanness
112 nrm charts
121 sample cultic rites
124 ur arts
214 art form conversation construct
221 eisley, "immense journey"
221 anthropological bibliography
223 mathews, "christ of history"

Movement History
113 movement timeline lecture
212 summer programs lecture
214 ei history short course
222 image journals
222 documents i and ii
222 "i.e." magazine
434 report on global odyssey manual

Document Three
214 local church short courses
222 council iv 1 cs-1 shift charts
231 charting method instruct
232 workshop construct
411 people of god triangles

Global Gridding
112 ur charts
114 global and local grids
142 art supply kit
142 room decor kit
214 global context lecture
214 gridding short course
232 workshop guidelines

Universal Church
124 pictures of saints of the church
124 bible
124 ur signs and symbols
211 world religion course construct
221 liturgical history book
223 working paper on local church
223 neibuhr, "church as responsible"

Basic Documents
112 nrm charts
211 rs-1 manual
214 order prolegomenon
222 documents i and ii
222 image journals
223 mathews, "common worship"
421 5th city models

Local Dynamic
214 conversation construct
223 list of local publications
311 church organizational chart
414 local area grid instruct
443 area social calendar

Suburban Man
212 suburban man lecture
223 mead, "family article"
311 field trip model
313 time design charts
322 cepu model
414 suburban problemat
434 global odyssey manual

State of Church
113 historical flow chart
221 neibuhr, "social sources of denom."
223 church school curricula
223 neibuhr, "purpose of the church"
223 articles on contemp. revolutions
443 church membership statistics

Movement Structures
112 nrm charts
211 odyssey manual
222 yellow image
411 wk i-wk ii construct
421 5th city model
422 pre-school curriculum model
431 local church model

Tactical Model
214 loc. ch. short course construct
222 framingham wedge
224 local church manual
232 workshop construct
313 timeline construct

5th City Model
123 5th city songs
222 "yellow" image
222 senate testimony image
411 comprehensive problemat
421 5th city polity chart
422 5th city stake grid

Renewal Forces
123 movement songbook
222 documents i and ii
222 "i.e." magazines
222 senate testimony image
223 vatican ii document
434 courses calendar
434 tactical systems model

Global Network
114 symbolic world grid
114 ur grid
122 global village story
211 international course construct
222 iti academy story
434 odyssey global manual
443 map of religious house locations

Group Clergy
121 house church format
211 plc construct
213 cadre roles short courses
312 ecclesiola format
314 quarterly teaching assignments
314 internal assignments model
331 consensus instruct

TRAINING UNIT TACTIC 2
Cadre

II. CREATING THE COMMON MIND
INSTRUMENTS

CRASH EDUCATION
Creating Common Lucidity

5. MINOR CATECHISM	6. COMMON VISION	7. OPERATING METHODOLOGY	8. BACKGROUND STUDIES
Weekend Courses 124 course art forms 141 audio-visual checklist 211 core courses constructs 242 room set-up model 244 course enablement model 333 training accountab'y model 423 course schedule	**Crucial Symbols** 111 life triangles 111 wedge-blade 111 bug model 111 people of god triangles 111 ur symbols 114 world grid 124 ur pictures	**Intellectual Methods** 231 charting method instruct 231 gestalting method instruct 232 short course instructs 232 context setting instruct 232 workshop method instruct 233 4x4x4 instruct 431 model building instruct	**Basic Curriculum** 211 rs course constructs i and iiia 211 cs course constructs i and iiia 211 permeation courses constructs 221 boulding, "meaning of 20th c." 221 kazantzakis, "saviors of god" 222 course brochures 222 documents i and ii
Review Sessions 121 geneva offices 123 movement song books 133 decor plan 312 meeting format 313 time/space plan 314 leadership assignment plan 434 course followup manual	**Primal Stories** 113 40-10-40 timeline 122 history of councils 122 story of order 122 summer experiments of movement 214 symbols short course 411 people of god story	**Social Methods** 232 workshop instruct 311 psu construct 314 assignment chart model 322 cepu model 322 misional family budget model 331 consensus method instruct 432 grid method instruct	**Quarterly Book** 214 conversation model 221 briefcase library 221 biblio's from core curriculum 231 charting instruct 231 corporate study plan 234 curriculum selection instruct
Short Courses 211 rs-i manual 214 worship introductions 214 missional family short course	**Visionary Constructs** 113 40 year timeline 142 room decor kit 214 vision conversations model 322 cepu model 411 nsv construct 411 nrm construct	**Spiritual Methods** 112 nrm charts 112 christian year colors chart 132 solitary office instruct 212 spirit lectures 214 spirit conversation format 221 worship bibliography 333 accountab'y construct model	**Bedside Reading** 221 briefcase library 221 bibliography-eco.,pol.,cult.,rel. 222 "i.e." magazines 223 popular periodicals 223 underground newspapers
Guided Conversation 214 spirit conversation format 214 art form method'gy construct 214 course eval. conversation	**Missional Dynamics** 111 4x4x4 constructs 112 movement tactic charts 323 missional family constitution 414 problemat instruct 431 geo-social grid instruct 443 list of maps	**Movement Methods** 111 numerology story 211 imaginal educ. course construct 311 unit-team construct 312 ecclesiola meeting format 424 massive penetration instruct 434 permeation construct	**Particular Reports** 113 numerology story 122 odyssey reports, informal 222 the wedge 222 image journal 222 "i.e." magazine 222 council iv working paper 224 iti reports

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III. COMMUNICATING THE CORPORATE METHOD
INSTRUMENTS

CRASH EDUCATION
Creating Common Lucidity

9. CORPORATE POLITY	10. COMMON LIFE	11. SYMBOLIC GROUND	12. MEETING DYNAMIC
Consensus Method 223 bonhoeffer community paper 331 consensus instruct	**Group Learning** 214 conversation format 231 charting technique 232 workshop methodology 232 corporate writing instruct 242 ace design model	**Common Liturgy** 121 genevas 121 daily office 121 common meal 143 corporate worship checklist 223 mathews, "common worship"	**Structure Rationale** 121 reporting rituals 214 structure crucial short course 232 workshop sgenda instruct 311 organization models 312 meeting structure format 333 accountability construct
Task Assignment 121 accountability rituals 314 imaginal form task assignment 314 team/unit construct 314 time/task instruct 333 accountability instruct	**Economic Relations** 121 accountability ritual 214 stored-up selfhood short course 214 missional economics short course 322 cepu model 333 accountability construct	**Enlivening Rituals** 121 meal opening rituals 121 free form liturgy 124 selected art forms 133 center piece model 134 gesture list 143 corporate worship checklist	**Time Design** 244 evaluation rationale 312 meeting formats 313 valendar models 313 week i-week ii format 333 accountability model
Rotating Leadership 232 workshop methodology 311 college model 311 seminary model 311 sodality model 311 psu format 313 timeline model 314 rotation plan model	**Para Vocation** 112 nrm charts 121 accountability ritual 143 breviary 144 solitary office propers 214 vocational care conversation 313 week i-week ii construct	**Spatial Signs** 111 wedge blade 111 local church dynamics chart 111 bug model 111 xx-word-deed symbol 112 nrm charts 133 decor model 222 council iv working papers	**Intentional Space** 124 art forms list 133 decor model 142 decor materials 242 room set-up model 242 location rationale instruct 342 set-up/clear model
Disciplined Accountability 244 evaluation conversation format 312 agenda model 313 weekly accountability model 313 personal timeline model 333 symbolic obedience construct 333 accountability ritual	**Coordinated Time** 114 symbolic calendar 121 accountability ritual 121 church year calendar 313 goals/task-timeline 323 brooding/discontinuity model	**Group Style** 121 decision symbolizing ritual 212 lecture on corporate style 221 corporate style conv. construct 221 nigg, "warriors of god" 333 symbolic obedience instructions 414 goals, strategies chart format	**Children Enablement** 133 room decor model 134 common dress model 211 child's RS-I,CS-I course outlines 213 pre-school curriculum 244 child supplies model 244 child care model 342 food model

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IV. DEVELOPING THE PRACTICAL SKILLS
INSTRUMENTS

CRASH EDUCATION
Creating Common Lucidity

13. LEADERSHIP PRACTICE

Course Building
122 stories list
124 films list
124 art forms list
221 bibliography
232 methods plan
234 curriculum instruct

Teaching Practice
211 RS I course manual
223 charting article
232 model lesson plan
232 style construct
233 lecture illustrations
314 assignment plan
333 accountability outline

Engineering Meetings
124 posters
312 meeting construct
313 calendar plan
314 personnel assignments plan
423 brochures
443 meeting place list

Personal Relations
124 art forms
214 recruitment short courses
214 instant curriculum
214 accountability conversation
214 recruitment conversation
434 visitation plan

14. PASTORAL PROWESS

Cultic Functions
121 liturgical calendar
121 daily office
121 genevas
131 liturgical roles guideline
131 celebration guideline
143 corporate worship checklist

Spiritual Insights
132 corporate solitary rubrics
143 breviary
221 list of religious classics

Guru Experience
214 spirit conversations construct
214 spiritual insight short courses

Prior Training
222 selected publications
222 council IV document
314 prior assignment rationale

15. RELIGIOUS HOUSE

Ecclesiola Exchange
313 quarter timeline
434 model for exchange visits

Collegium Visitation
314 assignment and reporting model

Ceremonial Participation
121 common meal
121 daily office
323 extended rule
332 celebration calendar

Live-in Experience
214 cccorporate life short course
244 enablement model
334 visionary contextual statement

16. MOVEMENT ENGAGEMENT

Regional Service
111 regional symbols
222 recruitment wedge
314 team/unit assign construct
423 regional calendar
432 geo social analysis
434 courses dossier
443 regional leadership file

Presidium Representation
324 congregational training plan
434 congregational penetration plan

Academy Member
211 curriculum construct
214 pitch model
244 enablement models
314 assignment models
431 timeline building instruct
434 brochures
443 prospect profile

Summer Program
211 curriculum construct
222 image journals
222 "i.e." magazines
244 enablement plan
434 recruitment plan

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