

ADVANCED STUDIES

Developing Continuing Education

**TRAINING UNIT
TACTIC 7**
Cadre

A tactic designed to provide the advanced studies and training for the cadre, developing mature skill in theological insight, spiritual awareness, and social reformulation skills for effective leadership.

Advancing in Programmed Studies	Academic Plan	goals creation	time lines	assignment layout	enablement construct
	Theoretical Curriculum	advanced courses	supplemental courses	documents overview	quarterly rhythm
	Intensified Training	academy participation	summer program	presidium attendance	psu involvement
	Religious Development	odyssey weekend	house training	monk-for- a-month	nrm charts
Training in Informal Structures	Seminary Study	quarterly planning	methods study	current-issues reading	accountability study
	Contemplative Pursuits	solitary office	montage creation	charts implementation	selected readings
	Individual Readings	curriculum rationale	yearly design	discontinuity plan	group sharing
	Intellectual Journey	life-line creations	journal writing	reading plan	goals chart
Practicing in Direct Experiences	Family Training	family timelines	children structures	education plan	extended relationships
	Cadre Leadership	cadre teaching	group travel	short courses	priorship experiment
	Pedagogy Practics	pedagogy guild	upgrading plan	regional briefing	in-course evaluation
	Movement Formation	congregation dynamics	regional meetings	council proceedings	cadre visitation
Learning in Practical Methods	Symbols Creation	symbols workshop	vision creation	celebration planning	story writing
	Model Building	geo-social gridding	problem articulation	time lining	methods planning
	Methods Practics	context setting	movement procedures	permeation systems	intellectual techniques
	Corporate Discipline	team writing	corporate courses	decision making	quarterly planning

13. SYMBOLS CREATION		14. MODEL BUILDING		15. METHODS PRACTICS		16. CORPORATE DISCIPLINE	
Symbols Workshop	rehearse histories	Geo-Social Gridding	lynch model	Context Setting	global decor	Team Writing	create structures
	research symbols		econ/political survey		imaginal lecturing		assignment plan
	brainstorm possibilities		cultural study		liturgical decor		clean drafts
	design symbols		demographic charting		media usage		develop guidelines
Vision Creation	imaginal lecturing	Problem Articulation	brainstorm problems	Movement Procedures	cadre planning	Corporate Courses	journey reflection
	missional image		gestalt problems		regional consultation		financial enablement
	intentional singing		determine priorities		global research		children's structures
	visional workshop		art form gestalt		continental assignments		compre'sive curriculum
Celebration Planning	establish time design	Time Lining	four year calendar	Permeation Systems	historical research	Decision Making	consensus experience
	ground context		electronic grid		grid structures		incorporate psu
	intentional decoring		flow chart		mindset workshop		symbolic leadership
	create themes		periodic revision		projection analysis		represent'l responsib'ty
Story Writing	chart history	Methods Planning	format workshop	Intellectual Techniques	imaginal conversations	Quarterly Planning	evaluate past
	contextualize mission		strategic assignment		chart preparation		set goals
	identify contradictions		comprehensive charting		session planning		regional coordination
	focus gifts		model research		decision enabling		build battleplan

The procedural steps for implementing this tactic are the following:

1. Gather data and analyze the present status of the following: the family life and children's structures of cadre members; the spirit training and the leadership experience in the cadre; and congregational membership dynamics and structures.
2. List for cadremen the possibilities for training which can be carried out through direct experiences within their family circle, by building family timelines, models for children's education, structures for child care, and extended family relationships.
3. Urge and enable cadre members and their families (where appropriate) to participate locally and regionally in CS-III A, RS-I Pedagogy, Imaginal Education, and Odyssey; and to attend the Academy of the Ecumenical Institute.
4. Assign cadre members to be direct participants in recruitment, to distribute brochures for local courses, to regional tasks and meetings, to Ecumenical Institute Councils, to visit other cadres, and to Religious House programs.
5. Stage workshops on family covenant, symbolic life, celebrations, decor, holidays, intentional vacations, parties, meal time conversations, economics and budget development, education, family history, corporate study model, and mission.
6. Assign cadre members to pedagogy workshops, weekend courses, pedagogy guild set-up, guild model-building sessions, participant observer roles, and schedule spirit lectures and reciprocal progress evaluation.
7. Assign teaching responsibilities to the cadre members as proposed through the teaching guild, and structure the procedure to include regional briefing, instruction in course evaluation by a first teacher, and a plan for upgrading all the necessary skills.
8. Periodically evaluate the following: the development of the family training program; the progress of the cadre leadership; the development of the pedagogical practices; and movement formation in such areas as the congregation, the metro and the region.

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III. PRACTICING IN DIRECT EXPERIENCES

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9. FAMILY TRAINING		10. CADRE LEADERSHIP		11. PEDAGOGY PRACTICS		12. MOVEMENT FORMATION	
Family Timelines	cadre assignments	Cadre Teaching	problemat leadership	Pedagogy Guild	recruitment guild	Congregation Dynamics	permeate groups
	weekly priorities		local courses		cadre attendance		list key-people
	CSIIIA recruitment		assign seminars		RSI pedagogy		form priorities
	study schedule		workshop methods		weekly pedagogy		lead liturgy
Children's Structures	intent'nal conversation	Group Travel	pre-trip research	Upgrading Plan	evaluative criteria	Regional Meetings	assist planning
	structured playtime		corresponding art-form		workshop techniques		make assignments
	build curriculum		trip symbol		advanced pedagogy		finance corporately
	assign roles		follow-up workshop		pedagogical timeline		distribute minutes
Education Plan	quarterly course	Short Courses	recruitment visits	Regional Briefing	regional reporting	Council Proceedings	review history
	education timeline		workshop subjects		participation model		report regionally
	home curriculum		practice RSI		write reports		send delegate
	family library		formal presentations		produce newsletter		delegate report
Extended Relationships	family travel	Priorship Experiment	meeting leadership	In-course Evaluation	include cadre	Cadre Visitation	care rationale
	intent'nal entertain't		regional planning		create criteria		exchange model
	family history		workshop priorship		observer assignment		religious house
	structured reunion		lead liturgy		evaluation workshop		structure reflections

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II. TRAINING IN INFORMAL STRUCTURES PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Develop the rationale for comprehensive cadre study training by gathering and evaluating the data pertinent to the existing study programs and by developing a four year timeline, broken down into quarterly goals and arranged by priorities.
2. Build into the meeting structure a corporateness curriculum by establishing the future imperatives and structural themes including methods study, and workshops on corporateness, specific study, accountability/absolution, and an evaluation construct.
3. Set the context for the intellectual journey of the cadre by workshopping individual life lines relative to vocational evaluations and plans, writing both individual and corporate journals, and creating a montage to symbolize the group's decision.
4. Broaden the operating context of the cadre by creating a one year time design for study which includes theological studies and global writings, as well as discussions on current issues; and begin to create a corporate methodologies manual.
5. Design a breviary for cadre solitaires and give a short introduction to the solitary office, beginning with its history, and utilizing the enabling gestures and postures gradually throughout the year; and have periodic times reserved for creating montages.
6. Begin implementing the New Religious Mode charts by displaying them in conversations, supplementing these discussions with selected readings from historical monastic meditations and symbolic fiction and corporate studies of the spirit discourses.
7. Design an intellectual care chart for each cadre member by using corporate guidelines determined by a workshop, including periodic individual goals, and plan weekly meetings for studying individually in a group situation including monthly accountability.
8. Incorporate in the timelines periods of discontinuity to study religious holidays; write journals of reflection; and celebrate the cadre's corporate intellectual life through art forms and pantomimes, reports on individual readings, and discussion periods.

5. SEMINARY STUDY		6. CONTEMPLATIVE PURSUITS		7. INDIVIDUAL READINGS		8. INTELLECTUAL JOURNEY	
Quarterly Planning	compile bibliography	Solitary Office	construct breviary	Curriculum Rationale	comprehensive content	Life-Line Creations	education montage
	devise rationale		review history		corporate guideline		life-line chart
	evaluate construct		study dynamics		individual needs		vocation plan
	create time-design		utilize exercises		future imperatives		vocation evaluation
Methods Study	charting methodology	Montage Creation	life lay-out	Yearly Design	monthly accountability	Journal Writing	set context
	workshop practics		mystery image		quarterly timeline		dramatize importance
	building lectures		being lay-out		specific assignment		hold accountable
	conversation methods		global perspective		evaluation plan		orchestrate themes
Current-Issues Reading	contemp. revolutions	Charts [*] Implementation	display charts	Discontinuity Plan	religious holidays	Reading Plan	methodology manuals
	church reformulation		discuss NRM		cultural events		study assignments
	educ. experimentations		study spirit-discourses		corporate celebrations		content rationale
	technol. innovations		structure reflection		reflections journal		comprehensive timeline
Accountability Study	corporateness workshop	Selected Readings	revolut'ies' biographies	Group Sharing	artform conversations	Goals Chart	priorities list
	short courses		monastic histories		pantomime content		four-year timeline
	covenant review		symbolic fiction		assign reports		monthly procedures
	absolution rituals		religious heritage		discuss insights		quarterly goals

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I. ADVANCING IN PROGRAMMED STUDIES PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Determine the training needs of the cadre by finding out the past history of each individual, including what courses he has had, evaluating his skills and his struggle, and deciding what advanced training he needs.
2. Set a context for advanced study, by setting the global context, emphasizing the globality of the movement, reviewing the need for each spirit man to have tools, outlining total curriculum, and explaining global training aids such as academy.
3. Set a context for further religious development by reviewing what it means to be spirit men, giving the history of the religious house experiment, articulating the demand for odyssey participation, and presenting a plan to participate in the use of a breviary.
4. Enable the cadre to decide the advanced training it needs corporately and individually and create a year's timeline including what advanced courses will be taken each quarter and who will attend which academy.
5. Deal with an individual's blocks to involvement in advanced training by determining the nature of the block, enabling the cadre to deal with it corporately, and setting up such enablement structures as financial help, child care and transportation.
6. Develop a training program in problem-solving units after having enabled the cadre to decide the problems to be dealt with, and pulling off weekend study courses of such subjects as images and denominations.
7. Send out individuals who are attending advanced training sessions by developing a context for attendance, emphasizing that they go on behalf of all, having the cadre assign them to attend and setting up accountability and absolution.
8. Enable the cadre to evaluate the advanced training experiences of each individual by having him give a report, asking him to state his individual imperatives, determining what imperatives there are for the cadre, and re-evaluating the training timelines.

1. ACADEMIC PLAN		2. THEORETICAL CURRICULUM		3. INTENSIFIED TRAINING		4. RELIGIOUS DEVELOPMENT	
Goals Creation	spiritual awareness	Advanced Courses	timeline courses	Academy Participation	establish rationale	Odyssey Weekend	study NRM
	assess skills		establish needs		assist financially		create montages
	determine clarity		schedule priorities		rotate attendance		design follow-up
	flip problemat		structure enablement		enable re-entry		attend en masse
Time Line	determine priorities	Supplemental Courses	art form news	Summer Program	inten'alize vacations	House Training	ecclesiola participa'n
	progressing curriculum		study denominations		structure enablement		attend collegium
	represent symbolically		investigate urs		sensitize spirituality		visit house church
	design orchestration		remythol'gze scripture		maintain accountability		structure corporateness
Assignment Layout	assign tasks	Documents Overview	distribute documents	Presidium Attendance	assign delegates	Monk For-a-Month	provide information
	allot lessons		dynamical overlay		establish context		structure enablement.
	appoint pedagogues		introduce context		structure account'bly		reflection model
	construct methodology		art form documents		assist financially		rotate attendance
Enablement Construct	structure account'bly	Quarterly Rhythm	time-design quarter	PSU Involvement	set context	NRM Charts	display charts
	study corporately		ritualize time-space		inspect method		construct lecturettes
	review charting		schedule reflection		publish insights		construct conversations
	art form conversations		celebrate discontinuity		share contradictions		institute solitaries

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PROCEDURES

The procedural steps for implementing this tactic are the following:

1. Analyze the present status of the family, cadre and congregation in terms of advanced studies; assess the practical methodological skills of the cadre; and assess the experience in movemental programs of each cadreman.
2. Set the context for advanced studies in the cadre through giving short courses on the need for further training, obtaining regional and national courses and meeting schedules, and presenting a comprehensive year's timeline to the cadre for approval.
3. Create rational yearly and quarterly study and training constructs for cadre meetings; build meeting models and study curriculum; build lecture and short course constructs; build timelines and models for direct experiences.
4. Set a context for the contemplative pursuits by introducing the solitary office to the cadre, giving lectures on the new religious mode, emphasizing the importance of being self-conscious of one's spirit journey and constructing a breviary.
5. Enable evaluation of individuals' experiences when they return from advanced training programs by asking for personal and cadre related imperatives, evaluating the cadre's study program relative to the new demands, and structuring accountability and absolution.
6. Enable the cadre to create its plan of study by suggesting the inclusion of travel programs, family workshops, individual reading, and solitary writing or construction projects; and taking account of priorities, methodology guidelines, and individual timelines.
7. Begin direct training in the cadre by setting the year's context, by making individual assignments in cadre teaching, and by sending out individuals to advanced courses and to pedagogy training in regional guilds.
8. Enable cadre participation in advanced training opportunities by determining an individual's blocks, enabling the cadre to deal with them corporately, and insuring the execution of practical structures such as financial enablement, child care and transportation.

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IV. LEARNING IN PRACTICAL METHODS PROCEDURES

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The procedural steps for implementing this tactic are the following:

1. Assess the members' understanding of corporate discipline by meeting with the cadre and evaluating the following areas: model building, symbol creation, problematting, corporate writing, decision making, problem solving techniques, and accountability/absolution rituals.
2. Set the context to enable cadremen to understand and appropriate the need for advancing their skills through further training in intentional conversations, short courses, open discussions and weekend seminars.
3. Establish training priorities by first becoming acquainted with the timeline of individual cadremen and then identifying weak areas in the group, thus enabling the cadre to prepare the priority charts and timelines.
4. Create comprehensive plans and timelines for meeting the cadre's need for an advanced training program by brainstorming needs, identifying blocks, evaluating gifts, exploring resources and gestalting data into a workable unit to be used in preparing the models.
5. Provide the cadre with calendars and lists, including opportunities for advanced training classes, weekend course schedules, colleagues in the regional area, catalogues for the purchase of educational and symbolic materials, and a list of Religious House activities.
6. Establish structures that guarantee the cadre's ongoing experience of corporate consciousness through team writing assignments, corporate stewing about internal economic, political, spiritual, and educational matters, and structured evaluation and planning sessions for building
7. Initiate ongoing training activities which will constantly reiterate the story and the mission through the use of meaningful symbols, imaginal charting for continually revitalizing the vision of the task, and intentional celebration models.
8. Assist the cadre members in creating a comprehensive follow-up structure that enables the membership to benefit from the formal training of their colleagues and to develop a common memory by having times of mutual sharing.

1. ACADEMIC PLAN

An academic plan requires stated goals to determine the necessary courses to bring about advancement of the cadre members in programmed studies through a symbolic timeline and assignment construct based on priority needs of the cadre, a progressive curriculum, a model for bringing off the courses and an enablement plan which will effectively enable the cadre members to participate.

- a. *Goals creation* for an academic plan requires that spirit awareness be nurtured, skills of cadremen be assessed, and once the problemat is created, that it be "flipped" and made to determine the goals, and that these goals be clearly stated.
- b. The *timelines* for the academic plan require a careful ordering of course priorities, are designed imaginally relative to those priorities, are represented symbolically as a corporate undertaking, and are planned to stress continuity and orchestration in a progressive curriculum.
- c. The *assignment layout* is the part of the academic plan which sets the context for allotting lessons within the comprehensive course curriculum; setting forth the construct of the methodology, appointing the pedagogues to courses, and assigning them to specific tasks.
- d. The *enablement construct* of advanced courses is outlined and incorporated into a cadre academic plan, corporate study and accountability procedures are to be planned, the charting process for studying papers reviewed, and continuing use to be made of the art form conversation.

3. INTENSIFIED TRAINING

To advance members of the cadre in programmed studies, intensified training experiences are to be utilized, specifically, participation on a rotating basis in movement academies, summer programs to create sensitivity and intentionality, assignment of colleagues to all presidium meetings to up-date their context, and to work in problem-solving-units in order to establish the context for teaching corporate methodology.

- a. To enable *academy participation*, one of the arms of the intensified training program requires that each cadre establish a rationale for participation, and a plan for necessary financial assistance with attendance rotation among cadre members and re-entry enablement for returnees.
- b. The demand relative to the *summer program* as a part of the intensified training is to deepen the participants' vocational commitment, to structure enablement for course attendance, to catalyze sensitization of spirituality, and to maintain accountability during the program.
- c. To enable the greatest benefits from *presidium attendance* as part of the intensified training program, it is required that delegates be carefully assigned, the context be established before the presidium, and a model for accountability and financial assistance be created.
- d. Another part of intensified training, *problem-solving-unit involvement*, is structured by setting the context for the problem, inspecting the methods in detail, creating a format which brings about the sharing of the contradictions, and planning for publishing the insights.

2. THEORETICAL CURRICULUM

A part of advancing in programmed studies is the establishment of a theoretical curriculum for which advanced courses need to be planned based on established needs and priorities of each cadreman, including supplementary courses focused on art forming the news, demythologizing the scriptures, studying spirit movement documents and denominational papers, and creating time design experiments to allow for maximum accomplishments.

- a. Holding *advanced courses* as part of the theoretical curriculum is based on evident needs, and priorities are set to order the sequence of the courses, which are then placed on a timeline and an enablement structure built to facilitate cadre participation.
- b. *Supplementary courses* complement the theoretical curriculum, training teachers in the use of the art form method for news conversations, offering study in interfaith church history and their polity structures, exploring ur images, and experimenting in the demythologizing/remythologizing of the scriptures.
- c. Establishing the theoretical curriculum involves a spirit *documents overview* describing the documents and introducing the context from which they were written, placing a dynamic overlay on them, and then making use of the art form process to increase cadre understanding.
- d. Establishing *quarterly rhythm* as an integral part of the theoretical curriculum requires forward planning of an inclusive quarterly time design in which the time/space relationships are charted and ritualized and include intentional reflection time and discontinuity celebration.

I. ADVANCING IN PROGRAMMED STUDIES

Advancing in programmed studies to tool up the cadre for effective leadership includes a coordinated plan for individual cadre members to attend courses, an intentional curriculum model of possibilities for both courses and study and informal training experiences, an intensified training construct including academy, presidium and summer program experience, and provides for the spirit development of cadre members actualized by means of odyssey weekends, religious house experiences and involvement with work and study on the new religious mode.

4. RELIGIOUS DEVELOPMENT

Religious development, as a part of advancing in programmed studies, can be accomplished by sending cadre members to participate in odyssey weekends followed up by depth study of new religious mode charts, by encouragement of performance of the solitary office, participation in collegium, ecclesiola, and house church structures, and by training cadre members through the monk-for-a-month program.

- a. The *odyssey weekend*, attended "en masse" by a cadre, is preceded by study of the new religious mode charts, includes further study of the charts and creation of montages, and is followed up by continuation of the techniques developed there, including the solitaries.
- b. *House training* in a regional religious house includes corporate participation in ecclesiola, collegium and house church structures to experience study, care, and model creation and enables the cadre members to advance in their own skill in corporateness.
- c. To provide a continuing and strengthened religious development, the *monk-for-a-month* program is set up on a rotation basis for cadremen and a structure is designed to enable full participation, provide descriptive information, and reinforce the basic model.
- d. Study of the *new religious mode charts* advances religious development and is accomplished by display to provide regular exposure, lecturesses which offer special insights, conversations to draw out and share understanding, all backed up with solitaries as a means of appropriating them.

5. SEMINARY STUDY

Training in informal studies through the ecclesiola dynamics seminary study creates awareness of the need to be comprehensive, intentional, and corporate in the cadre, as the group works together making quarterly plans for study, developing basic study methods, and using readings that heighten self-consciousness about current issues, while holding itself accountable to the decision about individual and corporate study.

- a. The *quarterly planning* for the seminary study life of the cadre includes compiling an inclusive bibliography of resources, developing a comprehensive rationale for the actual study and preparing a construct for evaluation, as well as building a study time design.
- b. *Methods study* in the seminary is designed to give the cadre grounding in specific tools of corporate life by working through the charting methodology, practicing workshop techniques, working out constructs for lectures, and learning methods for corporate conversations.
- c. The cadre in its seminary study needs to do important *current issues reading* regarding the dynamics of contemporary revolutions, the findings from experimentation, and research being done in the areas of critical technological innovations.
- d. Crucial to the life of the cadre is an understanding of corporateness gained through *accountability study* and the use of specific tools such as corporateness workshops, particular short courses, periodic review of the covenant, and the development of absolution rituals.

7. INDIVIDUAL READINGS

Training in informal studies through individual readings is designed to develop comprehensive curriculum rationales of intellectual and spirit growth for the cadre based on discovered needs by creating a yearly time design which structures specific assignments, accountability, and evaluation, a discontinuity plan of special religious and cultural days, events, and celebrations, and a creative corporate construct for increasing the group wisdom.

- a. The program for *curriculum rationale* demands a model of intellectual needs that is comprehensive in its content, utilizes the corporate wisdom, meets individual needs, and is constructed to insure effective engagement on the basis of a plan of future needs.
- b. A *yearly design* is a necessity for the cadre's study and includes an individual reading plan made by dividing the year into a quarterly timeline, specific assignments with a monthly accountability of completed tasks, and an evaluation plan.
- c. As in any structure, individual readings need a *discontinuity plan* which will release new creativity and which will include corporate celebrations, cultural events, planned outings to celebrate religious holidays and taking time for reporting reflections in the journal.
- d. *Group sharing*, an important dynamic for individual readings, can be done in various forms which allow for creativity in the group, such as art forms, conversations, pantomimes from reading experiences, reports on selected readings, and group discussions on the individual's insights.

6. CONTEMPLATIVE PURSUITS

Contemplative pursuits are an integral aspect of training in informal structures for the development of the interior life of the cadre members, and include daily participation in the solitary office, the creation of montages that will give form to each person's inner life, the implementation of charts such as the new religious mode charts, and daily readings from selected sources.

- a. The *solitary office* enables the development of the interior life of individuals in the cadre and includes the construction of a breviary, a review of the history of solitary exercises, the study of contemplative dynamics, and participation in the office.
- b. The tactic of *montage creation* includes the life layout of the group and the being layout of individuals, and a construct of training in creating images which embody the mystery and the context of the global perspective.
- c. The tactic of *charts implementation* which deepens the cadre's spirit life is created by using display charts and by conducting discussions on the new religious mode as well as by employing the spirit discourses and by creating time for reflection.
- d. *Selected readings* is a tactic for brooding on the secular and religious life by reading revolutionary biographies and histories of monastic movements and the religious heritage, plus the reading of symbolic fiction to heighten awareness of the use of myths.

8. INTELLECTUAL JOURNEY

The intellectual journey is an area of training within the informal structures which involves the creation of life-lines for holding the past, present and future, recording reflections upon readings as a thought discipline, developing the comprehensive reading plan most helpful to the total group, and setting out a goals chart to insure that reading is done by priority and timeline.

- a. The individual's awareness of his life and his educational and vocational decision is increased by participating in *life-line creations* which visually record his past and future, constructing an educational montage, writing a missional vocational plan and evaluating his vocation.
- b. The intellectual journey is expedited through corporate *journal writing* by dramatizing the importance of the task to be undertaken by the group and holding each one accountable for setting up the contents of the journal and for orchestrating the themes.
- c. To further expedite the intellectual journey, a corporate *reading plan* is needed which establishes an efficient content rationale, which sets up a comprehensive timeline with intentional study assignments, and which enables meaningful participation for those using the plan.
- d. In the intellectual journey it is important to make a *goals chart* by listing all the priorities to be considered, to make a four-year timeline divided into quarterly goals, and to enumerate the procedures necessary each month.

II. TRAINING IN INFORMAL STRUCTURES

Training in informal structures enables the ongoing spiritual and intellectual development of the cadre through the seminary study which is planned quarterly and utilizes imaginal study methods, current-issue readings, and accountabilities reflections; contemplative pursuits involving experiencing the solitary office, montage creation, religious mode chart reflections, and selected heritage readings; individual readings based upon a curriculum rationale, a yearly design, and group sharing methods; and the intellectual journey that involves individual life-line creations, journal writing, reading plans and goals charts.

9. FAMILY TRAINING

Family training experiences, which are not only effective in continuing the education of all members but also increase family missional corporateness, need to include establishing family timelines that consider the multitude of demands, designing intentional children's structures, making a comprehensive education plan for each family member, and constructing extended relationships which hold the family before a global context.

- a. To enable training, the family establishes yearly, quarterly, weekly and daily *family timelines* which include consideration of cadre assignments, weekly assessment of priorities, a plan to attend CS-III A and a long-range family study plan broken down into a weekly schedule.
- b. In order that *children structures* be established as a part of family training, a pattern of intentional meal conversation will be set, playtime will be structured, a comprehensive curriculum will be built and roles will be assigned to each child.
- c. An *education plan* will be established as a part of the family training, which will include a regional course each quarter for junior students through adults, a corporate education timeline, a home curriculum and the establishment and continuation of a family library.
- d. Another part of family training is involvement in *extended relationships*, which includes family travel plans such as a global odyssey, intentional entertainment models, the recording of the family's history and structured reunions with the extended and absent family members.

11. PEDAGOGY PRACTICES

The direct involvement in pedagogy practices is training leadership for the cadre and will consist of participation in a pedagogy guild for development of style and teaching skills, development of a separate plan for the upgrading of each cadreman, the experience of giving and receiving regional reports and an in-course evaluation plan which includes development of criteria and assignment of observers.

- a. The *pedagogy guild* is a corporate training structure which enables grounding in the RS-I construct and articulation of the word, and requires participant recruitment for the guild, a cadre attendance schedule, attendance at the RS-I pedagogy course and weekly guild meetings.
- b. The *upgrading plan* for pedagogy practices allows for the establishment of evaluative criteria, the building and upgrading of a timeline, training in workshop techniques and the need for advanced pedagogy for all cadre members in order to develop effective leadership.
- c. Another aspect of pedagogy practices is *regional briefing* which includes reporting by guilds of what is happening in pedagogy development, development of a model for each cadreman's participation in pedagogy, writing this information into reports and sending a summary in the newsletter.
- d. The cadre or cadres participating in pedagogy practices can enable the training of the pedagogues in style and skills by establishing *in-course evaluation* procedures which require holding workshops to create the evaluation criteria and assigning observers for each course.

10. CADRE LEADERSHIP

The development of cadre leadership requires the practice of direct experiences by assignment with different activities such as leading in using the tools of work-shopping, problematting, and methodologies; experimenting with the role of prior in both style and responsibilities; developing and using short courses to enable persons individually and in group situations; and participating in group travel.

- a. *Cadre teaching*, as a part of the development of cadre leadership, includes the establishment of a leadership problemat for the cadre, the involvement in teaching local courses, the assignment to teach in seminars, and the leadership of methodology workshops.
- b. In the development of cadre leadership, cadres set up *group travel*, which entails research, choice of an appropriate trip, selection of and reflection on a corresponding art form related to the trip, development of a trip symbol and a follow-up workshop.
- c. Additional training of cadre leadership is accomplished through *short courses* which enable all cadre members to intentionally develop presentations for recruitment visits, to workshop various subjects, to practice on content and methodology of RS-I, and to develop formal presentations.
- d. *Priorship experiment*, as a part of the development of cadre leadership, includes assuming the leadership of cadre meetings, planning for regional events, assuming the leadership of a cadre workshop and leading the liturgy in the cadre and other meetings.

12. MOVEMENT FORMATION

Practice in direct experiences in the area of movement formation is crucial in developing leadership in the cadre, for it is when a person becomes involved in the tactics of regional meetings, council proceedings, and visitation and in the dynamics of the congregation that he is held over against the comprehensive in a given situation and is enabled to develop objectivity toward his own situation.

- a. Participation of the cadre in the formation of the movement through the *congregation dynamics* involves permeating groups within the local church, listing key people for future involvement, formulating a list of priorities in relation to the congregation's participation and leading liturgy.
- b. Cadre participation in the *regional meetings* toward the goal of movement formation includes assisting in the planning and development of the meeting agenda, making assignments to implement the plans, developing corporate financing to enable the meeting and distributing the minutes.
- c. Cadre participation in movement formation requires keeping abreast of *council proceedings* at the national level and includes the reviewing of the history of previous council meetings, reporting to the region, sending delegates with cadre financing and receiving the delegates' report.
- d. To further facilitate movement formation, *cadre visitation* should be set up which includes a rationale for the visiting cadre, exchange of cadre models, visits to the religious house in the region and reflection upon structures that exist within the different groups.

III. PRACTICING IN DIRECT EXPERIENCES

Practicing in direct experiences provides the advanced studies and training for the cadre necessary in developing mature skill in theological insight, spiritual awareness and social reformulation skills for effective leadership through the experiences in the family such as building and implementing timelines, children's structures, educational curriculum, and extended relationships; through cadre leadership which includes teaching in the cadre along with priorship assignments; through training in pedagogy, and through participation in regional meetings and visitations and in the local congregation dynamics for movement formation.

13. SYMBOLS CREATION

Symbols creation sustains the missional thrust in the life of the cadre by enabling the rehearsal of its history, thus recreating the past and expanding its missional vision, which clarifies the future; writing the cadre story, which concretizes the decision to be the People of God; and participating in planning celebrations, which symbolizes its decision to be a global cadre.

- a. The *symbols workshop* is a tactic designed to rehearse the cadre's history, to discover the existing symbols, to brainstorm the possibilities for new stories, rites, and symbols and to design and create new symbols which would impact the cadre.
- b. *Vision creation* is assured by conducting workshops to provide a global context for the revitalization of cadre missional image and by using both imaginal lectures and intentional singing to enable the cadre to see itself as a corporate missional body.
- c. *Celebration planning* deals seriously with discontinuity through the establishment of time designs creating a radical shift in routine; the re-ordering of space by the use of imaginal decor; and contextual grounding which is carried out by a diversity of themes.
- d. *Story writing* is the tactic by which the cadre members chart their history, contextualize their decisional mission, identify the contradictions, and focus on their gifts, thus enabling them to verbalize and constantly remind themselves of who they have decided to be.

15. METHODS PRACTICS

A thorough grounding in methods practices entails educating all local church cadre members in the development of various practical and imaginal skills by setting the context, familiarizing members with crucial spirit movement procedures, teaching the building of permeation systems, and promoting the use of intellectual techniques which prepare them for both the local and the global dimensions of the mission.

- a. *Context setting* is a method practice which is created when a skilled pedagogue uses given situations for imaginal education by intentionally expanding the cadre's imaginal arena with global and liturgical decor, imaginal lectures, and art form presentations.
- b. An aspect of methods practices is developing *movement procedures*, which are brought about through planning for the development of cadres within a region, involving them in a regional consultation, gathering data for global research, and making continental assignments.
- c. To create *permeation systems*, a cadre establishes the background through historical research and by gridding the sociological structures, and plans for the permeation by means of mind-set workshops and an analysis from which to project a plan.
- d. *Intellectual techniques* is a tactic which is designed to increase and strengthen the abilities of the cadremen by planning sessions for meetings and presentations, chart preparation, imaginal conversations, and responsible participation in the decision-making functions of the cadre.

14. MODEL BUILDING

Model building as a practical method for cadre workshops is a comprehensive tool which is enabled by the articulation of problems, the construction of plans, and the determination of strategic assignments, all of which are made on the basis of wisdom and insights called forth by geo-social gridding and problematting data into a task, time, and priority construct for mission.

- a. To gain precision in model building, exercises of *geo-social gridding* should be undertaken, such as building a Lynch model, gridding to obtain an economic/political survey, gridding to obtain a cultural study, and charting the political make-up of a community or neighborhood.
- b. *Problem articulation*, an integral part of the model building, includes intensive brainstorming of the particular situational problem, gestalting that particular problem, defining the priorities to be considered and objectively art-forming the gestalt in order to make it more meaningful.
- c. Another aspect of model building is *time lining* as a procedure, which includes a four-year calendar timeline, an electronic grid for showing interaction, a flow chart for showing relationships, and provision for periodic revision of any of the above timelines.
- d. A crucially important aspect of model building is that of *methods planning*, which is initiated by holding a format workshop, doing comprehensive charting, making strategic assignments and doing models research to reinforce and intensify the advanced studies program.

16. CORPORATE DISCIPLINE

It is necessary to develop a corporate discipline in the life of the cadre to sustain it and undergird the learning of practical methods which facilitate the decision-making process, as well as strengthen symbolic leadership and representational responsibility through consensus experience and participation in corporate studies, team writing, quarterly meetings, regional coordination, and involvement in other movement activities and obligations.

- a. A practice in corporate discipline is *team writing* which includes creation of the structures for the writing, development of guidelines, construction of a workable plan for writing assignments, plus the actual writing of the first drafts and final cleaning of the drafts.
- b. Corporate discipline will be experienced through the development of *corporate courses* which involves the formulation of a comprehensive curriculum, reflections on the plans for the course journey, planning for the financial enablement of the course, and development of the child care structures.
- c. *Decision making* as a corporate discipline is done by using the consensus method, incorporating problem solving 'unit experiences in the cadre, using symbolic leadership when meeting, and assigning representational leadership to meetings which all cadre members cannot attend.
- d. *Quarterly planning* is a corporate discipline experience which entails the review and evaluation of the past activities, setting goals which will move the cadre farther toward its mission, coordinating these plans with regional activities, and finally, building a battleplan.

IV. LEARNING IN PRACTICAL METHODS

The advanced studies and training program for the cadre is designed to nurture cadresmen in the necessary theological, spiritual and social reformulation skills that will provide maturity in practical methods of symbol creation through workshops where missional visions are forged; through model building, geo-social gridding, and problemats which enable the determination of priorities for action; through methods practics which develop effectiveness in movement procedures and systems; and through corporate discipline which strengthens involvement in the decision-making processes of effective leadership.

TRAINING UNIT TACTIC 7

Cadre

I. ADVANCING IN PROGRAMMED STUDIES
INSTRUMENTS

ADVANCED STUDIES
Developing Continuing Education

1. ACADEMIC PLAN

Goals Creation

211 pedagogy course manual
221 movement book list
232 educational theory model
234 cadre curriculum construct
234 educational objectives instruct

Timelines

313 calendars construct
423 continental course schedule
443 church calendar
443 community calendars

Assignment Layout

244 personal evaluation timeline
423 course brochure
423 regional course brochure

Enablement Construct

214 contextual stories
244 child care construct
333 accountability ritual construct
433 scholarship resource list

2. THEORETICAL CURRICULUM

Advanced Courses

222 recruitment wedge
423 continental course schedule
423 global course schedule
443 cadre roster
443 course participant records

Supplemental Courses

141 audio-visual aids
221 movement booklist
221 educational catalogues
232 team teaching model
234 curriculum building instruct

Documents Overview

212 documents lecture
222 movement documents

Quarterly Rhythm

231 study timeline instruct
313 timeline sheets
443 congregational calendar
443 community fine arts schedule

3. INTENSIFIED TRAINING

Academy Participation

244 child care construct
322 financial aid model
434 academy course schedule
434 cadre availability chart

Summer Program

423 summer brochures
433 financial aid model
434 recruitment plan

Presidium Attendance

314 participation rationale
434 enablement model

PSU Involvement

244 child care construct
311 psu format

4. RELIGIOUS DEVELOPMENT

Odyssey Weekend

144 solitary accoutrements kit
211 odyssey schedule
434 odyssey recruitment pitch

House Training

313 house schedule
434 participation model
434 recruitment scheme

Monk-For-A-Month

213 pre-orientation model
324 participant rationale
341 enablement model

NRM Charts

112 nrm charts
144 monks chest
212 spirit lectures
214 spirit conversation construct
222 solitary office "image"
313 study timeline
314 assignment timeline

TRAINING UNIT TACTIC 7

Cadre

II. TRAINING IN INFORMAL STRUCTURES
INSTRUMENTS

ADVANCED STUDIES
Developing Continuing Education

5. SEMINARY STUDY

Quarterly Planning

- 221 movement book list
- 231 study technique manual
- 232 art form conversation instruct
- 314 assignment sheet
- 314 guild assignments

Methods Study

- 141 video tape machine
- 232 methods study manuals
- 243 sensitizing games list
- 243 non verbal games list
- 244 critique model
- 314 teaching assignments

Current-Issues Reading

- 124 tape library list
- 223 magazine list
- 223 creative writings list
- 231 in-depth study instruct
- 234 theme selection rationale
- 242 room arrangement plan
- 311 retreat model

Accountability Study

- 121 rituals
- 134 contemporary hair shirt
- 323 covenant rationale
- 323 covenant statements

6. CONTEMPLATIVE PURSUITS

Solitary Office

- 112 journey charts
- 143 breviary
- 144 secular hagiography
- 334 life journey charting instruct

Montage Creation

- 112 contemplation overlays
- 142 art supply kit
- 214 interior montage short course

Charts Implementation

- 111 ur symbols
- 112 church year colors chart
- 112 corporates charts
- 112 solitaries charts
- 114 ur grid

Selected Readings

- 122 scripture selections
- 124 poetry readings
- 214 selected plays list
- 214 selection rationale
- 221 history of orders
- 223 saints biographies

7. INDIVIDUAL READINGS

Curriculum Rationale

- 111 life triangles
- 221 bibliographies - pol/econ/cult/rel
- 221 briefcase library
- 231 study selection instruct
- 231 study method instruct

Yearly Designn

- 211 movement courses
- 313 calendar patterns
- 313 timeline sheets

Discontinuity Plan

- 214 intentional conversation format
- 231 intensive study methodology manual
- 313 timeline designs
- 332 celebration model
- 443 field trip resource list

Group Sharing

- 134 dramatic techniques resources
- 214 art form conversation format
- 231 book review format

8. INTELLECTUAL JOURNEY

Life-line Creations

- 313 imaginal construct
- 323 guidelines sheet

Journal Writing

- 214 journal short course
- 231 writing instruct

Reading Plan

- 221 annotated booklist
- 231 book review format
- 231 study methods
- 313 timeline design
- 324 selection rationale sheet

Goals Chart

- 211 curriculum construct
- 241 selection rationale
- 313 quarter plan

9. FAMILY TRAINING

Family Timelines

- 323 family story
- 323 individual symbolic timeline instr.
- 334 family goals

Children Structures

- 121 common rituals
- 123 movement children's song book
- 234 curriculum plan
- 243 creative playthings list
- 244 facilities list
- 314 responsibility assignment chart
- 443 information charts on children

Education Plan

- 221 book list
- 244 family education record
- 312 family night model
- 322 cepu formula
- 423 course calendar
- 443 education institutions data

Extended Relationships

- 121 daily office sheets
- 214 spirit conversations instructs
- 312 family meeting plan
- 314 assignment charts
- 322 corporate monetary enablement
- 332 inter-family celebrations format
- 433 cultural events calendar

10. CADRE LEADERSHIP

Cadre Teaching

- 211 academy courses manual
- 213 rs-1 continuing education instruct
- 234 individual teaching plan
- 312 movement meetings format
- 314 assignment chart
- 434 course recruitment model

Group Travel

- 311 ur itinerary model
- 443 covenantal cadre list
- 443 cultural/historical research file
- 443 maps
- 443 regional celebration calendar
- 444 travel enablement list

Short Courses

- 211 rs-1 pedagogy manual
- 214 informal short course construct

Priorship Experiment

- 121 daily office sheets
- 144 solitary accoutrements kit
- 231 intellectual methods instruct
- 232 conversation methodology instruct
- 314 team prior assignment
- 331 consensus method manual
- 333 accountability model

11. PEDAGOGY PRACTICS

Pedagogy Guild

- 211 course manual
- 241 instructional equipment
- 244 evaluation construct
- 314 guild assignment schedule
- 314 teaching assignment chart

Upgrading Plan

- 214 contextual story
- 214 short course constructs
- 232 workshop method instruct
- 313 penetration timeline
- 314 participant-observer assignments
- 331 consensus method instruct
- 424 mass penetration

Regional Briefing

- 112 region journey chart
- 222 regional newsletter
- 222 e.i. printings
- 222 regional reports
- 314 regional assignments model
- 423 regional meetings calendar
- 443 regional print-out

In-Course Evaluation

- 231 practice writing instruct
- 244 individual evaluation criteria form
- 244 in course evaluation construct
- 314 p.o. assignments

12. MOVEMENT FORMATION

Congregation Dynamics

- 443 key position membership list
- 443 list of members' phone numbers
- 443 clergy card file
- 443 list of dynamic cadre members

Regional Meetings

- 222 regional newsletter
- 312 meeting agenda
- 423 regional publicity brochure
- 441 office equipment
- 443 list of key people
- 443 list of key people

Council Proceedings

- 214 symbolic life rationale
- 222 e.i. brochures
- 223 corporate written reports
- 312 agendas construct

Cadre Visitation

- 214 conversation format
- 214 short course constructs
- 313 timeline
- 443 address list
- 443 cadres' grids

TRAINING UNIT TACTIC 7

Cadre

**IV. LEARNING IN PRACTICAL METHODS
INSTRUMENTS**

ADVANCED STUDIES
Developing Continuing Education

13. SYMBOLS CREATION

Symbols Workshop

112 liturgical year calendar
142 art materials
214 corporate conversations instruct
221 book list
223 function of symbols article

14. MODEL BUILDING

Geo-Social Gridding

114 movement world grid
414 geo social overlays
443 chamber of commerce data
443 government reports
443 maps
443 population statistics

15. METHODS PRACTICS

Context Setting

133 church and missional decor manual
232 classroom processes manual
214 short course on the times
214 short course on needs
244 group analysis chart
414 gridding instructs

16. CORPORATE DISCIPLINE

Team Writing

223 examples of corporate writing
232 classroom processes manual
232 document construct
234 subjects rationale instruct
314 assignment construct
443 resource checklist

Vision Creation

123 songbooks
214 spirit conversations construct
214 short course on times
214 short course on mission
214 short course on p.o.g.
232 workshop manual

Problem Articulation

211 rs-iii manuals
214 group wisdom short course
231 gestaltng instruct
244 evaluation construct
414 problem analysis instruct

Movement Procedures

112 nrm charts
114 world grid
143 corporate worship checklist
211 pedagogy manual
222 document 2
434 recruitment model

Corporate Courses

211 rs-iii manuals
312 individual timeline instruct
423 course listing
423 regional calendar
443 list of interested groups

Celebration Planning

112 liturgical year calendar
142 art supplies kit
142 decor kit
221 ur bibliography
312 meeting format
443 church event calendar

Time Lining

113 40 year chart
241 instructional equipment checklist
241 timeline sheets
423 movement calendar

Permeation Systems

211 imaginal education course manual
211 dynamical sociology course manual
223 news magazines
424 permeation priority list
443 secular groups' goals list
211 dynamical sociology course manual

Decision Making

314 leadership rotation plan
211 dynamical sociology course manual
333 accountability method

Story Writing

214 mythology short course
214 workshop short course
232 mythologizing instruct
314 assignment construct
443 historical data sheet

Methods Planning

231 charting method instruct
232 workshop instruct
311 organizational construct

Intellectual Techniques

213 seminar construct
214 art form conversation construct
221 movement book list
231 study technique guide
232 charting instruct
443 city adult education directory

Quarterly Planning

213 workshop instruct on vision
214 conversation format on vision
244 evaluation construct
244 participant enablement construct
312 timeline constructs
312 agenda

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Summer 1970